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BUSINESS EDUCATION, ENTREPRENEURSHIP AND SKILLS ACQUISITION IN DIGITAL ERA

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Abstract

The paper discussed the link between poverty and unemployment in Nigeria. Unemployment is one of the most difficult economic challenges facing Nigeria and its people, and it is the greatest obstacle to sustainable socio-economic development, security and peaceful co-existence in the country. When people acquire skills and are gainfully employed, level of poverty is reduced. Business education helps to create employment and reduce poverty as it leads to acquisition of practical and applied skills. The paper further discussed entrepreneurship and the need for entrepreneurs to think outside the box to be successful. Skills acquisition in a digital era, resources needed for business education skills acquisition, business education curriculum and skills acquisition, instructional delivery and skills acquisition and funding business education for skills acquisition were discussed. The paper concluded that there is no doubt the digital environment can be helpful in the acquisition of business education/entrepreneurship skills. Work is done faster, neater and in less time in a digital environment than in a manual environment. Six recommendations were made. One of them is that the law establishing the Industrial Training Fund should be amended to make the supply of equipment to institutions running business education and other vocational programmes as part of the mandates of the Fund.

Introduction

It can be argued that one of the most pressing economic challenges facing Nigeria is the large number of unemployed people in the country, especially among youths. Past governments introduced several strategies aimed at reducing the level of unemployment in the country. Many Nigerians live in abject poverty (a direct consequence of unemployment). Unemployment is one of the most difficult economic challenges facing Nigeria and its people, and it is the greatest obstacle to sustainable socio-economic development, security and peaceful co-existence in the country.

Unemployment prevents people from attaining acceptable minimum standards of living. Unemployment may lead to poor sanitation, poor nutrition, unfit shelter, poor environmental condition, low level of energy consumption, poor health status and lack of productive assets (Martins, 2010). Unemployment can thus lead to lack of basic needs that are necessary for survival. One way out of poverty is through the acquisition and deployment of business education/entrepreneurship skills.

The National Policy on Education (FGN, 2013) defined business education as that aspect of education that leads to acquisition of practical and applied skills. Business education provides knowledge, skills, understanding and attitudes needed to perform in the business world as a producer and/or consumer of goods and services. Business education is thus a skill-based programme. It

develops skills, abilities, attitudes and work habits in individuals. Business education prepares individuals to be productive in an economy, as employees or as self-employed individuals (Ibrahim, 2022). Business education, therefore, enables individuals to acquire practical skills required to enter into the labour force and be productive in the economy.

Entrepreneurship

Entrepreneurship is one of the four factors of production. The other three are land, labour and capital. The entrepreneur is the one that brings the other three factors – land, labour, capital – together. In other words, it is the entrepreneur that co-ordinates production activities. The entrepreneur is someone who is quick to realise that an opportunity exists, seizes the opportunity and looks for the necessary ingredients (land, labour, capital) to actualise the opportunity.

Entrepreneurship is about creating value as a result of recognition of a business opportunity, effectively managing the risk involved, co-ordinating the various activities and necessary resources and ultimately reaping the envisaged returns. Entrepreneurship is thus the process of creating value by devoting the necessary time and effort, assuming the accompanying financial, psychological and social risks and eventually receiving the envisaged returns.

Entrepreneurship is really all about identifying, developing and bringing a vision, an idea, an opportunity to reality. The ultimate objective is to eventually get a return for venturing into the unknown. Entrepreneurship is all about tenacity. The entrepreneur believes that the environment and what it offers can be influenced and successfully managed and value created for the benefit of the economies and citizens of nations (Ibrahim, 2017). Business education and entrepreneurship are skill-based courses.

Skills are mostly psychomotor in nature, involving some forms of activities. Activities in business education/entrepreneurship involve skill acquisition, example in keyboarding, word processing, data processing, accounting, marketing, salesmanship, office technology.

Thinking outside the Box

One thing that has become clear is that to succeed as a business educator/entrepreneur, one needs to think outside the box. For the purpose of this presentation, thinking outside the box is defined as the ability to find a solution where others think it is impossible to do so. Thinking outside the box entails doing things differently. It is a strategy and it can be learnt and mastered. The following are parameters for thinking outside the box:

1. Ability to identify opportunities. The opportunities are there waiting to be identified and be explored.
2. After identifying an opportunity, ability to draw up a business plan that will be used to convince sponsors to finance the actualization of the identified opportunity. An entrepreneur may not necessarily have the financial wherewithal needed to actualise the identified opportunity.
3. Think big but start small and let the business build itself. As experience is gradually gathered, confidence in one's ability to succeed is built up.
4. Being focused in whatever one chooses to do. There will be hurdles. When you fall, pick yourself up and continue.
5. Being able to quickly grasps the essentials of business. For example, as a business person, one should not over-trade, one should plan his business such that he collects from his debtors before he pays his creditors, one should be liquid and yet he should not leave current assets idle.

As earlier stated, the ability to think outside the box is increasingly becoming a requirement for success in any business endeavour one engages in.

Objectives of Business Education/Entrepreneurship

Nations that are economically buoyant have citizens who are fully equipped with skills, knowledge and attitudes that enable them function effectively and contribute to the development and growth of the economies of those nations. Business education/entrepreneurship play important role in equipping citizens of nations with abilities to become economically effective and efficient.

The National Policy on Education (FGN, 2013) stated the following as the objectives of business education:

1. To provide trained manpower in commerce, particularly at the sub-professional grade.
2. To provide technical knowledge for business and economic development.
3. To give an introduction to professional studies in business.
4. To give training and impart the necessary business skills leading to the production of skilled personnel who will be enterprising and self-reliant.
5. To enable young men and women to have an intelligent understanding of the increasing complexity of economic development.

Skills Acquisition in a Digital Era

A digital environment is an environment populated by equipment such as computers, scanners, printers, electronic office organizer, mobile note-taker (Amoor, 2020; Sani, 2022). In a digital environment, manual operations are replaced by the use of machines. With the advent of Information and Communication Technology, the digital environment also covers the world wide web and the internet.

The digital environment is convenient and advantageous in the acquisition of the following business education/entrepreneurship skills:

i. Keyboarding skills
ii. Word processing skills
iii. Data processing skills
iv. Marketing and salesmanship skills
v. Advertising skills
vi. Accounting skills
vii. Office technology skills

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Resources for Business Education Skills Acquisition

Skill acquisition, undoubtedly, requires resources. Finance is crucial in getting the needed resources for skills acquisition. The resources are both human and material.

i. Human Resource: - Those to impart the skills to others must themselves have these skills. As such, there is the need to have a stock of trained personnel to impart the skills to others. These skilled personnel can be gotten from the industry to serve as resource persons, pending the adequate recruitment of permanent staff or re-training of existing staff.

ii. Material Resources: - Sani (2022) outlined the following as the resources needed in skills acquisition in the business education programme:
    a. Workshop/Studio/Model Office
    b. Computer
    c. Printer
    d. Photocopier
    e. Scanner
    f. Paper Shredder

g. Spiral Binder
h. Laminating machine
i. Paper Punch
j. Paper cutting machine
k. Staplers (giant and small)
l. Stapling pins

Amoor (2020) added Electronic Office Organizer and Mobile Note-taker as resources.

As stated earlier, finance is crucial in acquiring resources needed for skills acquisition. One way around this problem is attaching apprentices to master craftsmen who already have established and equipped workshops. This is where the Students' Work Experience Scheme (SIWES) comes in.

Business Education Curriculum and Skills Acquisition

Curriculum is a prescribed course of study which students must learn in order to reach a certain level of education. It is the sum of all the activities, experiences and learning opportunities that institutions and teachers have responsibility to ensure that they take place in the learning environment.

There is a clear linkage between the objectives of business education, as stated in the National Policy on Education, and skill acquisition if the objectives are to be achieved. It is the objectives that should guide and decide how the curriculum is to be planned and actualised. The following are pertinent issues regarding the business education curriculum:

i. It is to be designed by businesseducators, not by educational administrators or business administrators. It is worrisome that the business education curriculum is reviewed and modified by non-business educators, especially at the secondary school and college of education levels. Even at the university level, accreditation and re-accreditation exercises are assigned to non-business educators to carry out.

ii. It is to be reviewed periodically to ensure that it is still effective and relevant to the needs of society and also still capable of equipping students with the critical skills and abilities needed in the world of work.

iii. Intellectually stimulate students and enable them to apply acquired skills to range of problems and their relevance in the work place.

iv. Provide a bouquet of theory and practical activities for the students.

v. Develop in students the ability to apply the analytical tools, knowledge and skills acquired to the solution of societies' problems.

vi. Develop in students a range of transferable skills that will be of value in employment and self-employment

On a final note, it is important that the business education curriculum should emphasise acquisition of skills. This means establishment of well-equipped workshops/laboratories/model offices is to be made a pre-requisite.

Instructional Delivery and Skills Acquisition

Instructional delivery is an activity, manner, style used by a teacher to impact knowledge to learners. It is a process that encompasses a combination of actions aimed at passing knowledge to learners.

There are many instructional delivery methods in existence. The one employed by a teacher at any point will depend on what is to be taught, who is to be taught and the available resources to teach it with. Whatever method chosen by a teacher, proper classroom management, motivation, a

welcoming classroom environment and activities that address a multitude of learning styles are paramount if the teacher is to succeed.

To effectively teach, which is what instructional delivery is all about, the teacher needs to master and apply different principles of learning.

Teaching methods are the tools or means through which teachers engage their students in meaningful activities, as a result of which ideas, values and facts are learned. For effective teaching to take place, the teacher needs to use different methods and techniques at his command. There are many teaching methods, and no one of them can be regarded as the best for every teaching situation. A carefully chosen and applied teaching method can work wonders in making learning effective. Therefore, the success in the use of a method depends on an intelligent analysis of the educational purpose, those to be taught and the curriculum content at the moment as well as the type of subject being taught.

The instructional delivery method that is most suitable for skills acquisition is the demonstration method. Many empirical research findings attest to this (Unogu, 2015; Idoko, 2016; Ezeh, 2016; Adebote, 2016; Emeh, 2016; Ado, 2017).

Demonstration teaching method

The demonstration method is valuable in learning new skills or a better way of doing something. The demonstration method is the basic method for introducing new skills to learners. The method is effective for developing understanding and for making people to accept new and better ways of doing things. The demonstration is done by the teacher while the students watch.

Demonstration method of instructional delivery is based on the simple principle that we learn by doing. The demonstration done is accompanied by explanations on the part of the teacher. This teaching method can only be effective if it is properly chosen and used. Demonstrations, when used by a skillful teacher, are conducive to the development and maintenance of interests among learners.

Demonstration is a method of teaching where sight and hearing are the major means of communication. The teacher generally begins with a description of what is to be shown along with a list of main points that the students should focus their attention on. This is followed by the demonstration proper, accompanied by a discussion of what is happening. If the demonstration is to teach a skill, then there follows a period in which the students are given an opportunity to perform the procedure just demonstrated while the teacher goes round and offers suggestions. Demonstration can be practiced in three major ways; the class demonstration, the group demonstration and the individual demonstration.

a) The class demonstration

Sometimes demonstrations are used as a teaching method for the entire class. Since the entire class is involved, the teacher's time is saved as there will be no cause for some students to bother the teacher to repeat the procedure, or to repeat the basic information again. Generally, this type of demonstration invokes much enthusiasm and interest among students, especially as the entire class members are actively involved in watching the teacher and asking questions on some points not clear to them.

b) The group demonstration

The major difference between this type of demonstration and the class demonstration is that it is presented to a section of the class while the rest of the class is engaged in another assignment, which may not be related to the topic presented. The need for group demonstration arises as a result of individual differences in ability and aptitude which may cause some pupils to complete a given project ahead of time, thus creating a serious gap in maintaining a uniform demonstration.

c) The individual demonstration

There are times when individuals are taught at a time. This could be because of differences in students' background and general learning ability and irregularity in attendance.

My experience in teaching skill subjects over the years using the demonstration method has clearly shown that the method has some advantages.

Advantages of demonstration teaching method

Some of the advantages of the demonstration methods are:

1. It assists students to become good observers
2. This method saves a lot of time
3. Demonstration adds variety to a lesson
4. Demonstration reduces the period of trial and error, and avoids fixation of wrong ideas
5. It defines the standard of performance and improves students' ability to observe accurately and completely
6. It is effective as an induction to new skills.
7. It has a high interest value
8. All students follow the same operation, and the teacher interprets the work to all of them.

In issues of skills acquisition, the Students' Work Experience Scheme (SIWES) and excursion can be used to augment teaching. They give students opportunities to see how things are done in the real world of work, thereby complementing classroom teaching.

Funding Business Education for Skills Acquisition

Funding is a very touching issue when it comes to education. A lot of people tend to get emotional over the issue of funding. A glaring fact is that the business education programme is a skill-based programme. Skill-based programmes are capital intensive and require lots of investment in workshops/laboratories, equipment and trained manpower. It is no wonder therefore that funding for business education is always not sufficiently met. My take is that:

i. Business education students, at all levels, have to pay school fees, which should not be uniform, but based on parents'/guardians' levels of income.
ii. Grants, equal to twice the amount generated by a school from school fees paid by business education students, be given to departments housing the business education programme.
iii. Part of the mandate of the Industrial Training Fund (ITF) to be the supply of equipment to institutions running business education and other vocational programmes.
iv. Establishment of skills development and linkagescentres by departments having business education programmes for the sole aim of organising workshops and training activities for generating revenue. The centres are also to be responsible for linkage with former students of the departments for assistance.

Business Education, Entrepreneurship in a Digital Era

Business education/entrepreneurship create opportunities in the following areas:

1. Establishment of business schools/centres for training professional secretaries, accounts staff, marketing/sales staff.
2. Establishment of consultancy services outfits (for registration of businesses, recruitment and employment services, writing and publishing of books in secretarial, accounting, marketing, entrepreneurship fields).

3. Organising workshops and seminars for organisations in various fields, including recruitment, induction and refresher activities.
4. Buying and selling of office machines and equipment.
5. Establishment of retail outlets.
6. Sales promotion of all products of different establishments.
7. Provision of extra lessons to secondary school students at home, especially those preparing for external examinations (WAEC, NECO, NABTEB, NBAIS).

In carrying out these activities, the following services of the digital environment can be used:

i. Getting information from the web on relevant and current data for preparing lecture notes
ii. Holding classes, attending conferences and workshops and holding external oral examinations via video conferencing using applications such as Zoom, Google Hangouts, Skype, Facebook Live, YouTube Live.
iii. Summarising and delivering lectures using power point
iv. Buying goods online
v. Selling goods online
vi. Using Excel for data visualisation and analyses
vii. Advertising goods online
viii. Connecting buyers and sellers online

Conclusion

There is no doubt that the digital environment can be helpful in the acquisition of business education/entrepreneurship skills. Work is done faster, neater and in less time in a digital environment than in a manual environment. The main problem is that the equipment needed in a digital environment are not cheap. Therein lies the challenge in using the digital environment to acquire skills. A way has to be found to overcome this challenge.

Recommendations

i. Budgetary allocation to business education/entrepreneurship programmes in our educational institutions should be increased to enable the adequate equipping of laboratories in the programmes.
ii. Private organisations and individuals should be encouraged to assist business education/entrepreneurship programmes in educational institutions with the equipment needed in the digital environment.
iii. The law establishing the Industrial Training Fund should be amended to make the supply of equipment to institutions running business education and other vocational programmes as part of the mandates of the Fund.
iv. Local production of equipment used in digital environment should be encouraged.
v. The Students' Work Experience Scheme (SIWES) should be properly implemented to ensure that the core objective of the scheme (skills acquisition) is achieved.
vi. There should be constant training and re-training of business teacher educators in the use of equipment used in digital environment.

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DIFFERENTIATED INSTRUCTIONAL APPROACH: INCLUSIVENESS OF LEARNING STYLES IN BUSINESS EDUCATION FOR SKILLS ACQUISITION IN DIGITAL ERA

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Abstract

Despite the pivotal roles of business education on manpower and economic development, research findings have continued to show that business education students still graduate without vocational skills, which aggravated the increasing rates of unemployment and underemployment in Nigeria. Many factors have been adduced to be responsible for this regrettable trend. An issue however, yet to be given serious attention to is the instructional approach used by business educators that seems not to have produced the required result. The traditional method that emphasized one instructional method applied to all students without due concern to learner`s characteristics have been grossly accused in literatures of instructional design. The strategies of differentiation are of current interest to educators particularly in the digital era. With increasing pressures of No Child Left Behind, educators are often left wondering if individual instruction is the best instructional practice. The extent to which these strategies impact on student learning is also controversial. Differentiation can be time consuming and tedious on educators. Teachers often struggle to provide all students access to specific learning activities that work best for them and what works best for some students may not work for others. Differentiating instruction makes sense because it offers different paths to understanding content, process, and products, considering what is appropriate given a child's profile of strengths, interests, and styles. This paper is, therefore, a modest attempt to clarify the concept of differentiated instruction, and acquisition of skills in business education in digital era. The paper finally advocates for and clarifies differentiated instruction approach in business education, approaches of ability grouping and tiering using differentiated instruction in digital era, draws conclusion and recommends among others that,there should be awareness creation by Business educators for the adoption of differentiated instructional approach as a prospect of acquiring skills in digital era in Nigerian institutions of higher learning.

Keywords: Differentiated Instruction, Business Education, Learning Styles, Skills Acquisition and Digital Era

Introduction

An important aspect of human beings is that they differ. In schools a class is a collection of individuals that are different from one another. Individuals differ morphologically, physiologically and psychologically. Because individuals differ, teachers especially business educators should differentiate instruction. Differentiated instructional delivery is all about tailoring instruction to meet individual needs. It consists of the efforts of teachers to respond to variance among learners in the classroom. Whenever a teacher reaches out to an individual or small group to vary his or her teaching in order to create the best learning experience that teacher is differentiating instruction.Ekpenyoung (2012) noted differentiated instruction as an instructional approach which seeks to provide a curriculum design and instruction by assessing the strengths and weakness of the students in order to link up the two aspects. According to Davis as cited in Ekpenyoung (2012), differentiated instruction is the term for creating student-centered diverse lesson plans that fit different learning styles of each child in the classroom. Business education programme being a programme for self-reliance requires that business educators should use differentiated instruction like brainstorming, joint problem solving, structured group learning, peer tutoring, demonstration, role-playing and exercises, case studies, critical incident analysis, snowballing, discussion groups, structured exercise among others in their instructional delivery to enable students acquire the necessary skills and competencies required of a student in the digital era.

Business education is concerned with the teaching of skills, attitudes and knowledge necessary for a successful career in the office and business world. Business education programme involves training students in the areas relevant to the business world such as accounting, marketing and office management technology. In the opinion of the researchers, the relevance of business education in the digital era cannot be over-emphasized because of its potential in equipping the recipients with the relevant skills for self-employment or paid jobs.

Despite the importance of business education on manpower and economic development, research findings have continued to show that business education students still graduate without vocational skills, which aggravated the increasing rates of unemployment and underemployment. This unpleasant situation appears to be attributed to the dysfunctional nature of business education in Nigeria. However, efforts to improve the quality and standard of business education to help in reducing these complex social problems appear to have been slowed down by a number of factors. Adegoke (2017) listed some of these factors among others to include: inadequate funding, improper planning and management, lack of inclusive education, inadequate infrastructure, irrelevant curricula to meet industrial needs and inadequate commitment on the part of students and teachers.

A major reason for the increasing rate of unemployment among business education graduates appears to be lack of requisite skills required by employers of labour. This apparently may not be unconnected with the poor instructional design which relied heavily on traditional classroom instruction which has failed to yield the expected result. Traditional classroom instruction is designed to meet above- average level learners which does not cater for the below-average learners with different learning abilities in the classroom. In a traditional classroom, lessons are taught through whole-group instruction, where the same teaching method is used to teach the whole class at once. Instead of constant whole-group instruction, differentiated instruction uses several group types for instruction like pairs and small groups. The same learning goal is applicable to all the students but the instructional approach varies based on students` interests, preferences, strengths, and weaknesses. Differentiated instructional design is believed to improve the instructional quality of business educators. The extent to which differentiation instruction approach could impact on instructional quality of business educators is however not known. This informed the quest for this study.

Conceptualizing Differentiated Instruction

Differentiated instruction is not a new concept in the field of education. For years, educators have been trying to meet the needs of their students. Howard Gardner was one of the first to suggest that students have different abilities in the context of multiple intelligences. Some students might be better visual learners while other students might be more apt to learn in a musical setting (Gardner, 2009). Teachers often administer interest inventories at the beginning of the year to find out which style or styles a student has. Finding the student's interest allows the teacher to provide curriculum that is relevant and meaningful.

The process of differentiated instruction starts with the teacher assessing where their students are academically (Schlemmer, 2008). The teacher can then modify assignments to adapt to each individual student. This might mean making the worksheet more challenging or eliminating unnecessary content. It also means that each student is getting the same content with flexibility and making sure it meets curriculum standards (Heacox, 2002). Differentiated instruction is aimed at making sure the students are being challenged and are being taught at their true academic level (Sprenger,2003).

Making curriculum challenging through differentiation allows students to use higher cognitive thinking skills (Gregory, 2004). It also meets the needs of lower ability students by allowing the teacher to modify the content. Students can learn the basic content at their own pace and then work into the higher level when they are ready (Tileston, 2004). Students who are at a higher level often become bored when basic content is taught and thus create problems in the classroom when they are finished with their work early (Guild, 1998). Differentiating instruction will allow those students to be academically engaged in their work because they are presented material that engages the thinking process.

Student achievement has been an issue raised by No Child Left Behind (NCLB). Student achievement is a concern among parents, teachers, students and at the community level.Tomlinson (2001), a leading expert in the field of differentiated instruction, stated that “a differentiated classroom provides different avenues to acquiring content, to processing or making sense of ideas, and to developing products so that each student can learn effectively”

This approach requires active and continuous planning on the teacher’s part that considers and reflects understanding of student differences, and that accommodates the various ways that students learn. To accomplish this approach, teachers must be knowledgeable in the theory and research of contemporary education (Tomlinson, 2015). Differentiated instruction is a systematic approach to planning curriculum and instruction for academically diverse learners. It is a way of thinking about the classroom with dual goals of honoring each student’s learning needs and maximizing each student’s learning capacity (Osuaforand Okigbo in Tomlinson, 2015). Differentiating instruction, therefore, depends significantly on teachers’ professional knowledge and ability to ensure that what they do in their classrooms involves meeting the needs of all learners. The approach takes both expertise and insight.

Because each student is different, so then are the ways in which they learn; as such, teachers must recognize what opportunities for learning are appropriate for each child within the classroom and how to provide those opportunities. Osuafor and Okigbo (2013) suggested that differentiated instruction means creating multiple parts of a learning outcome, “so that students of different abilities, interests or learning needs experience equally appropriate ways to absorb, use, develop and present concepts as a part of the daily learning process. This enables students to take greater responsibility and ownership for their own learning and provides opportunities for peer teaching and cooperative learning. Osuafor and Okigbo’s study was conducted to determine whether differentiated instruction would improve the understanding and performance of Nigerian students if employed by biology

teachers. They determined that in a setting with students who had previously received only a traditional style of instruction led by lectures, there were significant improvements made by all students who received differentiated instructional methods. The findings helped to define differentiated instruction and further support differentiated instruction as a means to deliver a quality education.

Chamberlin and Powers (2010) discussed the research concerning the core principles that guide differentiated instruction. The first tenet of differentiated instruction is for teachers to identify clearly what students must learn about a particular subject, which links assessment to curricular outcomes and to instruction. Next, teachers must attend to student differences. While doing this, they are accepting students as they are, while simultaneously challenging them to reach and then to expand their full potential. Furthermore, students participate in respectful work as they are challenged at an appropriate academic level. Working at an appropriate level promotes critical thinking. Moreover, teachers and students work collaboratively while maintaining a balance between the teacher-led and the student-led roles. Additionally, teachers are flexible; they use groups and whole-class discussions interchangeably. Students are placed in groups that are based on their readiness, levels, interests, and/or learning profiles. A final tenet of differentiated instruction calls for teachers to be proactive as opposed to reactive. Initially, teachers prepare lessons beforehand that consider learners' differences, which ultimately saves time and effort to adjust instruction when all aspects of the lesson do not work out. As well, space, time, and materials are used flexibly to suit the needs of students. When combined, these principles of differentiated instruction can guide teachers as they incorporate this practice into their teaching repertoires.

Differentiated instruction is a critical component in the education of all students, and it is important that all teachers especially business educators consider and use it in order to deliver a quality education. This approach to teaching requires active planning and continuous assessment of one's own practice, while continuously providing opportunities for different avenues to acquire and apply knowledge that is meaningful for students. As teachers engage in this reflective practice, it is imperative to distinguish between what differentiation is, as outlined in this section, and what it is not. Ekpenyong (2012) identified the differences between traditional instructional design and differentiated instructional approach as follows:

Traditional Instructional Approach	**Differentiated Instructional Approach**
One instructional method is applied to the needs of individual	Instruction is directed toward meeting all the students
In traditional approach teachers prefer large classes which consider instruction to be fast and less time-consuming	Differentiated instruction is more effective in stratified student's groups
Traditional approach to instruction is considered to be effective in large and above-average student but not stratified student groups	Differentiated approach is more beneficial to average and below average groups
Traditional approach tends to encourage rote learning of facts and of recalling them and synthesizing of information	Differentiated approach tends to encourage information processing

Business Education

Business education as a component of vocational education prepares individuals for career in business and also to be intelligent consumers of economic goods and services. Iwuh (2016) saw

business education as a study that equips the individual with the occupational skills and knowledge that will enable him/her fit into, and finds job satisfaction in the labour market. It is a programme that prepares its students with skills and competencies needed for self-reliance and employment. Agbionu as cited in Nwogu (2015), defined business education as that form of instruction that both directly and indirectly prepares the businessman for his calling. This definition confirms with the vocational nature of business education.

Etonyeaku (2009) opined that in this digital era that business education had contributed a lot in the economic development of every nation in areas of provision of employment. Nevertheless, business education is an educational programme that equips individuals with the functional and saleable skills, knowledge, and attitude or values that will enable them operate in the environment they find themselves. According to Afolabi (2003) business education is a type of training with the main goal of making people ready for entrance into a business career, and on having entered upon such a career making them capable of rendering efficient services therein, with the ability to advance their present levels of employment to high levels. Udo and Babangida (2017) averred business education as that aspect of vocational education which provides skills, knowledge, competencies and attitudes necessary for effective employment in any specific business occupations. Aliyu in Umezulike (2015) defined business education as education for the development of skills/competencies, attitudes and attributes which are necessary for the efficiency of the economic system.

Objectives of Business Education

Business education has been designed to help attain sustainable development. Ekpenyoung (2010), listed the following as objectives of business education**.** Develop individuals who will be properly equipped with the pre-requisite knowledge and skills for productive work life; develop a pool for competent and reliable technical manpower, capable of being mobilized in times of national economic emergency; develop individuals who will be capable of meeting the modern business and technological challenges; develop in the youth the right attitudes and skills towards work; equip the youth with the requisite knowledge skills for paid or self-employment;prepare the youth for meeting community, state and national economic aspirations; enable the youth to choose and perfect on those areas of business education for which they have interests and aptitudes among others.

In order to realize these noble objectives, business educators therefore need to employ effective instructional approach such as differentiated instructional for better employability skills acquisition by business education students in digital era.

Skill Acquisition

Skill acquisition is the main focus of business education programme for self-reliance and more employable motives. Omidiji and Ogwu (2019) defined skill acquisition as a systematic and sequential development of skills that promotes efficiency and effectiveness in the performance of a specified job. Skill acquisition is the process of developing capacities through all levels of education and training, occurring in formal, non-formal, and on-the-job settings, which enable individuals in all areas of the economy to be fully and productively engaged in livelihoods and to have the capacity to adapt their skills to meet the changing demands and opportunities of the economy and labour market especially in the e-world (Enang and Okute, 2019). Skill acquisition is the ability to be trained on a particular task or function and become expert in it. Some of the needed skills in business education for one to be self-reliant include communication skills, reading skills, and manipulative skills. Skill acquisition has been described by many as the recipe for eradicating extreme poverty and hunger by creating avenue for employment, thereby creating job opportunities and wealth creation. Gumbari in Mshelia (2019) asserts that skill acquisition in Nigeria should be perceived as a catalyst to increase the rate of

economic growth, create job opportunities, reduce import of manufactured goods and decrease trade deficits that result from such import.

Ezeji and Okorie as cited in Nwanaka and Amaehule (2011) assert that while stressing the importance of skill acquisition in the national growth, emphatically contended, "that Nigeria's social and economic problems will drastically reduce if people are given adequate vocational training in skills, raw materials, machineries and equipment". It is only with skilled men that materials can be harnessed, manipulated and transformed into products with quality skill acquisition programme. Oluwadare (2019) saw skill acquisition as the ability to learn a skill, which can be intellectual such as learning to listen, speak, read and write or manual such as learning to build or make something. Business education courses should be delivered using differentiated instruction to enable students acquire these skills, competencies, values and attitudes that are needed in the digital era.

The Digital Era

In a digital era, we are surrounded, indeed, immersed, in technology. Furthermore, the rate of technological change shows no sign of slowing down. Technology is leading to massive changes in the economy, in the way we communicate and relate to each other, and increasingly in the way we learn. Yet our educational institutions were built largely for another age, based around an industrial rather than a digital era. Thus, teachers especially business educators are faced with a massive challenge of change. How can we ensure that we are developing the caliber of graduates from our courses and programmes that are fit for an increasingly volatile, uncertain, complex and ambiguous future? What should we continue to protect in our teaching methods (and institutions), and what needs to change? To answer these questions, it requires we re-examined our teaching methods

Differentiating Instruction in Digital Era for Skill Acquisition in Business Education

It is very important and timely to consider the need for Business Education to be repositioned and enhanced its comparative advantage to its recipients in this digitalized and global era. The ability of business educators to use differentiating instructional approach to transmit digital skills and applications, and the knowledge of various network to manage and access information to its recipients would set the students apart in the world of business. It will enable business educators to create and share digital content, communicate and collaborate, and solve problems for effective and creative self-fulfillment in life, learning, work, and social activities

A typical example of this multidimensional concept is the Information and Communication Technology, which has created new global networks, dismantling national boundaries and barriers, thereby generating a global village where one can access information from any part of the universe within seconds (Olaniyi, 2015). The COVID-19 lockdown measures have made digital skills even more relevant. The use of differentiated instruction via digital technologies has substantially increased, largely because many people with varying learning abilities, now work and learn from home at their own pace and time.

It is not out of place to state that the modes or approaches of instructions of skills acquisition in digital era are changing the way people learn in recent times. There is a paradigm shift from the traditional instruction approach that heavily relied of lecture method of instruction to differentiation of instruction bearing in mind individual differences in learners. Diversity in learning abilities, the idea that students learn differently from one another, is the new order of instruction. One size does not fit all when instructing students because students differ in a number of ways. To meet student needs, teachers especially business educators must adjust both curriculum and instruction for various groups of students. Tomlinson and Jarvis (2009) noted differentiation as an approach to curriculum and instruction that systematically takes student differences into account in designing opportunities for each student to engage with information and ideas and to develop essential skills.

Differentiation in instructional approach in Business Education programme in the digital era will go a long way in developing the students' ICT skills,intellectual competencies needed in the establishment of business enterprise and also make them employable in the work force. For effective entrepreneurial practice in the present technological dispensation, the acquisitions of the basic digital skills by graduates of business education are of paramount importance as well as the organization and management skills.

Business educators therefore, who employ differentiated instruction should adjust their teaching for students of differing abilities in the same class with the intent of maximizing each student's growth and individual success by meeting each student where he or she is and assisting in the learning process. (VanTassel-Baska, 1997). Dai (2010) argued that when curricular content and process fall outside of a student's zone of proximal development (i.e., it is too easy or too hard), differentiation is called for.

The Impart of Differentiated Instruction on Skill Acquisition in Business Education

Differentiated instruction can be used to impart digital skills in business education students. Digital skills are set of skills that allow a person the strategic use of information through information technology. These are abilities required to use digital technologies. They can also be said to be set of skills, tools, and knowledge necessary to use networks, digital devices and different applications on online mediums that facilitate the management of information according to specific requirements of working environment, learning environment, and problems solving situations. Digital skills refer to an individual's ability to find, evaluate, and clearly communicate information through typing and other media on various digital platforms. It is evaluated by an individual's grammar, composition, typing skills and ability to produce text, images, audio and designs using technology.

Existing studies on the practice of differentiated instruction have been conducted on numerous academic subjects and different groups of learners revealing varied outcomes especially on the students. Lawrence-Brown (2004) and Tieso (2005) had previously found differentiated instruction as beneficial for gifted students. Kondor (2007) however, found a slight increase of student engagement and motivation. Martin and Pickett (2013) utilized differentiated instruction strategies such as pre-assessment, flexible grouping, and learner interest among gifted Math and Music students, and found that the students' perceptions of their engagement and motivation changed positively. Marotta-Garcia (2011) however, revealed that teachers still face challenges in their experience of differentiation in "applying theory they have learned in professional development training into practice." Despite trainings provided for, teachers will not simply become expert as the new knowledge learned takes time to result in appropriate and proper implementation of differentiation, and that continuous practice and support are necessary (Marotta-Garcia, 2011).

Approaches to using Differentiated Instruction for Skills Acquisition in Digital Era

A number of reviews report on specific operationalization of within-class differentiated instruction. One of the most frequently reviewed forms is ability grouping. In within class ability grouping, teachers cluster students into different homogeneous groups based on their abilities or readiness. In her narrative review, Tieso (2003) summarized that ability grouping has a potential influence on student achievement when grouping is flexible, and teachers adapt their instruction to the needs of different groups.

Another possible approach to differentiated instruction is tiering. Tiering refers to using the same curriculum material for all learners, but adjusting the depth of content, the learning activity process, and/or the type of product developed by the student to students' readiness, interest or learning style (Pierceand Adams, 2005; Richards and Omdal, 2007). Teachers design a number of

variations or tiers to a learning task, process or product, to which students are assigned based on assessed abilities.

Alternatively, turning to heterogeneous grouping as an organizational structure for differentiated instruction, there is evidence that students of varying backgrounds working together may learn from each other's knowledge, from observing each other, and from commenting on each other's errors (Nokes-Malach et al., 2015). However, based on their narrative review about differentiated instruction in secondary schools, Coubergset al. (2013) concluded that there is little known about the effectiveness of differentiated instruction in heterogeneous settings. They found that guiding heterogeneous groups is challenging for teachers, and that it is difficult to address the learning needs of all students in these mixed groups.

From the overall summary of the previous review studies, we can draw the conclusion that there is some evidence that differentiated instruction has potential power to affect students' academic achievement positively with small to medium effects. However, the evidence is limited and heterogeneous in nature. The effectiveness of some approaches to differentiated instruction, such as ability grouping, has been reviewed extensively, while other approaches have received less attention. Furthermore, most studies were executed some time ago and were executed in the context of primary education, while only few studies focus specifically on secondary education

Conclusion

Differentiated instruction is not a recipe for great teaching, but it is a process that integrates several core principles in instruction and learning. That there is no single way to teach, and to differentiate means to offer a multitude of ways for students to learn. Differentiation in education is an ongoing process that takes planning and dedication into consideration. As research has indicated, differentiated instruction is a necessity in education because it is an approach to teaching that addresses student differences such as learning styles, intellectual abilities, and personalities. There are numerous ways that teachers may differentiate their instruction, because this pedagogy may be approached with the use of a variety of strategies.

A common misconception about differentiated instruction is that it is extremely complicated. When addressing differentiation, Strahan, Kronenberg, Burgner, Doherty, and Hedt (2012) noted that many educators mistakenly think that differentiation means teaching everything in at least three different ways – that a differentiated classroom functions like a dinner buffet. This is not differentiation, nor is it practical. This misbelief about differentiation is what discourages teachers from even considering the possibility of incorporating it into their teaching pedagogy.

It is imperative that administration teams are themselves conversant with differentiated instruction, and that they properly inform and effectively train teachers to use differentiated instruction. While differentiated instruction may initially seem difficult to implement, it is the duty of all teachers to ensure that they work to their full professional potential as they educate each child to achieve to the best of his/her ability. Differentiating instruction is a means to fulfill one's duty as a teacher. There is substantive research available for access by teachers as they learn the use of differentiated instruction in education.

Recommendations

Based on the critical issues raised by researchers in the study, the paper recommended that:

1. There should be awareness creation by Business educators for the adoption of differentiated instructional approach as a prospect of acquiring skills in digital era in Nigerian institutions of higher learning.
2. Business Educatorsshould be willing to upgrade their instructional approach on regular basis so as to be able to impart the required skills and knowledge to students. Hence, there should be

training courses for teachers especially business educators on differentiated approach to instruction to ensure effective transfer of relevant skills in digital era.

3. Computer laboratories with internet facilities should be provided for all business education departments in universities, polytechnics and colleges of education in Nigeria.
4. Business Education students should upgrade to digitization of their existing skillsets and the creation of new digital skills because remote and flexible working are more possible than ever

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ACCOUNTING AND PROBLEM-SOLVING SKILLS REQUIRED OF BUSINESS EDUCATION STUDENTS FOR JOB PERFORMANCE IN ORGANISATIONS IN A DIGITAL ERA

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Abstract

This paper determined accounting and problem-solving skills required of Business Education students for job performance in organisations in a Digital Era. Two research questions and two null hypotheses were formulated for this study. The researchers adopted a descriptive survey design. Area of the study was in Rivers state. The population of the study comprised 36,427 of senior civil servants from 26 ministries. The sample size was 380. The instrument used for data collection was a structured questionnaire designed to elicit response based on the research questions set for the study. The instrument was validated by three experts, two in Business Education and one in Measurement and Evaluation. Reliability of the research instrument was obtained using Pearson's Product Moment Correlation Coefficient. The overall reliability index for the instrument was .89. The data collection was analysed by using Mean with Standard deviation for the research questions and t-test for the hypotheses at .05 level of significance. The results obtained indicated that the senior civil servants in organisations were of the opinion that accounting and problem-solving skills were highly required of Business Education Students. Thus, it was concluded that accounting and problem-solving skills were very highly required of Business Education students for job performance in organisations in a digital era. it was also recommended that Business education students should equip themselves with accounting and problem-solving skills to make them relevance in the world of work.

Keywords: Business education, Skills, and Job Performance

Introduction

Development of a nation depends on the important role played by education. This is because without a form of education, there will be no continuity and link between the past and present and even the future. Education is a process that helps an individual to develop his whole being. Traditional African societies had their form of education which catered for the needs of precolonial societies before the advent of western education introduced by the colonial masters many years ago. The essence of education cannot be overemphasized as it is a process of liberating the mind of an individual to be creative, innovative and embrace problem solving and survival skills. This will enable

individuals live a useful and productive life in the society by impacting positively on its growth and development.

Business Education being a part of Vocational and Technical Education in Nigeria remains a skill acquisition programme which provides training for individuals to perform in the world of work. Historically, Business Education was first introduced at Joseph Etukokwu's School at Onitsha in 1930s to 1962 when Eastern Secondary School of Commerce in Port Harcourt was also established indicating the predominance of private proprietors (Osuala, 1985 in Obayi& Okafor, 2015). Business Education exists at the vocational and prevocational schools within the levels of post primary, the technical colleges, the polytechnics, colleges of technical teacher education and universities. It is a 'double-major' and, cannot be combined with another course-area. Business Education is presented within four options in the college of education, namely: Accounting Education, Office Technology and Management Education (OTME), Entrepreneurial Education and Marketing Education (Federal Republic of Nigeria, 2020). The philosophy of business education is to foster national development through business programmes as enshrined in the National Policy on education. Consequently, business education programmes shall provide skills in new and emerging jobs and innovations to fit the world of work or self-reliant. The medium is the provision of dynamic education that is demand driven. Business education programme aims are to produce capable graduates that will be able to communicate business subjects, epitomise business spirit in the society, development of vocational and entrepreneurial skills, and business competencies for self-employment and life of work in the office. To achieve the above, there must be entry qualifications, facilities, ICT laboratory, model office, accounting laboratory and personnel.

According to Igbokwe (2012), Business education is that aspect of total educational programme that provides the knowledge, skills, understanding, and attitudes needed to perform in the business world as producers and/or consumers of goods and services that business offers. It is a broad area of knowledge which deals with the entire enterprise system – preparing people for roles in business as employees, entrepreneurs, employers or simply as self-employed. Though, in the Nigerian context it is provided that a Business Education graduate is resourceful and can work in any field of venture as a teacher, administrator and even manager. Business education student graduates with quality and number of competency and skill needed to lead the future. It offers students an incentive for thinking creatively about an industry and broadens their understandings of career opportunities in industry (Ikpeama&Nwaokokorom, 2017). Therefore, as a business education graduate, employment opportunities should overflow.

The notion of employability has in contemporary era remained the centre of job seekers, educators, employers, and government. Brown and Hesketh (2004) cited employability as the comparative ventures of receiving and upholding diverse classes of occupation. Whereas best society sight employability in outright positions, focusing on the necessity used for persons to get credentials, information, and group prestige; the concept of employability can likewise stay realized by way of slanted besides subject to on background features. Employability not only depends on whether one is able to achieve the requirements of specific jobs, but also on how one stands relative to others within a hierarchy of job seekers (Nwaokokorom, 2019).

Ezeyi, et al. (2020) opined that skills which leads to technological advancement is capital intensive to achieve. It is manual dexterity acquired through the repetitive performance of an operation. The skills required of employers seem to be different from what the employers want. Some employers have tried to outline some of these skills they want from job seekers. Modern office is more than traditional office, hence there is needs for students of accounting education to perform varieties of the needed employment skills.

Accounting remains one of the important skills in business education which leaners perform basic bookkeeping and accounting function. They are regarded as entry level workers in the

accounting profession. Business organisations use accounting knowledge in planning and regulating their doings and to report the outcome of the activities to creditors, stakeholders, labour unions and government agencies. Rotary clubs, clubs, churches, mosque, and town unions as non-profit organizations also use information in accounting for planning, piloting, and recording their activities. A suitable method of accounting education requisite cuddle development of the character of the wishful accountant in such a way equally to create in him or her a strong ethical code; a question and systematic awareness reliable through providing customers with high values of specialised services (Okolie & Amos, 2014). Accounting education deals mostly with practical than theory. Anyakoha (2009) state that accounting and financial skills are needed to be able to interpret financial statements, knowledge of costing and ability to understand gross and net profit of any business enterprise.

Problem solving is the ability to understand a problem by breaking it down into smaller parts, and identifying the key issues, implications and providing solutions. The problem-solving technique guides students through the critical thinking process and utilizes learner collaboration (Hou, et al., 2007 &Nwaokokorom, 2019). Students lack ability to identify a problem and how to apply the right approach to get the solution to the problem. (Naada, 2010).

Jones and George in Oduma and Ile (2012) defined organization as a body, school, an industry or business, the civil service, department or government ministry, social club, church, or even non-governmental organizations (NGOs). Organisational skills deal with existence organised methodical and capable to blueprint work to come across target, deadlines and observe improvement of work.

Job performance in organisations is the engine that drives productivity which other elements like motivation and skill grease the engine. Adeyemo (2000) explained that job performance is so important that it cannot be ignored in the industrial setting. It is the behaviour and action that brings out the desired results of the organisation, which are higher productivity and profitability. It embeds skill, willingness to perform assigned tasks, putting extra effort to achieve results, creativity, and ingenuity. It is sad to note that many graduates of business education can hardly demonstrate adequate utilization of the basic skills, competences, attitudes, and values in their places of work and skills required of employees seem to be different from what the employers want. These skills are seen as the bed rock of their core activities of knowledge economy that is geared towards bridging the gap between the services provided and meeting the needs of their employers. This unsatisfactory state of affair has necessitated the need to ascertain empirically the effects of accounting and problem-solving skills required of business education students in higher learning of education.

Purpose of the Study

The purpose of this study was to determine accounting and problem-solving skills required of Business Education students for job performance in organisations in a digital era. Specifically, the study determined:

1. accounting skills required of Business Education students for job performance in organisations.
2. problem solving skills required of Business Education students for job performance in organisations.

Research Questions

The following research questions were formulated to guide the study:

1. What are the accounting skills required of Business Education students in Colleges of Education for job performance in organisations?
2. What are the problem-solving skills required of Business Education students for job performance in organisations?

Hypothesis

The following null hypotheses were formulated and tested at .05 level of significance:

Ho_1: There is no significant difference in the mean ratings of male and female senior civil servants on the accounting skills required of Business Education students for job performance in organisations.

Ho_2: There is no significant difference between the mean ratings of male and female senior civil servants on the problem-solving skills required of Business Education students for job performance in organisations.

Methodology

The researcher adopted a descriptive survey design. Area of the study was Rivers state. Population of the study comprised 36,427 of senior civil servants from 26 ministries. The sample size was 380. The instrument used for data collection was a structured questionnaire designed to elicit response based on the research questions set for the study. The instrument was validated by three experts, two in Business Education and one in Measurement and Evaluation. Reliability of the research instrument was obtained using Pearson's Product Moment Correlation Coefficient. The overall reliability index for the instrument was .89. The data collection was analysed by using Mean with Standard deviation for the research questions and t-test for the hypotheses at .05 level of significance. The decision rule for answering the research questions was based on real limit of numbers, thus: Very Highly Required at 4 points (3.50 - 4.00), Highly Required at 3 points (2.50 - 3.49), Lowly Required at 2 points (1.50 - 2.45), and Very Lowly Required at 1 point (1.00 - 1.49).

Results

Research Question 1

What are the accounting skills required of Business Education students for job performance in organisations?

Table 1: Responses of Senior Civil Servants on accounting skills required of Business Education students for job performance in organizations.

S/N	ITEM DESCRIPTION	$\bar{X}$	SD	REMARK
	Custer 1: Accounting skills. Ability to;			
1	prepare sales invoice	3.43	0.62	HR
2	write receipts	3.49	0.53	HR
3	record petty cash register	3.52	0.50	VHR
4	write cheques	3.44	0.62	HR
5	make entries in the proper journal book	3.60	0.59	VHR
6	make entries in the sales daybook	3.72	0.46	VHR
7	enter up returns inwards journal	3.75	0.44	VHR
8	returns outwards journal	3.58	0.49	VHR
9	make entries in the purchase journal	3.63	0.63	VHR
10	make entries in the cash book	3.50	0.70	VHR
11	interpret bank statement	3.60	0.49	VHR
12	prepare schedule for account record	3.61	0.67	VHR
13	check postings in the ledger	3.60	0.64	VHR
14	classify accounts	3.66	0.48	VHR
15	compute revenue and capital expenditure	3.63	0.51	VHR
16	use on-line internet banking	3.64	0.62	VHR
17	use e-money transfer	3.69	0.49	VHR
18	keep accurate financial records	3.64	0.50	VHR
19	interpret financial records	3.58	0.58	VHR
20	balance off accounts	3.48	0.66	HR

Custer Mean	**3.59**	**0.16**	**VHR**

$\bar{X}$ = ***Mean***, ***SD*** = ***Standard Deviation***, ***N*** **= 364**
Source: Field Survey, 2022

The data presented in Table 1 indicates that, the Senior Civil Servants responses have cluster mean of 3.59, and standard deviation of 0.16. This means that, the senior civil servants are homogenous in their responses, and they agree that item; 2, 3, 5, 6, 7, 9.10, 11, 12, 13, 14, 15, 16, 17, 18 and 19 are Very Highly Required (VHR) accounting skills required of Business Education students for job performance in organizations. While item; 1, 4 and 20 are Highly Required (HR). Therefore, according to the Senior Civil Servants all items in Table 1 are accounting skills required of Business Education students for job performance in organizations.

Research Question 2
What are the problem-solving skills required of Business Education students for job performance in organisations?

Table 3: Responses of Senior Civil Servants on problem-solving skills required of Business Education students for job performance in organisations?

S/N	ITEM DESCRIPTION	$\bar{X}$	SD	REMARK
	Cluster 2: Problem Solving Skills. Ability to;			
21	possess wealth of experience in office occupation	3.78	0.44	VHR
22	demonstrate high level of courage in task situation	3.51	0.50	VHR
23	possess mental intelligence	3.69	0.51	VHR
24	discover alternative approaches to situations	3.61	0.52	VHR
25	analyse situation	3.75	0.45	VHR
26	distinguish between cause and effect	3.57	0.53	VHR
27	Brainstorm	3.62	0.50	VHR
28	reason abstractly	3.54	0.51	VHR
29	solve mathematical problems	3.57	0.57	VHR
30	be objective at all times	3.63	0.49	VHR
31	be innovative	3.58	0.53	VHR
32	be critical in thinking	3.75	0.44	VHR
33	possess negotiating activity	3.62	0.51	VHR
34	understand problems	3.71	0.50	VHR
35	cope under stress	3.50	0.49	VHR
	Cluster Mean	**3.63**	**0.16**	**VHR**

$\bar{X}$ = ***Mean***, ***SD*** = ***StandardDeviation***, ***N*** **= 364**
Source: Field Survey, 2022

The data presented in Table 3 indicates that the Senior Civil Servants responses have a cluster mean of 3.63, and standard deviation of 0.16. This implies that the Senior Civil Servants are unanimous in their responses, and they agree that all items are Very Highly Required (VHR) problem-solving skills required of Business Education students for job performance in organizations.

Null Hypothesis 1
There is no significant difference between the mean ratings of male and female senior civil servants on the accounting skills required of Business Education students for job performance in organisations.-

Table 2: The t-test result of the mean responses of Male and Female Senior Civil Servants on accounting skills required of Business Education students for job performance in organisations.

Gender	N	$\bar{X}$	SD	Df	t-cal	t-cri	Decision
Males	213	3.59	0.16	362	0.59	1.96	Not significant
Females	151	3.58	0.16				

The result in Table 2 shows that t-cal is 0.59 and t-cri is 1.96 at .05 significant level. This indicates that t-cal (0.59) is less than t-cri (1.96). As a result, the stated null hypothesis that, there is no significant difference between the mean ratings of Male and Female senior civil servants regarding the accounting skills required of Business Education students for job performance in organizations is not rejected.

Null Hypothesis 2

There is no significant difference between the mean ratings of male and female senior civil servants on the problem-solving skills required of Business Education students for job performance in organisations.

Table 4: The t-test result of the mean responses of Male and Female Senior Civil Servants on problem-solving skills required of Business Education students for job performance in organisations.

Gender	N	$\bar{X}$	SD	Df	t-cal	t-cri	Decision
Males	213	3.63	0.16	362	0.61	1.96	**Not significant**
Females	151	3.62	0.15				

The result in Table 4 shows that, t-cal is 0.61 and t-cri is 1.96 at .05 significant level. This indicates that, t-cal (0.61) is less than t-cri (1.96). As a result, the stated null hypothesis that, there is no significant difference between the mean ratings of male and female senior civil servants regarding the problem-solving skills required of Business Education students for job performance in organisations is not rejected.

Discussion of the Findings

Respondents from 26 ministries agreed to the very highly required that accounting skills are required of Business Education students for job performance in organisations. This finding is in consonance with that of Anyakoha (2009) that accounting and financial skills are needed to be able to interpret financial statements, knowledge of costing and ability to understand gross and net profit of any business enterprise. The knowledge skill will enable the students to hold the understanding of business management while the technical skills will enable them to run the day-to-day activity of this enterprise.

Another finding revealed that problem solving skills are very highly required of Business education students for job performance in organisations. This is in line with Hou, et al. (2007) that the problem-solving technique guides students through the critical thinking process and utilizes learner collaboration. Problem needs to be solved to progress in life. Also, Naada (2010) states that students lack ability to identify a problem and how to apply the right approach to get the solution to the problem. Without identification of problems, solution will be difficult.

Conclusion

Based on the findings of this study, the researchers concluded that senior civil servants in Rivers State ministries are of the opinion that accounting skills and problem-solving skills are very highly required of Business Education students for job performance in organisations in a digital era. It

was also concluded that there is no significant difference in mean ratings of male and female senior civil servants regarding the accounting and problem-solving skills required of Business Education students for job performance in organisations in a digital era.

Recommendations

Based on the findings, the following recommendations were made:

1. Business education students should endeavour to equip themselves with all the relevant accounting skills necessary for them to create and maintain their customers' needs.
2. Business education students should equip themselves with relevant problem-solving skills.

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INTEGRATION OF DIGITALIZED BUSINESS EDUCATIONINSTRUCTION FOR IMPROVED SKILL ACQUISITION OF STUDENTS AT TERTIARY EDUCATION LEVEL IN DELTA STATE, NIGERIA

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Abstract

The study was carried out in Delta State to investigate the approaches for integrating digitalized instructional technologies for skill acquisition of Business education students in tertiary institutions. Two research questions and two hypotheses guided the study using descriptive survey research design. The population for the study was 164 Business Educators (145 Business Education Lecturers and 19 Instructors) from four tertiary institutions offering Business Education programme in Delta State. Due to the manageable size of the population, the entire 164 Business Educators were involved as respondents for the study; hence census survey sampling was adopted. The instrument for data collection was a 25-item structured questionnaire, validated by three experts. The reliability of the instrument was ascertained with Cronbach Alpha reliability technique which yielded a coefficient of 0.93. Data for the study were collected with the help of four research assistants. Data collected were analysed using descriptive statistics such as mean, standard deviation and t-test statistics. The result of the study identified 14 digitalized instructional technologies for improving skill acquisition of Business Education students and 11 strategic approaches for integrating digitalized instructional technologies for improving skills acquisition of Business Education students. The results of the hypotheses tested showed that there was significant ($p<0.05$) difference in the mean ratings of the responses of Business Education lecturers and instructors on digitalized instructional technologies for improving skill acquisition of Business Education students whereas, there was no significant ($p<0.05$) difference in the mean ratings of respondents on the strategic approaches for integrating digitalized instructional technologies. The study among others recommended improved skill training and retraining of Business educators in the use of digitalized instruction and organization of digitalized instruction conferences and workshops where the Business Education teachers, lecturers and instructors will constitute the key participants for effective skill acquisition and performance of learners.

Keywords: Digitalized instruction, Business education, skill, students, tertiary education

Introduction

Education is the foundation of meaningful development of any human society. Education system in Nigeria is structured into elementary/primary, secondary and tertiary institution. The Federal Republic of Nigeria (2014) described tertiary institution to include, universities, colleges of education, polytechnics and monotechnics. The interest of this study is tertiary institution which according to Okute and Agomuo (2010)is the third tier of education that provides training in an ever-increasing number of specialization necessary for the modern society. Tertiary education according to Jaja (2013) is an organised form of education at the institution of higher learning. Tertiary institutions are established and charged with the mandate of providing knowledge, skills and training to students who have successfully completed their secondary education and desirous of pursuing a chosen discipline for future career through education of higher learning. The aims and objectives of tertiary education include: contribution to national development through high-level relevant manpower training, developing proper values for the survival of the individual and society, developing the intellectual capability of individual to understand and appreciate their local and external environment, imparting both physical and intellectual skills on individuals to be self reliant and useful members of the society(Federal Republic of Nigeria, 2014).One of the unique attributes of tertiary education is that, it is at this level that learners make a choice of discipline for mastery in a course of study that will eventually lead to career. One of the disciplines in Nigerian tertiary education where an individual can make choose to pursue a career is Business Education.

Business education is a vocational and skill-based course of study that is widely promoted for its relevance in the contemporary competitive global labour market. Business education as described by Suleiman (2017) is an area of education which deals with the study of the subject of related to or dealing with the art of shorthand writing, typewriting, accounting, business mathematics, secretarial duties, and commerce and office practice. According to Osuala (2004) Business Education is a broad district of knowledge that deals with a nation's fiscal structure and also identifies and explains the rate of business gratification and experience that train persons for valuable involvement as citizens, workers and consumers. The objectives of Business Education as stated by Edokpolor and Egbri (2017) include: to prepare students for specific career in office occupations, equip students with the requisite skills for job creation and entrepreneurship and expose students with knowledge about business, including a good blend of computer technology, which incorporates Information and Communication Technology. The aforementioned objectives of Business education cannot be achieved on sustainable basis without paradigm shift towards digitalized instruction in line with the current global trend to make teaching, learning and skill acquisition more effective.

Digital instruction encompasses all forms of teaching and learning experiences that involves the use of audio, video, and visual contents to impart knowledge. This type of instructional instruction engages multiple learner senses, including sight, sound, and in some instances touch, where the media is interactive (Centre for Teaching, Learning and Mentoring, 2021).Digital instructions are becoming increasingly prominent methods of teaching for teachers in the contemporary education system. Shukla(2022) submitted that digital instructions require organized electronic resources to support instructions. Tosh, Doan, Woo and Henry (2019) noted that digital instructions are online and technology-based teaching and learning platforms. The goal of the digital instructional technique is to provide a clear picture of instruction to help encourage increased comprehension of digital learning (State Educational Technology Directors Association, 2019)**.** Effective planning is essential when considering digital learning for quality instructional experience and skill acquisition of learners. Knowledge and skill acquisition in Business education is very crucial in the present world of work; this can better be achieved through integration of digitalized instruction. It was based on this background that this study examined integration of digitalized Business Education instruction for improved skill acquisition of students at tertiary education level in Delta State, Nigeria

Research Questions

The study answered the following two research questions in line with the specific purposes of the study:

1. What are digitalized instructional technologies for improving skill acquisition of Business Education students?
2. What are the strategic approaches for integrating digitalized instructional technologies for improving skills acquisition of Business Education students?

Research Hypothesis

The following null hypotheses guided the study and were tested at 0.05 level of significance:

$H0_1$: There is no significant difference in the mean ratings of Lecturers and Instructors on digitalized instructional technologies for improving skill acquisition of Business Education students?

$H0_2$: There is no significant difference in the mean ratings of Lecturers and Instructors on the strategic approaches for integrating digitalized instructional technologies for improving skills acquisition of Business Education students?

Methodology

The study was carried out in Delta State to investigate the approaches for integrating digitalized instructional technologies for skill acquisition of Business education students in tertiary institutions. Two research questions were answered while two hypotheses were tested. Descriptive survey research design was adopted in carrying out the study. Shona (2022) defined descriptive survey research design as a research method that aims at accurately and systematically describing a population, situation or phenomenon through data collected with the use of questionnaire. Descriptive survey design is suitable for this study because copies of well structured questionnaire were administered to collect data from selected respondents.

The population for the study was 164 Business Educators (145 Business Education Lecturers and 19 Instructors) from four tertiary institution offering Business Education programme in Delta State which are: (i) Delta State University, Abraka, (ii) University of Delta, Agbor, (iii) Federal College of Education (Technical) Asaba and (iv) Delta State College of Education, Warri. Due to the manageable size of the population, the entire 164 Business Educators were involved as respondents for the study. Therefore, census survey sampling technique was used. The instrument for data collection was a structured questionnaire titled “Integration of Digitalized Business Education Instruction Questionnaire (IDBEIQ). The instrument was structured into three parts. Part A was designed to obtain personal data of the respondents. Part B was structured to obtain data on digitalized instructional technologies for improving skill acquisition of Business Education students while Part C was made to obtain data on strategic approaches for integrating digitalized instructional technologies for improving skills acquisition of Business Education students. The response options for Parts B and C were: Strongly Agreed (SA) = 4; Agreed (A) = 3; Disagreed (D) = 2 and Strongly Disagreed (SD) = 1.

The validation of the instrument was done by three senior lecturers of Business Education from Nnamdi Azikiwe University, Awka, Anambra State. All the suggestions and errors noted by the experts were all effected to improve the quality of the instrument for quality data collection. The reliability of the instrument was carried out by administering 15 copies of the questionnaire on 15 Business Educators in tertiary institutions in Anambra State. Data extracted from the 15 copies of the questionnaire were analysed with Cronbach Alpha reliability technique of SPSS version 20 and the reliability yielded a coefficient of 0.93. Data for answering the research questions and testing the hypotheses were collected by administering 167 copies of the validated questionnaire to respondents

with the help of four research assistants from the four tertiary institutions. The researcher carefully monitored the activities of the research assistants to ensure high return rate. Hence, all the 167 copies of questionnaire administered were properly filled and retrieved indicating 100% rate of return. The retrieved copies of the questionnaire were collated from the research assistants by the researcher after two weeks of the administration.

Data were analysed using descriptive statistics such as mean and standard deviation for answering the research questions while t-test statistics was used for testing the null at 0.05 level of significance. The cut-off point for answering the research question was obtained as 2.50. Based on the obtained cut-off point value, any item with mean value of 2.50 and above was interpreted as "Agree" while those less than 2.50 were interpreted as "Disagree" .The hypothesis of no significant difference was accepted when the t-calculated (t-cal) value was less than the t-critical (t-tab) value of 1.96 at 0.05 level of significance while hypothesis of no significant difference was rejected when the t-calculated (t-cal) value was greater than the t-critical (t-tab) value of 1.96 at 0.05 level of significance.

RESULTS

Research Question One

What are digitalized instructional technologies for improving skill acquisition of Business Education students?

Table 1: Digitalized Instructional Technologies for Improving Skill Acquisition of Business Education Students.

SN	Digitalized instructional technologies include:	$\overline{X}$	SD	Rmks
1	Computer assisted instruction (CAI) with or without animation	3.71	0.44	**Agreed**
2	Use of Skype to share instruction with students	3.70	0.47	"
3	The use of computer programmes and software to complement teaching and learning of Business education	3.46	0.51	"
4	Video conference in teaching and learning	3.60	0.55	"
5	The use of simulation games for teaching and learning experiences.	3.33	0.48	"
6	The use of Zoom meetings for instructional delivery to students.	3.54	0.48	"
7	E-book Reader and Streaming Videos for students' learning	3.65	0.64	"
8	AUTOCAD for teaching and learning in schools.	3.64	0.50	"
9	The use of advanced calculators and dial access system for teaching	3.73	0.45	"
10	YouTube instruction for students learning.	3.46	0.52	"
11	The use of Computer Based Test (CBT) for students' assessment.	3.38	0.48	"
12	Web Based Test (WBT) for students' assessment and evaluation.	3.59	0.52	"
13	Mobile learning technologies such as smart phones, Laptops, Tablet (IPAD).	3.62	0.49	"
14	The use of power point projection for instructional delivery	3.48	0.50	"
	Pooled Mean	**3.56**	**0.49**	**Agreed**

Note: $\overline{X}$ **=** *Mean;* ***SD*** *= Standard Deviation;* ***N****= No of Respondents;* ***N*** *= 167.*

The result in Table 1 shows that the mean values of the respondents on the 14 items ranged from 3.33 to 3.73 which are all greater than the cut-off point value of 2.50 on 4-point rating scale. This implied that the respondents agreed that the identified 14 items are digitalized instructional technologies for improving skill acquisition of Business Education students. The overall pooled mean was 3.56 which is equally greater than 2.50 cut-off point, indicating that the cluster items are rated high by the respondents.

Research Question Two

What are the strategic approaches for integrating digitalized instructional technologies for improving skills acquisition of Business Education students?

Table 2: Strategic Approaches for Integrating Digitalized Instructional Technologies for Improving Skill Acquisition of Business Education Students.

SN	Strategic approaches for integrating digitalized instructional technologies include:	$\bar{X}$	SD	Rmks
15	Organization of digitalized instruction conference and workshop for teachers, lecturers and instructors.	3.58	0.72	**Agreed**
16	Adequate funding of digital instructional technologies for effective teaching and learning.	3.40	0.51	"
17	Recruiting computer and ICT literate Business educators.	3.49	0.50	"
18	Adequate provision of digital instructional facilities for improved usage in schools.	3.56	0.48	"
19	Adoption of digital-based curriculum in-line with global trend.	3.66	0.52	"
20	Improved skill training of Business educators in the use of digitalized instructional technologies for teaching and learning.	3.56	0.52	"
21	Effective monitoring and inspection of digital instructional technologies use in tertiary institutions	3.24	0.74	"
22	Creation of suitable environment in school to digital-based instruction through adequate supply of electricity.	3.68	0.45	"
23	Well equipped laboratories with digital instructional facilities.	3.31	0.52	"
24	Private Public Partnership arrangement for sustainable digitalized instructions in Nigerian tertiary institutions.	3.48	0.57	"
25	Provision of foreign grant and supports for supply of digital instructional facilities to Nigerian tertiary institutions.	3.55	0.47	"
	Pooled Mean	**3.50**	**0.54**	**Agreed**

Note: $\bar{X}$ = *Mean;* ***SD*** = *Standard Deviation;* ***N***= *No of Respondents;* ***N*** = *167.*

The result in Table 3 reveals that the mean values of the respondents on the 11 items ranged from 3.24 to 3.68 which are all greater than the cut-off point value of 2.50 on 4-point rating scale. This indicated that the respondents agreed that the identified 11 items are strategic approaches for integrating digitalized instructional technologies for improving skills acquisition of Business Education students. The overall pooled mean was 3.50 which is equally greater than 2.50 cut-off point, indicating that the cluster items are rated high by the respondents.

Testing of Hypothesis

Hypothesis One

There is no significant difference in the mean ratings of Lecturers and Instructors on digitalized instructional technologies for improving skill acquisition of Business Education students?

Table 3: Result of t-test statistics of no significant difference in the mean ratings of Correspondents

Variables	N	$\overline{X}$	SD	DF	Std. Error	t-cal	t-tab	Level of sig.	Rmks
Lecturers	145	3.69	0.47						
Instructors	19	3.42	0.52	165	0.060	2.13	1.96	0.05	S*

Note: S* = Significant at 0.05.

The data presented on the t-test statistics in Table 3 shows that the t-calculated (t-cal) value of 2.13was greater than the t-table (t-tab) value of 1.96 at 0.05 level of significance and 164 degree of freedom. This implied that there was significant ($p<0.05$) difference in the mean ratings of the responses of Business Education lecturers and instructors on digitalized instructional technologies for improving skill acquisition of Business Education students. Consequently, the null hypothesis of no significant ($p<0.05$) difference in the mean ratings of the responses of lecturers and instructors is rejected on hypothesis one.

Hypothesis Two

There is no significant difference in the mean ratings of Lecturers and Instructors on the strategic approaches for integrating digitalized instructional technologies for improving skills acquisition of Business Education students?

Table 4: Result of t-test statistics of no significant difference in mean ratings of Correspondents

Variables	N	$\overline{X}$	SD	DF	Std. Error	t-cal	t-tab	Level of sig.	Rmks
Lecturers	145	3.51	0.50						
Instructors	19	3.49	0.53	165	0.018	0.32	1.96	0.05	NS

Note: NS = Not Significant at 0.05.

The data presented on the t-test statistics in Table 4 reveal that the t-calculated (t-cal) value of 0.32was less than the t-table (t-tab) value of 1.96 at 0.05 level of significance and 164 degree of freedom. This indicated that there was no significant ($p<0.05$) difference in the mean ratings of the responses of Business Education lecturers and instructors on the strategic approaches for integrating digitalized instructional technologies for improving skills acquisition of Business Education students.

Hence, the null hypothesis of no significant ($p<0.05$) difference in the mean ratings of the responses of lecturers and instructors is accepted on hypothesis two.

Discussion of Findings

This study in respect to research question one identified digitalized instructional technologies for improving skill acquisition of Business Education students to include: computer assisted instruction (CAI) with or without animation, use of Skype to share instruction with students, Video conference in teaching and learning, the use of simulation games for teaching and learning experiences, the use of Zoom meetings for instructional delivery to students, E-book Reader and Streaming Videos for students' learning, the use of advanced calculators and dial access system for teaching, AUTOCAD for teaching and learning in schools, the use of Computer Based Test (CBT) for students' assessment, Web Based Test (WBT) for students' assessment and evaluation and mobile learning technologies such as smart phones, Laptops, Tablet (IPAD) among others. This finding agreed with that of Eka (2022) in a study who identified some digital instructional materials required for Business education programme to include: computers, teleconferencing facilities, overhead projectors, micrographic system and electronic smart board among others. In addition, the findings of this study corroborated that of Nedum-Ogbede (2016) who identified modern technologies to facilitate teaching and learning to include: projectors, E-mail, Smart boards, Mimeo boards, Teleconferencing, Video Conferencing, E-book Reader and Streaming Videos. Ezenwafor (2012) equally found that digital instructional technologies in education include the use of broadcast materials, CD-ROM for information collection and storage, micro-computers, internet browsing using search engines, windows, messenger, yahoo, slide projector and multi-media projector, the use of different computer software applications such as word processors, spreadsheets, power point, desktop publisher, graphics, etc.

This study on research question two identified strategic approaches for integrating digitalized instructional technologies for improving skills acquisition of Business Education students to include: organization of digitalized instruction conference and workshop for teachers, lecturers and instructors, adequate funding of digital instructional technologies for effective teaching and learning, recruiting computer and ICT literate Business educators, adequate provision of digital instructional facilities for improved usage in schools, adoption of digital-based curriculum in-line with global trend, effective monitoring and inspection of digital instructional technologies use in tertiary institutions, well equipped laboratories with digital instructional facilities and creation of suitable environment in school to digital-based instruction through adequate supply of electricity among others. Nicole(2022) identified ways for intensified digital instruction to include making digital instruction a priority in schools, frequent conduct of teachers' check through digital skill training and provision of digital facilities and software tools for effective instructional delivery. The finding of this study supported that of Tarus, Gichoya and Muumbo (2015) who found that the expansion of ICT e-learning infrastructure to facilitate the access to e-learning by students, provision of stable power supply, government and institutional funding for ICTs and training of teaching staff and other stakeholders, prioritization of ICT and modern facilities as some of the measures for integrating the use of modern technologies in teaching and learning.

Conclusion

There is great shift towards digital instruction most especially among the developed nations of the world; hence Nigeria and other developing African countries must not be left behind. Digitalized instruction in most parts of the world has proved efficacious in learners' skill acquisition and academic performance. This study examined strategic ways for integrating digital instruction into the programme of Business Education for improved skill acquisition of students at tertiary education level. From the findings of the study, organization of digitalized instruction conference and workshops, adequate funding, provision of digital instructional facilities and adoption of digital-based curriculum are strategic measures for integrating digitalized instruction for improved skill acquisition of students. The study

concluded that the adoption of identified strategic approaches will help in perfect integration of digitalized instruction into Nigerian school programme.

Recommendations

From the findings and conclusion, the study recommended:

i. Frequent organization of digitalized instruction conferences and workshops where the Business Education teachers, lecturers and instructors will constitute the key participants for effective learning of strategic approaches for integrating digitalized instructional technologies for improving skills acquisition of Business Education students.

ii. Improved skill training and retraining of Business educators in the use of digitalized instructional technologies for teaching and learning in Nigerian schools and colleges

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EXTENT OF ACQUISITION OF DIGITAL MARKETING SKILLS FOR SELF RELIANCE AMONG BUSINESS EDUCATION STUDENTS IN TERTIARY INSTITUTIONS IN RIVERS STATE

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Abstract

This study investigated the extent of acquisition of digital marketing skills among business education students in tertiary institutions in Rivers State. Three specific purposes and research questions guided the study. Descriptive research design was adopted for the study. The population of the study was made up of 618 final year undergraduate business education students during the 2021/2022 academic session from four tertiary institutions in Rivers State. Fifty percent of the entire population which is 309 was used as sample size. Proportionate stratified sampling was used to select the sample. A researchers-designed structured questionnaire was used to collect data for the study. Data collected from the respondents were analyzed using mean and cluster mean to answer research questions. Analysis of Variance (ANOVA) was used to test hypotheses formulated at 0.05 level of significance. The findings revealed that business education students from the three tertiary institutions in Rivers State opined that to low extent they acquire digital content creation skills and search engine optimization skills for digital marketing, while to a high extent they acquired social media marketing skills. The finding also revealed that there is no significant difference between the extents of acquisition of digital marketing skills among business education students from tertiary institutions in Rivers State. Based on the findings, it was concluded that business education students in tertiary institutions in Rivers State lack the requisite digital marketing skills such as digital content creation and search engine optimization skills for self-reliance in global market. It was recommended that business education lecturers handling marketing and digital marketing courses should design learning activities that allow students to use internet and software, search engine optimization, and social media platforms to create content for promoting products or service online before graduation.

Keywords: business education, marketing skills and digital marketing skills.

Introduction

Business education as a vocational education programme avails students with the opportunity to acquire a wide range of skills. With regards to the acquisition of skills, Aina (2018) maintained that recipients of business education programme are expected to acquire numerous business related skills especially sufficient enough to enable them become self-reliant in creating and managing own businesses as source of employment. Ordu and Abdulkarim (2020) noted that recipients of business education programme have every opportunity to acquire skills relating to the various areas of business such as accounting, office technology and management, marketing/distribution trade, entrepreneurship, and management if guided appropriately. Umoru (2020) noted that the acquisition of combined vocational business education skills and general business skills enables the products of the

programme to fit into any career area within the business world. It can be inferred from the forgoing discourse that acquisition skills through business education courses is considered relevant to empowering recipients to be self-reliant within the business world. This is based on the fact that self-reliant according to Moore (2019) has to do with being able to think independently and act within one's capabilities in order to drive the successful attainment of predetermined objectives and goals.

One of the sets of essential skills acquired through business education courses is marketing/distributive trade skills. Emin and Elifs (2011) noted that generallymarketing skills relate to abilities required for integrating marketing mix and translating marketing concepts into meaningful marketing strategy for entrepreneurial success. Mishella (2013) opined that marketing skills acquired through business education include product planning skills, branding skills, and promotion skills. Abdulkarim (2019) noted that skills for marketing products acquired through business education are meant to enable students identify market needs, persuade and win clients, build marketing relationship and sustain such relationship for entrepreneurial success. However, the adoption and integration of digital technologies in marketing practices of the 21st century firms necessitate the demand for the acquisition of new age/digital skills relating to marketing by graduating students of business education programme. This is because as noted by McKingley Marketing Partners (2019) most of the marketing jobs today relate to use of digital technologies in implementing marketing strategies. These connote therefore that only business education graduates with the requisite digital marketing skills can compete favourably globally to secure better paid marketing jobs or earn a livelihood.

According to Kotler (2016), marketing practices have undergone a digital revolution due to the adoption and integration of digital technologies which provide easy access to global market. The American Marketing Association Dictionary (AMAD, 2019) explained that digital marketing has to do with planning and initiating marketing campaign using digital platforms such as internet, e-mail, search engine, social media and other tools. Chaffey and Smith (2017) noted that the basic objectives of digital marketing is to grow sales, add value, bring customers closer to the firm, save cost, and have global coverage. Butt (2017) averred that digital marketing provides firms or entrepreneurs with a global opportunity to promote their products or services without much stress. McKinley Marketing Partners (2019) noted that the relevance of digital marketing to firms made its skills to be sought for among personnel required for future marketing endeavour.

Digital marketing skills in extant literature are numerous. Nevertheless, for the purpose of this study some recent authors' lists were reviewed. Staton (2016) reported that digital marketing skills required for entry-level employment and by entrepreneurs include abilities related to web analysis, e-mail marketing, inbound marketing and social media marketing. Similarly, McKinley Marketing Partners (2019) noted that skills relating to digital marketing most substantially demanded by firms are abilities relating to digital content creation, digital analysis, search engine optimization, e-mail and social media and cloud computing. Digital Marketing Institute (2022) also noted that digital marketing skills that provides students with the opportunity to be instantly employed after graduation are social-media marketing skills, search engine marketing skills, digital analytic skills, content marketing skills, e-mail marketing skills, mobile marketing skills, strategic planning skills, social selling skills, pay-per-click marketing skills, and video creation skills. Within the context of this study, digital marketing skills are limited to digital content creation skills, search engine optimization skills, and social media marketing skills which are deemed sufficient for micro and small scale business owners to connect with global customers and drive sales.

The United Nations-Commission on Science and Technology for Development (UN-CSTD, 2018) in its framework for digital skills categorized digital marketing skills as part of the intermediary digital skills required for the performance of work-related tasks. This means that business education students who want to be successful in the performance of 21st century marketing tasks need to acquire some digital marketing skills. Supporting this, Olaniyi (2022) noted that the success of

business education students in today's business world depend to a great extent on how appropriate the skills they have acquired while in school enable them to fit into the different digital occupational areas in today's business world.

Existing works on digital marketing skills need of students reported varying results. Crittenden and Crittenden (2015) reported the need to engage business education students through different digital and social media platforms in marketing classes in order to enable them develop their digital and social media marketing skills required of professional in the 21st century. O'Brien (2016) reported that marketing graduates are lacking in digital marketing skills because their syllabus were not designed for include digital techniques in marketing. Gregorio et al. (2019) reported the need for business students to developdigital and technical skills **(**Knowledge of social media, mobile applications, e-commerce, analytics and real time practices, internet & software knowledge, and SEO), and core marketing skills **(**planning, organization and time management, content creation across channel, creative thinking, precision and attention to detail, sales knowledge and management skills) if they must succeed in today's marketing practices. Langan, Cowley and Nguyen (2019) reported that business students are lacking requisite digital skills to compete in the digital marketplace, hence the need to expose them to topics such as search engine optimization, social media, and content marketing. The above findings show the need to assess digital marketing of every business education students in areas not covered by the existing studies, hence, since none of the studies was conducted in Rivers State; the need for such assessment inspired the current study.

Statement of the Problem

The main aim of business education as a vocational education programme is to equip recipients with relevant business skills including digital marketing skills in order to make them self-reliant in today's business world. In addition, the 21st century Nigeria is characterized with technology-empowered customers who are contacted and won over by business owners through the utilization of digital devices and applications. However, a situation where most courses in business education including marketing are still taught theoretically without recourse to practical sections, makes one wonder whether the students of this programme can acquire the requisite digital marketing skills to meet up with demand of the 21st century digital business world. Consequently, the need to ascertain the extent to which the students are acquiring the required digital marketing skills for self-reliant through business education programme for 21st marketing practices in order to establish whether or not there exist any skill gap that need to be addressed cannot be overemphasized. The need to unravel the reality with regards to digital marketing skills acquisition for self-reliance through business education inspired the present study.

Research Questions

The following research guided the study:

1. What is the extent of acquisition of digital content creation skills for self reliance among business education students in tertiary institutions in Rivers State?
2. What is the extent of acquisition of search engine optimization skills for self reliance among business education students in tertiary institutions in Rivers State?
3. What is the extent of acquisition of social media marketing skills for self reliance among business education students in tertiary institutions in Rivers State?

Research Hypotheses

The following hypotheses were tested at 0.05 level of significance:

1. There is no significant difference between the extent of acquisition of digital content creation skills for self-reliance among business education students from Ignatius Ajuru University of Education, Rivers State University and Federal College of Education (Tech.), Omoku.

2. There is no significant difference between the extent of acquisition of search engine optimization skills for self-reliance among business education students from Ignatius Ajuru University of Education, Rivers State University and Federal College of Education (Tech.), Omoku.
3. There is no significant difference between the extent of acquisition of social media marketing skills for self-reliance among business education students from Ignatius Ajuru University of Education, Rivers State University and Federal College of Education (Tech.), Omoku.

Methodology

Descriptive survey research design using quantitative approach was adopted for this study. This design is deemed appropriate because it enables the researcher to elicit responses from the respondents on the extent to which they acquire digital marketing skills. Ezekiel, et al. (2017) noted that if the interest of research is to assess the opinion or view of respondents on the characteristics of variable under investigation, descriptive research is appropriate.

The population consists of 618 final year undergraduate business education students during the 2021/2022 academic session from four tertiary institutions offering the programme in Rivers State. The choice of this population was informed by the fact that they have had reasonable exposure to marketing courses in business education curriculum from their year 1 through to 3, hence, stands the chance to assess if digital marketing skills were acquired for self reliance. The population breakdown by institution is as shown below:

Sample size for this study was made up of 50% of the entire population which is 309 respondents. Proportionate stratified sampling was used to select the sample size from three of the four tertiary institutions involved in the study who were on session as at the time of the study due to Academic Staff of University Union (ASUU) strike which affected one of the institutions used for the study. Consequently, the sample distribution by institution was, IAUE – 103 respondents, RSU – 127 respondents and FCE (T), Omoku – 79.

Researcher's designed structured questionnaire titled "Extent of Acquisition of Digital Marketing Skills for Self-Reliance among Business Education Students Questionnaire (EADMSSBESQ)" was used for data collection. The instrument contains 19 items, seven to each research question 1 and six to research questions 2 and 3 respectively. The response pattern of the instrument is based on four point rating scale of Very High Extent (VHE – 4points), High Extent (HE – 3points), Low Extent (LE – 2points) and Very Low Extent (VLE – 1point). One business education lecturer teaching marketing and one expert of measurement and evaluation from Federal College of Education (Tech.), Omoku validated the instrument. The validated instrument reliability was tested using Cronbach alpha coefficient with data obtained from 10 undergraduate final year students who are not part of the study. The computation gave a Cronbach alpha coefficient of 0.72. The copies of the validated instrument were administered personally by the researcher to respondents.

Data collected from the respondents were analyzed using mean, standard deviation, and cluster mean to answer the research questions posed. Analysis of Variance was used to test the hypotheses formulated at 0.05 level of significance. All computations were done using Statistical Package for Social Science (SPSS) version 23.0. For decision making mean of 3.5 and above was regarded as Very High Extent, 2.5 to 3.49 was regarded High Extent, 1.5 to 2.49 was regarded Low Extent, and below 1.5 as Very Low Extent.

Results

Research Question 1: What is the extent of acquisition of digital content creation skills among business education students in tertiary institutions in Rivers State?

Table 2: Mean Scores of the Extent of Acquisition of Digital Content Creation Skills for Self Reliance

S/N	Items	IAUE			RSU			FCE(T), Omoku		
		n	$\bar{x}$	Decision	n	$\bar{x}$	Decision	n	$\bar{x}$	Decision
1.	Can figure out the subject matter for digital marketing campaign for my business	103	2.52	HE	127	2.46	LE	79	2.46	LE
2.	Can interpret and create design for subject of marketing campaign into appealing content	103	1.40	VLE	127	1.23	VLE	79	1.23	VLE
3.	Can ensure digital content written represent the product/service being offered to customers	103	2.21	LE	127	2.26	LE	79	2.26	LE
4.	Can design graphic for promoting product/service using CorelDraw graphic	103	1.31	VLE	127	1.24	VLE	79	1.34	VLE
5	Can use short and medium messages to convey information about product/service to customers	103	2.42	LE	127	2.32	LE	79	2.32	LE
6.	Can edit digital marketing campaign messages to correct errors before publishing	103	1.49	VLE	127	1.36	VLE	79	1.42	VLE
7.	Can use themes to assist customers to navigate to interested marketing messages appealing to their needs	103	2.35	LE	127	2.43	LE	79	2.31	LE
	Cluster mean		**1.96**	**LE**		**1.90**	**LE**		**1.91**	**LE**

Source: Field Work, 2022

Table 2 reveals that business education students from IAUE opined that to a high extent they can figure out the subject matter for digital marketing campaign with mean of 2.52, while their counterparts from RSU and FCE (T.), Omoku opined that to low extent they can do same task. business education students from the three tertiary institutions involved in this study also opined that they can ensure digital content written represent product/service being offered to customers, can use short and medium messages to convey information about product/service to customers, and can

utilize themes to assist customers to navigate to interested marketing messages appealing to their needs with mean scores of 2.21, 2.26, 2.26, 2.42, 2.32, 2.32, 2.35, 2.43, and 2.31 respectively. The students from the three tertiary institutions also opined that to a very low extent they can interpret and create design for subject of marketing campaign into appealing content, can design graphic for promoting product/service using CorelDraw graphic, and edit digital marketing campaign messages to correct errors before publishing with mean scores of 1.40, 1.23, 1.23, 1.31, 1.24, 1.34, 1.49, 1.36, and 1.42. However, when the cluster mean of 1.96, 1.90, and 1.91 are considered, it can be concluded that business education students from the three tertiary institutions in Rivers State used for this study opined that to low extent they acquire digital content creation skills for digital marketing.

Research Question 2: What is the extent of acquisition of search engine optimization skills among business education students in tertiary institutions in Rivers State?

Table 3: Mean Scores of the Extent of Acquisition of Search Engine Optimization Skills for Self Reliance

S/N	Items	IAUE			RSU			FCE(T), Omoku		
		n	$\bar{x}$	Decision	n	$\bar{x}$	Decision	n	$\bar{x}$	Decisio
8.	Can design website for marketing product/service	103	2.23	LE	127	1.78	LE	79	1.54	LE
9.	Ability to create back-links for engaging with guest to the website	103	1.52	LE	127	1.64	LE	79	1.51	LE
10.	Can create content that would attract traffic to marketing campaign website	103	1.44	VLE	127	1.32	VLE	79	1.31	VLE
11.	Ability to edit and update website marketing campaigns on product/service offerings	103	1.43	VLE	127	1.28	VLE	79	1.45	VLE
12	Can subscribe for website hosting to provide access marketing campaigns website designed	103	1.37	VLE	127	1.43	VLE	79	1.47	VLE
13.	Ability to use Google search console to improve on marketing campaign website	103	1.42	VLE	127	1.35	VLE	79	1.46	VLE
	Cluster mean		**1.57**	**LE**		**1.47**	**VLE**		**1.46**	**VLE**

Source: Field Work, 2022

Table 3 reveals that the business education students from the three tertiary institutions in Rivers State opined that to a low extent they can design website for marketing product/service and have the ability to create back-links for engaging with guest to the website with mean scores of 2.23, 1.78, 1.54, 1.52, 1.64 and 1.51 respectively. The students from the three tertiary institutions also opined that to a very low extent they can create content that would attract traffic to marketing campaign website, have ability to edit and update website marketing campaigns on product/service

offerings, can subscribe for website hosting to provide access marketing campaigns website designed, and have the ability to use Google search console to improve on marketing campaign website with mean scores of 1.44, 1.32, 1.31, 1.43, 1.28, 1.45, 1.37, 1.43, 1.47, 1.42, 1.35, and 1.46. However, when the cluster mean scores of 1.57 for business education students from IAUE is considered, it can be concluded that to a low extent they acquired search engine optimization skills for digital marketing, while their counterparts from RSU and FCE (T.), Omoku with cluster mean scores of 1.47 and 1.48 to a very low extent acquired same skills for digital marketing.

Research Question 3: What is the extent of acquisition of social media marketing skills among business education students in tertiary institutions in Rivers State?

Table 4: Mean Scores of the Extent of Acquisition of Social Media Marketing Skills for Self Reliance

S/N	Items	IAUE			RSU			FCE(T), Omoku		
		n	$\bar{x}$	Decision	n	$\bar{x}$	Decision	n	$\bar{x}$	Decision
1.	Ability to use short appealing messages to attract customers to product/service offerings.	103	2.61	HE	127	2.53	HE	79	2.71	HE
2.	Can create list of customers and connect with them using social media platforms.	103	2.51	HE	127	2.66	HE	79	2.53	HE
3.	Ability to create short video messages for creating awareness of business offerings and objectives on social media.	103	2.44	LE	127	2.47	LE	79	2.51	HE
4.	Ability to communicate product/service offerings on social media using different media.	103	2.51	HE	127	2.62	HE	79	2.52	HE
5	Ability to engage customers on social media in order to provide support for product utilization.	103	2.37	LE	127	2.43	LE	79	2.33	LE
6.	Ability to write engaging introduction for product/service to be promoted on social media.	103	2.53	HE	127	2.63	HE	79	2.52	HE
	Cluster mean		**2.50**	**LE**		**2.56**	**HE**		**2.52**	**HE**

Source: Field Work, 2022

Table 4 reveals that the business education students from the three tertiary institutions in Rivers State opined that to a high extent they acquired the ability to use short appealing messages to attract customers to product/service offerings, can create list of customers and connect with them using social media platform, communicate product/service offerings on social media using different media, and write engaging introduction for product/service to be promoted on social media with mean scores of 2.61, 2.53, 2.71, 2.51, 2.66, 2.53, 2.51, 2.62, 2.52, 2.53, 2.63 and 2.52 respectively. The

students from the three tertiary institutions also opined that to a low extent they acquired the ability to engage customers on social media in order to provide support for product utilization with mean scores of 2.37, 2.43 and 2.33. However, while the students from IAUE and RSU opined that to a low extent they can create short video messages for creating awareness of business offerings and objectives on social media with mean scores of 2.44 and 2.47, their counterpart from F.C.E. (T.), Omoku opined that to a high extent they can do same action with mean score of 2.51. Nevertheless, when the cluster mean scores of 2.50, 2.56 and 2.52 for business education students from the three tertiary institutions in Rivers State are considered, it can be concluded that the students to a high extent acquired social media marketing skills.

Hypotheses Testing

Hypothesis 1: There is no significant difference between the extent of acquisition of digital content creation skills for self-reliance among business education students from Ignatius Ajuru University of Education, Rivers State University and Federal College of Education (Tech.), Omoku.

Table 5: Summary of Analysis of Variance on Significant Difference between the Extent of Acquisition of Digital Content Creation Skills for Self-reliance

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	26.824	2	8.941	.669	.572
Within Groups	2043.583	306	13.357		
Total	2070.408	308			

Table 5 shows F ratio is 0.669 which is statistically not significant alpha at 0.572. Therefore, the null hypothesis which states that there is no significant difference between the extent of acquisition of digital content creation skills for self-reliance among business education students from Ignatius Ajuru University of Education, Rivers State University and Federal College of Education (Tech.), Omoku, is accepted; $F(2, 306) = 0.669$, $p>0.05$ at 0.572. This means that students across these tertiary institutions opined they acquired digital content creation skills at same rate.

Hypothesis 2: There is no significant difference between the extent of acquisition of search engine optimization skills for self-reliance among business education students from Ignatius Ajuru University of Education, Rivers State University and Federal College of Education (Tech.), Omoku.

Table 6: Summary of Analysis of Variance on Significant Difference between the Extent of Acquisition of Search Engine Optimization Skills for Self-reliance

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	25.117	2	5.039	1.169	0.272
Within Groups	2753.762	306	17.998		
Total	2978.879	308			

Table 6 shows F ratio is 1.169 which is statistically not significant alpha at 0.272. Therefore, the null hypothesis which states that there is no significant difference between the extent of acquisition of search engine optimization skills for self-reliance among business education students from Ignatius Ajuru University of Education, Rivers State University and Federal College of Education (Tech.), Omoku, is accepted; F(2, 306) = 1.169, p>0.05 at 0.272. This means that students across these tertiary institutions opined they acquired search engine optimization skills at same rate.

Hypothesis 3: There is no significant difference between the extent of acquisition of social media marketing skills for self-reliance among business education students from Ignatius Ajuru University of Education, Rivers State University and Federal College of Education (Tech.), Omoku.

Table 7: Summary of Analysis of Variance on Significant Difference between the Extent of Acquisition of Digital Content Creation Skills for Self-reliance

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	28.604	3	4.868	1.273	0.968
Within Groups	1938.988	153	12.673		
Total	2367.592	156			

Table 7 shows F ratio is 1.273 which is statistically not significant alpha at 0.968. Therefore, the null hypothesis which states that there is no significant difference between the extent of acquisition of social media marketing skills for self-reliance among business education students from Ignatius Ajuru University of Education, Rivers State University and Federal College of Education (Tech.), Omoku, is accepted; F(2, 306) = 1.273, p>0.05 at 0.968. This means that students across these tertiary institutions opined they acquired search engine optimization skills at same rate.

Discussion of Findings

The results relating to research question one show that business education students from tertiary institutions in Rivers State opined that to low extent they acquire digital content creation skills for digital marketing. The results of test of hypothesis relating to this also revealed that there is no significant difference between the extent of acquisition of search engine optimization skills for self-reliance among business education students from Ignatius Ajuru University of Education, Rivers State University and Federal College of Education (Tech.), Omoku. This finding emanated from the fact that the business education students from these tertiary institutions in Rivers State opined that they can to a low extent carryout activities relating to digital content creation skills needed to facilitate digital marketing. This finding is supported by the finding of O'Brien (2016) who reported that students are lacking digital marketing skills. The finding is also supported by Langan, Cowley and Nguyen (2019) when they reported that business students are lacking requisite digital skills to compete in the digital marketplace.

The results relating to research question two reveal that while business education students from IAUE to a low extent acquired search engine optimization skills for digital marketing, their counterparts from RSU and FCE (T.), Omoku to a very low extent acquired same skills for digital marketing. The results of test of hypothesis relating this also showed that there is no significant

difference between the extent of acquisition of search engine optimization skills for self-reliance among business education students from Ignatius Ajuru University of Education, Rivers State University and Federal College of Education (Tech.), Omoku. This finding emanated from the fact that the business education students from these tertiary institutions in Rivers State opined that they can to a low and very low extent perform most of the activities related to creating website for digital marketing campaign and attracting traffic. This finding is in tandem with the position of. Gregorio et al. (2019) when they reported the need for business students to developdigital and technical skillssuchasinternet& software knowledge, and SEO skills.

The results relating to research question three reveals that business education students from the tertiary institutions in Rivers State to a high extent acquired social media marketing skills. The results of hypothesis relating to this also revealed that there is no significant difference between the extent of acquisition of social media marketing skills for self-reliance among business education students from Ignatius Ajuru University of Education, Rivers State University and Federal College of Education (Tech.), Omoku. This finding emanated from the fact that the students opined that to a high extent they can create marketing campaign using multimedia and promote them through social media. The finding of this study is contrary to the position of Crittenden and Crittenden (2015) when they reported the need to engage business education students through different social media platforms in marketing classes in order to enable them develop their social media marketing skills for professional in the 21stcentury.The finding is also contrary to the position held by Langan, Cowley and Nguyen (2019) when they reported the need to expose business students to topics such as social media, and content marketing. The differences existing within the present study and the earlier one may be due to the fact that how the students acquired the skills related to social media marketing was not necessarily investigated.

Conclusions

Based on the findings of this study, it was concluded that business education students in tertiary institutions in Rivers State lack the requisite digital marketing skills such as digital content creation and search engine optimization skills for self-reliance in global market. This is because the extents of acquisition of these skills were very low. It can be concluded that the social media marketing skills acquired by the students of this programme may be due to their constant utilization of social media to connect to contacts and engage for business purpose. Consequently, the need for paradigm shift in the pedagogical practices used to implement marketing courses and the topics on digital marketing in order to enhance students' skills acquisition.

Recommendations

Based on the findings and conclusions drawn, the following recommendations are made for implementation:

1. Business education lecturers with knowledge and skills for website development should be given the opportunity to guide students in the development of marketing website, blog and short videos for promoting product and services.
2. Business education administrators should provide lecturers handling digital marketing with the necessary supports to partner businesses in order for their students test the application digital marketing skills in promoting partner's products and services.
3. Business education lecturers handling marketing and digital marketing courses should design learning activities that allows students to use internet and software, search engine optimization, and social media platforms in creating digital content for promoting products or service online before graduation.

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PERCEPTION OF BUSINESS EDUCATORS ON THE RELEVANCE OF INTEGRATING GLOBALIZED EMPLOYABILITY SKILLS IN THE BUSINESS EDUCATION CURRICULUM IN TERTIARY INSTITUTIONS IN NIGERIA

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Abstract

The study sought to determine the relevance of integrating globalized employability skills in business education curriculum in tertiary institutions. Two research questions and two null hypotheses guided the study. The study adopted a descriptive survey design. The population of the study comprised 41 business educators in tertiary institutions in Ebonyi State, Nigeria. Census survey sampling technique was used. A structured questionnaire was used. The questionnaire was validated by three experts, two from Business Education Department and one from Measurement and Evaluation, all from Ebonyi State University, Abakaliki. Cronbach Alpha reliability procedure was used. The instrument yielded a reliability coefficient of 0.84. Forty one (41) copies of the instrument were administered to the respondents but 35 were retrieved representing 97% of the instrument. Data collected was analyzed using mean and standard deviation for research questions while the hypotheses were tested at 0.05 level of significance using t-test. The finding of the study showed that integration of technology and soft skills in business education curriculum in tertiary institutions was perceived very relevant and relevant respectively by business educators in Ebonyi State, Nigeria. It was also found from the hypotheses tested that the relevance of integrating technology and soft skills in business education curriculum by the respondents was not significantly influenced by gender. Based on the findings, it was concluded that graduates of business education programmes would easily familiarize themselves with diverse operations of the globalized employability skills upon graduation when relevant technology and soft skills are integrated and implemented in content of business education curriculum. It was also recommended among others that business education curriculum designers should incorporate the relevant technology and soft skills of the globalized workplace in the teaching and learning of business education curriculum.

Keywords: Employability Skills, Business Education Curriculum, Globalization, Perception Business Educators

Introduction

Influx of graduates yearly into the labour market with limited hope for gainful employment has become a worrisome experience in developing countries. Today, every new graduate requires employability skills to succeed. Education-to-work transition of new graduates and the extent to which they are readily employable has been of concerned to government and researchers in Nigeria (Egba, Anyigor-Ogah, Imakwu, Eze, & Egba, 2018), in Malaysia (Zaharim, Ahmad, Zaman, & Ko, 2019).

Integration of globalized employability skills to business education curriculum could boost globalization.

Globalization is the inter-connectivity and acceptance of idea, information and culture between systems of the world without barriers. To this extent, the once portrayed worldwide has become a small village and the formation of a globalized employability is the new reality in the world of work. Bird and Kopp (2019) defined globalization as the spread of product, technology, information and jobs across national borders and cultures. They went further to state that globalization describes an interdependence of nations around the globe. This means that globalization is the process of expanding business activities in order to gain a worldwide perspective. Consequently, in the face of globalization, the activities of workplace cannot be operational, if it is not equipped with workers who possess the requisite employability skills to excel and understand the reality of the today's globalized world of work.

Employability skills are a set of skills and behaviour that are necessary for every job. According to Fajaryati, Budiyono, Aklyar and Wiranto (2020), employability skills are the transferable skills needed by an individual to make them employable. Osmani, Weerakkody, Hindi and Eldabi (2019) added that employability skills are sometimes called soft skills, foundational skills, work-readiness skills, or job-readiness skills. This entails that globalized employability skills consist of a range of ideas, attributes, thinking, knowledge, behaviour and technical competence which an employee uses to function efficiently and effectively without any form of constraints in the globalized workplace.

Generally, globalized employability skills consist of technology and soft skills. Technology skills are skills associated with working with equipment and software which workers must possess in order to function in specific occupation. According to Tom (2020) technology skills are practical abilities and specialized knowledge needed to perform tasks in technical roles in Information Technology (IT). He stated that technology skills include the ability to use socialized software or operate specific machinery, equipment and tools. He went further to emphasis that technology skills are hard skills that do not always transfer to all jobs. Tom (2020) and Turner in Nwokike and Eya (2015) categorized technology skills into word processing skills, spreadsheet, database, electronic presentation, web navigation, web site design, e-mail management skills, digital cameras, computer networking knowledge, file management and windows explorer and downloading software from the web, graphical, social media, and presenting among others.

On the other hand, soft skills are a combination of people skills, social skills, communication skills, character or personality traits, and emotional intelligence, quotients, among others, that enable people to navigate their environment, work well with others, perform well and achieve their goals with complimentary hard skills. Alison (2019) described soft skills as desirable qualities for certain forms of employment that do not depend on acquired knowledge. He went further to opine that soft skills include common sense, the ability to deal with people, and a positive flexible attitude. According to Rouse (2020) soft skills are personal attributes that support situational awareness and enhances an individual's abilities to get a job done. This emphasizes that soft skills are inter-personal, human, people or behavioral skills needed to apply technology skills in a workplace.

The integration of technology and soft skills in business education will efficiently give business education students the competitive edge to stay in touch with the changing conditions of the globalized workplace without any pressure. Business education according to Azuka in Azuka and Nwosu (2018) is a programme of studies, which comprises four parts-creating awareness in occupations; preparing youths for work in business occupation; preparing people to become better citizens and consumers of goods and services; and preparing business teachers. Business education is that aspect of general education that prepares students for employment and advancement on a broad range of office occupations accounting professions marketing occupation, teaching precession and entrepreneurship

venture (Onokpaunu, 2016). However, the reliable medium, through which the mission and vision of business education programmes can be achieved, stems from effective implementation of its curriculum. Udeme in Egba (2017) noted that curriculum is the official blue print through which the laid down educational philosophies of a national are translated into concrete reality. He added that, it encompasses the goals and objectives of a study, organization of the content area and evaluation of student's academic achievement in that particular course of study. Thus, business education curriculum is a set of learning experiences designed to enable students attain the objectives of business education programme.

In the era of globalization, a worthwhile and functional curriculum always charges to meet the present needs of individual, work place and the society at large. According to Isyaku (2006), business education curriculum should be dynamic and relevant with societal and ICT, oriented courses that will boost students' knowledge, manipulation competence, attitudes and values with which to compete for jobs in real work setting. The impact of globalization demands that global literacy and awareness of the workplace should be inculcated into the content of business education curriculum to enable students acquire cross-cultural and employability skills to perform the required activities of the globalized workplace. The goal of business education programme, therefore, is to ensure that there is a transfer of relevant employability skills to and fro the world of work and business education that goes beyond the theoretical contents of business education curriculum in bid to prepare students for the globalized workplace, business education curriculum must be subjected to international and multi-cultural standards to enable domestic and foreign business education students acquire the same global employability skills in their different learning communities (Ikpesu, 2017; Abraham & Karns, 2009).

Business educators are professional trained teachers of business subjects who are competent in teaching the content of business education curriculum in the faculty of education in Universities and Colleges of education. According to Osuala (2004), a business educator is any person who plays a critical role in making business education viable and visible in the community, plays the critical role of agent of change in business education, delivers high quality instruction in business education and is able to identify problems facing teaching and learning in the field as well as speculate solutions to such problems.

Business educators in the process of integrating globalized employability skills to business education curriculum must stay abreast of impacts of globalization in the workplace in order to promote the employability prospects of business education graduates. According to the association of American Colleges and Universities in Diane and Ellen (2011), to create a relevant business education curriculum, business educators need to become aware of the skills and competencies needed in the globalized workplace and the entry-level job criteria for graduates of business education programs.

There are different studies that have analyzed perception regarding employability skills. For instance, Chadha and Sacndeva (2019) studied on perception of employability: A gender perspective with a sample of 325 students in Punjab. The result showed a higher perception of integrating employability skills. In turn in another study of Chan, Ahmed, Zama and Ko (2018) on employers' perception on important employability skills in the manufacturing industry with 182 employers in Malaysian. The result highlighted considerably positive perception regarding the important of employability skills. Aluko (2014) working with 360 respondents on gender influence on potentials graduates perception of importance of employability skills: An exploratory study in South West Nigeria. The result showed positive perception on the importance of employability skills. Again, Chithra (2013) on employability skills: A study on the perception of the Engineering students and their prospective employers with 120 respondents in India. The result showed positive perception regarding employability skills. With this, I want to highlight that perception includes the vision and opinion of the participants about the potentials of employability skills. With respect to the analysis of perception,

different variables have been studied that can influence these perception such as gender of the participants. Lee in Igboke and Anyigor-Ogah (2021) noted that gender is an attributed quality that differentiates female and male. In this regard, I found studies in which no significant differences were found (Pardo-Garcia & Barac, 2020, Chadha &Sacndeva, 2019; Chan, Ahmed, Zamam& Ko, 2018; Ann-Maria, 2015; Aluko, 2014; and McIntosh, 2013), and other in which significant difference were found (Chithra, 2013).

The geometric influence of globalization makes it a challenge for curriculum planners and business educators to integrate global employability skills into the curriculum. It is against this backdrop, this study was designed to determine the perception of business educators on the relevance of integrating globalized employability skills in the business education curriculum in tertiary institutions.

Statement of the Problem

Global workplace is dynamic and business education graduates need more than academic knowledge to be successful as employees and entrepreneurs. The goal of education is the development of appropriate skills, mental, physical and social abilities and competencies to empower the individuals to live in and contributes positively to the society. In an effort to change the difficulties of readiness, uncertainty, joblessness, low innovative, advance and moderate national improvement caused by non globalized or non uniformity of business education curriculum, integrating globalized employability skills in the business education curriculum in tertiary institutions in Nigeria becomes a welcome idea. However, a curriculum without the requisite attention to the teaching of employability skills like technology and soft skills will only succeed to make business education graduates more globally deficient and unfit. Thus business education curriculum needed to be integrated in the area of employability skills to respond smartly to the needs of alleviating business education graduates from global deficiency and unfit. Thus, this study sought to examine the perception of business educators on the relevance of integrating globalized employability skills in the business education curriculum in tertiary institutions.

Research Questions

The following research questions will guide the study.

1. What are the perceptions of business educators on the relevance of integrating technology skills in business education curriculum in tertiary institutions?
2. What are the perceptions of business educators on the relevance of integrating soft skills business education curriculum in tertiary institutions?

Hypotheses

The following hypotheses will be tested at 0.05 level of significance:

HO_1: There is no significant difference in the mean responses of the respondents on the relevance of integrating technology skills in business education curriculum in tertiary institutions based on gender.

HO_2: There is no significant difference in the mean responses of the respondents on the relevance of integrating soft skills in business education curriculum in tertiary institutions based on gender.

Methodology

Descriptive survey design was adopted for the study. The area of the study was Ebonyi State comprising three tertiary institutions offering business education namely: Ebonyi State University Abakaliki, Ebonyi State College of Education, Elex Ekwueme Federal University, Ndufu-Alike Ikwo. The population of the study comprised of 41 business educators which was made up of 24 male and 17 female in the three institutions: Ebonyi State University 14, Ebonyi State College of Education 14,

and Alex Ekwueme Federal University, Ndufu-Alike Ikwo 13. The data for the study was collected using a structured questionnaires titled. Relevance of Globalized Employability Skills in Business Education Curriculum Questionnaire (RGESBECQ)". The questionnaire consisted of 40 items according to research questions on a 4-point rating scale of Very Relevant, Relevant, Irrelevant and Very Irrelevant. The instrument was validated by three experts; two from business education and one from Measurement and Evaluation, all from Ebonyi State University, (EBSU) Abakaliki. The instrument was also subjected to a reliability test, and yielded reliability co-efficient of 0.84.

41 copies of the instrument were administered to the respondents but 35 were retrieved representing 97% of the instrument. Mean and standard deviation were used to answer the research questions, while the hypotheses were tested using t- test. Decisions on the research questions were based on the grand mean in relations to the real limits of numbers. Therefore, items with mean ratings of 0.50-1.49 were rated Very Irrelevant, those with 1.50 – 2.49 were rated Irrelevant, items with mean ratings of 2.50 – 3.49 were rated Relevant and those with 3.50-4.00 were rated Very Relevant. For hypotheses, if the calculated t-value is equal or greater than the critical t-value, it will be rejected. If otherwise, it will be accepted.

Results

Research Question 1

What are the perceptions of business educators on the relevance of integrating technology skills in business education curriculum in tertiary institutions in Ebonyi State, Nigeria?

Data collected to answer the above research question are presented in Table 1.

Table 1: Respondents Mean Ratings on the Relevance of Integrating Technology Skills in Business Education Curriculum

S/N	Relevance of Integrating Technology Skills in Business Education Curriculum	X	SD	REMARK
1	MS-office skills	3.29	0.46	Relevant
2	Email – skills	3.57	0.50	Very Relevant
3	Google drive skills	3.40	0.49	Relevant
4	Phone skills	3.91	0.28	Very Relevant
5	Social media skills	3.37	0.49	Relevant
6	Computer spreadsheets skills	3.86	0.36	Very Relevant
7	Computer graphical skills	3.82	0.38	Very Relevant
8	Web page design skills	3.31	0.47	Relevant
9	Enterprise system skills	3.51	0.50	Very Relevant
10	Computer networking skills	3.60	0.49	Very Relevant
11	Power point skills	3.77	0.42	Very Relevant
12	Data base management system skills	3.62	0.49	Very Relevant
13	Quick book skills	3.62	0.49	Very Relevant
14	Internet skills	3.94	0.23	Very Relevant
15	Intranet skills	3.97	0.17	Very Relevant
16	Computer programming skills	3.62	0.49	Very Relevant
17	Video creation skills	3.82	0.38	Very Relevant
18	Computer security skills	3.80	0.40	Very Relevant
19	Computer software installation skills	3.74	0.44	Very Relevant
20	Computer maintenance skills	3.48	0.50	Relevant
	Grand	**3.67**	**0.42**	**Very Relevant**

Sources: Field Work 2021

The data in Table 1 reveal that items 1, 3, 5, 8 and 19 had mean rating from 3.29 t0 3.48 and items 2, 4, 5, 6, 7, 9, 10, 11, 12, 13, 14,15,16,17,18 and 20 had mean rating from 3.51 to 3.97 with a grand mean of 3.67. This indicates that integration of technology skills in business education curriculum was perceived very relevant by the respondents.

Research Question 2
What are the perceptions of business educators on the relevance of integrating soft skills in business education curriculum in tertiary institutions in Ebonyi State, Nigeria?

Data collected to answer the above research question are presented in Table 2.

Table 2: Respondents Mean Ratings on the Relevance of Integrating Soft Skills in Business Education Curriculum

S/N	Relevance of Integrating Soft Skills in Business Education Curriculum	X	SD	REMARK
21	Communication skills	3.94	0.63	Very Relevant
22	Work ethic skills	3.02	0.74	Relevant
23	Team work skills	2.88	0.67	Relevant
24	Interpersonal skills	3.11	0.67	Relevant
25	Time management skills	3.05	0.63	Relevant
26	Problem-solving skills	3.14	0.69	Relevant
27	Social skills	3.06	0.72	Relevant
28	Critical thinking skills	3.17	0.74	Relevant
29	Adaptability skills	3.06	0.68	Relevant
30	Organization skills	3.26	0.65	Relevant
31	Integrity skills	3.11	0.71	Relevant
32	Flexibility skills	3.20	0.63	Relevant
33	Emotional intelligence skills	3.14	0.71	Relevant
34	Coaching skills	3.02	0.77	Relevant
35	Analytical skills	3.17	0.82	Relevant
36	Global awareness skills	3.25	0.70	Relevant
37	Self confidence skills	3.26	0.65	Relevant
38	Conflict management skills	3.20	0.67	Relevant
39	Foreign language skills	2.97	0.89	Relevant
40	Leadership skills	3.17	0.56	Relevant
	Grand	**3.16**	**0.66**	**Relevant**

Sources: Field Work 2021

Data in Table 2 reveal that item 1 had mean rating of 3.94 and items 2 – 20 had mean rating from 2.88 to 3.26 with grand mean of 3.16. This indicates that integrating of soft skills in business education curriculum was perceived relevant by the respondents.

Test of Hypotheses

HO_1: There is no significant difference in the mean responses of the respondents on the relevance of integrating technology skills in business education curriculum in tertiary institutions based on gender.

Data collected to test hypothesis 1 are presented in Table 3.

Table 3: Summary of t-test Analysis of the Mean Responses of the Respondents on the Relevance of Integrating Technology Skills in Business Education Curriculum

Variables (Gender)	NO	Mean	SD	DF	t-cal	t-crit	Decision	Sig
Male	22	3.64	0.40	33	0.97	2.04	Uphold H_o	NSd
Female	13	3.50	0.41					

Sources: Field Work 2021
Key: Sig: Significant; SNd: No Significant Difference

Table 3 above reveals t-calculated value of 0.97 and t-critical of 2.04 at 33 degree of freedom. From the table, since the t-calculated is less than the critical t-value, we uphold the null hypothesis and conclude that the respondents do no differ significantly in their opinion regarding the relevance of integrating technology skills in business education curriculum in tertiary institutions

HO_2: There is no significant difference in the mean responses of the respondents on the relevance of integrating soft skills in business education curriculum in tertiary institutions based on gender.

Data collected to test hypothesis 1 are presented in Table 4

Table 4: Summary of t-test Analysis of the Mean Responses of the Respondents on the Relevance of Integrating Soft Skills in Business Education Curriculum

Variables (Gender)	NO	Mean	SD	DF	t-cal	t-crit	Decision	Sig
Male	22	3.10	0.69	33	0.90	2.04	Uphold H_o	NSd
Female	13	3.11	0.70					

Sources: Field Work 2021
Key: Sig: Significant; SNd: No Significant Difference

Table 4 above reveals t-calculated value of 0.90 and t-critical of 2.04 at 33 degree of freedom. From the table, since the t-calculated is less than the critical t-value, we uphold the null hypothesis and conclude that the respondents do no differ significantly their opinion regarding the relevance of integrating soft skills in business education curriculum in tertiary institutions.

Discussion of Findings

The result in Table 1 shows that integration of technology skills in business education curriculum was very perceived relevant by the respondents in Ebonyi State, Nigeria. This finding is in line with Chadha and Sacndeva (2019) who found that integration of employability skills in curriculum showed a higher perception. In the same vein, Chan et al (2018) found that employability skills high-lightered considerably positive perception regarding the importance of employability skills. The test of hypothesis ($\mathbf{HO_1}$) in table 3 proved that there no significant differences the mean responses of the respondents on the perception of the relevance of integrating technology skills in tertiary business education curriculum based on gender. The findings are in agreement with multiple works Pardo-Garcia and Barac, 2020; Chadha and Sacndeva, 2019; Chan et al 2018 and Ann-Maria, 2015) who perceived that there is no significant difference in the opinion of male and female respondents on the integration of employability skills (technology skills).

The result in Table 2 shows that the integration of soft skills in business education curriculum was perceived relevant by the respondents in Ebonyi State, Nigeria. The findings are was in agreement with Aluko (2014) who found positive perception on the importance of soft skills. In the same vein, McIntosis (2013) stressed that the integration of soft skills in the curriculum makes graduates report for work with the right attitude. Also, the test of hypothesis ($\mathbf{HO_2}$) in Table 4 proved that there is no significant difference in the opinion of male and female respondents on the relevance of integration soft skills in business education curriculum in tertiary institutions. The findings are in agreement with multiple works, (Aluko, 2014; and McIntosh, 2013) who found that integration of soft skills do not differ significantly based on gender. Similarly, the finding contradicts with the work of Chithra (2013) who found that there is significant difference in the perception of the respondents based on gender.

Conclusions

Based on the findings of the study, it was concluded that the integration of technology and soft skills in business education curriculum was perceived very relevant and relevant respectively by the respondents in Ebonyi State Nigeria. This implies that graduates of business education programmes would easily familiarize themselves with the diverse operations of the globalized employability upon graduation when relevant technology and soft skills are integrated and implemented in the content of business education curriculum. It was concluded also, that gender does not significantly affect respondents' mean ratings on the relevance of integrating technology and soft skills in business education curriculum.

Recommendations

The following recommendations were made based on the findings of the study:

1. Business education curriculum designers should incorporate the relevant technology and soft skills of the globalized workplace in the teaching and learning of business education courses.
2. ICT manufacturing companies, internet services providers, employers of labour and international communities should support business education programmes in Nigeria by providing affordable computers and telecommunication gadgets, reliable internet services as well as sponsor in-service teaching courses for the acquisition of technology and soft skills for business educators in the country.

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FINANCING EDUCATION SECTOR IN BORNO STATE NIGERIA IN THE ERA OF INSURGENCY: IMPLICATIONS AND OPTIONS FOR NATIONAL DEVELOPMENT

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Abstract

The future of any country lies in the quality of its education. Education remains the major tool for socio-economic development, individual empowerment and poverty reduction. Unfortunately, one major problem now facing education in Nigeria is the issue of underfunding. We have, in the last decades, witnessed a gradual degradation in infrastructure, in manpower development and access to qualitative education. Precisely, the federal and state governments' spending on education is below 10 percent of their overall budget. This is largely due to the fluctuations in the oil market, and the need to reduce the huge and rising service obligations. This paper examined the financing of higher education in Borno State, the implications of inadequate funding and possible strategies of funding education. Thus, it was suggested among others that all stakeholders, parents and guardians, the society in general, the private sector and non-governmental agencies must become involved in the financing of education in Nigeria.

Keywords: Financing, education, budget, national development

Introduction

Education is not only an investment in human capital development but it is also a prerequisite for economic development which makes the demand for education so high. Thus, in Nigeria, education

has remained one of the most challenging sectors of the economy. Because of its importance to human capital development, education was one of the Seven-Point Agenda enunciated by the late Umaru Musa Yar'adua administration on assumption of office in 2007. The administration met an educational sector that was in comatose. In spite of the reforms carried out by the immediate past government Umaru Musa Yar'adua took over from, there was in reality nothing on ground to inspire confidence in that very vital segment of the national economy (Nwosu, 2009). The universities and other higher institutions of learning were in a state of decay with most teaching staff leaving the country in droves in search of greener pastures abroad.

Apart from the impact inadequate funding have on the quality of teaching and learning in the education sector in Nigeria, student support is inadequate (Ubogu, 2011). Universities and other higher institutions of learning in Nigeria for instance, as it is today do not have enough support for graduate and postgraduate study programmes. It is therefore, not surprising that the President Muhammadu Buhari led administration had to be confronted by labour unions in the higher educational sector with long lists of demand on what should be done to uplift the sector. The unions, one after the other, had to go on strike to press home their points. The ensuing face-off between the Federal Government and Academic Staff Union of Universities (ASUU) resulted to the shutting down of the universities for more than six months.

Against the backdrop of the Academic Staff Union of Universities (ASUU) strike, a report released by an advocacy group, Invictus Africa (2022), disclosed that the educational sector received its lowest budgetary allocation in 2022. The report entitled, "Data and Analysis of the Federal Government of Nigeria's Budgetary Allocation to Education between 2015 and 2022," pegged the federal government's budgetary allocation to education at 5.39 percent, accounting for ₦923.79 billion out of the total budget of ₦17.13 trillion as shown in Figure 1.

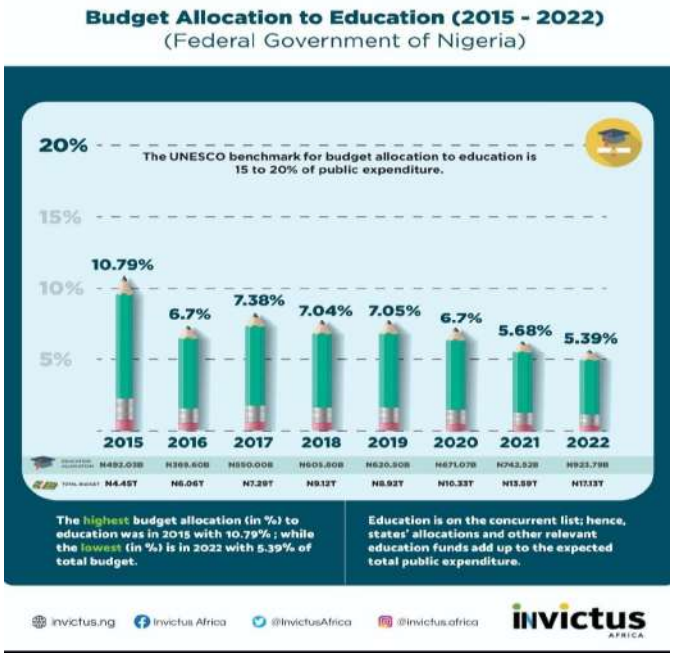

Figure 1: Federal Government's Budgetary Allocation to Education

Adewale, Ajayi and Enikanoselu (2006) are of the opinion that education in Nigeria has been experiencing financial crises. There is less money to spend on primary, secondary and tertiary education. There are increasing complaints about the underfunding of the higher educational sector while the government accuses the sector of inefficient utilization of available resources. The government has always argued that public spending on higher education should be reduced. However, the fact remains that higher education sector in Nigeria has been experiencing facility decay, deterioration of equipment and plans, and uncompleted projects as a result of the financial crises facing the sector.

An Overview of Financing Education in Nigeria

Funding of education comes from different sources but the major one at all levels of government is public revenue from taxation. Education funds are reported to be distributed among primary, secondary and tertiary educational levels in the proportion of 30%, 30% and 40% respectively (Balurni, 2003). The public funding includes direct government expenditures in the form of subsidies to households such as tax reductions, scholarships, loans and grants. It also includes payment from Education Tax Funds (ETF) mainly for capital expenditure. At present, private sources account for about 20% of total national donors in the form of loans (Adewale *et al.,* 2006). The underlying rational for public funding of education is to equip people with the requisite knowledge, skills and capacity to enhance the quality of life. It is to increase productivity and capacity of the citizens to gain knowledge of new techniques for production so as to be able to participate actively in the development process. Table 1 illustrates the federal budgetary allocation to education.

Year	Budget (₦Trillion)	Educational Allocation (₦Billion)	Percentage of Budget (%)
2010	5.160	249.09	4,83
2011	4.972	306.30	6.16
2012	4.877	400.15	8.20
2013	4.987	426.53	8.55
2014	4.962	493.00	9.94
2015	5.068	392.20	7.74
2016	6.061	369.60	6.10
2017	7.444	550.00	7.38
2018	8.612	605.80	7.03
2019	8.830	620.50	7.03
Total	**₦60.973**	**₦4413.17**	**7.24**

Source: Ameh and Aluko (2019)

With education regarded as public goods by the government, the quantity of education increased dramatically as the quality nose-dived to an unprecedented level while the declining trend continued. Precisely, the federal government spending on education is below 10% of its overall budget. Today higher education institutions in Nigeria are facing imminent collapse due to some emerging issues including inadequate competent teachers, poor teaching methods, corruption, inconsistent government policies, non-payment of salaries, pensions and gratuity, insecurity, poor learning environments and poor remunerations. Financing higher education is imperative and a necessary condition for sustainable development because it is in the higher institutions of learning that the relay race for economic development is achieved.

Financing Higher Education in Borno State in the Era of Insurgency

Insecurityhas dealt a deadly blow to educational institutions in Borno State especially in some local government areas where some of the state's higher institutions are located. Boko Haram insurgency has dealt a blow on education delivery in Borno State (Bukarkulima, 2015). The terrorists have destroyed 512 schools. When this is translated to classrooms, it is over 1000, in addition to more than 350 teachers killed with unspecified number of school children and students in higher institutions of learning missing and/or killed. Boko Haram insurgency kept about one million children out of schools (UNICEF, 2015). More than 2000 schools were shut down while hundreds had been attacked, looted or set ablaze.

Boko Haram insurgency has seriously affected the growth and quality of education in Borno State especially at the higher education level aside fundingof education. The gross neglect of education in the allocation of funds by successive governments, and the shabby treatment of teachers of all cadres, have combined to rob higher education institutions in Borno State of their traditional pride, dignity and honour. It is as if a tragic war has been deliberately waged against the destiny of the people through the destruction of education, the very organ in which resides the hope of tomorrow (Ehusani, 2002).

In Borno State, funds meant for education are distributed among State Universal Basic Education Board (SUBEB), secondary education and tertiary education level. As reported in the Vanguard Newspaper (December 28, 2017), Gov. Kashim Shettima presented ₦170.2 billion Appropriation Bill for 2018 fiscal year to the State House of Assembly tagged: "Budget of Resettlement and Empowerment. Major highlights of the budget showed that education got the highest allocation of ₦27 billion. Breaking down the budget portfolio, Shettima said that ₦12.6 billion was set aside for infrastructure development and management of secondary school education, and ₦10.3 billion for tertiary education, while ₦4.4 billion for the State Universal Basic Education Board (SUBEB) programmes.

In the 2019 fiscal year, Gov. Kashim Shettima presented ₦125.82 billion appropriation bill to the State House of Assembly for approval. The bill tagged: "Budget of Consolidation" was higher than the 2018 approved budget, with over 30 per cent increase. In the budget, education got the highest allocation of ₦22 billion for recurrent and capital projects, which included ₦9 billion for completion of various school development projects and ₦8 billion for higher education.

To support education in Borno State the European Union (EU) has doled out 20 million Euros (about ₦8 billion) as support for the education sector in Borno, which had degenerated as a result of the Boko Haram insurgency. The EU had in January 2018 donated 143 million Euros (₦60 billion), as funding for various multi-sectorial interventions in Borno State. The support is a three-year intervention project that will be implemented by the United Nations Children Fund (UNICEF) and Plan International.

To further expand the development of education sector in Borno State on assumption of office, Governor Babagana Zulum established an Education Trust Fund (BOETF) with 13 board members with Prof. Hauwa Biu appointed to head the board, Maina Yaumi as the Executive Secretary, and 11 other members. The board was charged with the responsibility to monitor and evaluate the execution of ongoing educational projects. The three senatorial districts were represented by Babagana Malarima, Lydia Goro and Umara Kyari for Borno Central, South and North respectively. Eight other members represented Ministries of Education, Higher Education, Finance, Local Government and Emirates Affairs, Justice, Trade, Investment and Tourism the Universal Basic Education Board and the Borno State University.

Under the Governor Babagana Zulum administration, the Borno Government in its proposed 2020 Appropriation Bill of ₦134.5 billion allocated ₦23 billion for the educational sector to reinvigorate the sector and counter Boko Haram insurgency ideology (News Agency of Nigeria [NAN], 2020).

Education, which is one of the major sectors devastated by the insurgency got the highest allocation in the proposed budget for the 2020 fiscal year. The administration gave high premium to education because no genuine social transformation and economic development will take place without education. The budget was also meant to find solution to the root causes of insurgency; and to revamp the education sector to cater for the teeming population, the school dropouts and out-of-school children.

Governor Babagana Zulum presented a budget of ₦267b for Borno's 2022 fiscal year, from which the education sector got the largest share of ₦38 billion, representing 20.22% of the budget size. In Borno State, higher education is the core in the plan of the government, because there are about nine tertiary institutions and about forty per cent budget to education goes to higher education, with the new state university, the government is spending a lot to make sure students get access to higher education. The Borno State government's plan on education, especially higher education, is targeted at training as many Borno State indigenes and prepare them for the training of manpower and also teachers for schools, the secondary schools and even universities with the hope of training at least 1,000 in terms of teachers of PhD and masters, in the next two or three years.

On investment in higher institutions, in the area of infrastructure the state government have done a lot. The state government have renovated a lot of structures, have built a lot of structures and have sponsored people. The state government have awarded scholarships to about 23,000 students domestically and have spent to the tune of ₦26 million outside. Already the government have released over ₦300 million. The state government have done a lot in terms of scholarship to allow for human capacity building. Next, the state government is trying to purchase equipment for Borno State University and most of the courses because of the insurgency have not been accredited, which the state government have started doing that.

The quality of life and work in higher educational institutions, and the very environment in which teaching and learning take place, have become a thing of shame and a source of embarrassment to many who have an idea of what higher educational institutions should look like (Ehusani, 2002). In deed too many things have happened within the last 30 years to the structure, management, supervision, administration, financing of higher education institutions in Borno State, culminating in a serious dislocation of the educational system, whose symptoms are the much decried fall in academic standards, wide spread indiscipline, examination malpractices and other vices. Perhaps an even greater dislocation occurs in the psyche of the contemporary teacher, whose morale is now very low. Abubakar (2016) declared that no one can guarantee any teacher going to class on empty stomach and stated that it is unfortunate that a situation like this revolves around higher institutions of learning in Borno State. If this trend should continue, the higher education system in the state will soon collapse. It is a pity that this is allowed to happen despite the fact that education is the key and bedrock of economic development.

The Challenges of Funding Higher Education in Borno State

The challenges of education sector in Borno State and its funding in particular could be traced to policy and strategy instability and inconsistency. There is an inefficient management of resources, wastages and leakages thereby overriding macroeconomic conditions that have determined the fate of the sector. When the economy is not growing at a reasonable high and sustainable rate, it will not have the resources to fund a largely – social service sector such as education. With a high population growth rate, lackluster growth rate of the GDP would imply severe resource constraints, which could lead to the poor resourcing of social sector such as education.

For the period 1970 – 2013, the country recorded either negative GDP growth rates or low positive growth rates which affected both the Borno State and Federal Government. It should not be

surprising therefore, that education has been poorly funded over the period. Nwachukwu (2014) observed that both the states and federal government depends heavily on oil for an average of about 80% of its total revenue, while non-oil (agriculture, solid minerals and other resources) revenue contributes much less-an average of about 20%. The problem with this revenue structure is that oil revenue on which the state government depends heavily is highly exposed to the volatiles of the price fluctuations of oil in the international market. Such derived fluctuations in the major revenue item of government means that without careful planning and rationalization of expenditure of the revenue, the implementation of government projects and programmes would be subject to frequent disruptions and distortions.

Insecurityin Nigeria has dealt a deadly blow to education in recent times especially in Borno State. Boko Haram insurgency has dealt a blow on education delivery in Borno State (Bukarkulima, 2015). The terrorists have destroyed 512 schools including tertiary institutions in the state. When you translate this to classrooms, it is over 1000, in addition to more than 350 teachers killed with unspecified number of children/students missing and/or killed. In Borno State, schools were shut down including higher institutions of learning while hundreds had been attacked, looted or set ablaze. The terrorists have abducted more than 200 school children including students from higher institutions of learning in Borno State. The North-Eastern Nigeria has remained one of the poorest parts of Nigeria with low levels of education. The insurgency has worsened the social and economic crisis in the region. Many schools in the Borno State have been turned into camps for the Internally Displaced People (IDPs).

Fundingof education in Nigeria has seriously affected the growth and quality of education especially in Borno State at the higher education level. The gross neglect of higher education in the allocation of funds by successive governments, and the shabby treatment of teachers of all cadres, have combined to rob higher education of their traditional pride, dignity and honour (Ehusani, 2002). The quality of life and work in higher institutions in the state, and the very environment in which teaching and learning take place, have become a thing of shame and a source of embarrassment. Insufficient financing of higher institutions of learning in Borno State culminated in a serious dislocation of the educational system, whose symptoms are the much decried fall in academic standards, wide spread indiscipline, examination malpractices and other vices. Perhaps an even greater dislocation occurs in the psyche of the contemporary teacher, whose morale is now very low.

Severe poverty in Borno State have been an impediment to the funding and growth of education at all levels. The situation is so terrible that many parents and guardians cannot keep their children and wards in both public and private schools. Many of the children drop out of schools including students from higher institutions of learning. According to Birdsall, Levine and Ibrahim (2006) most of the 104 million school-age children who are not attending school are poor and have parents who are uneducated and illiterate. In Borno State for instance, poor children are less likely to start school, more likely to drop out and most likely to engage in child labour or domestic chores and begging that keep them away from schooling. Education for All (EFA) cannot be achieved without adequately addressing reasons why the children of the poor in Borno State cannot be enrolled in schools.

Systematic corruption is another challenge confronting financing higher education in Borno State. Where there is gross mismanagement and misappropriation of the available funds meant for higher institutions of learning either by the state officials or the management of the higher institutions funding education will be **challenging**. Some of the school heads compound the problems of parents and students by introducing irregular multiple fees in addition to the government approved fees. Most of the students who have dropped out from higher institutions of learning in the state are children of

the poor. The so called free education in Nigeria is a mere paper-work due to corruption and illegal levies in schools.

Option for Funding of Higher Education in Borno State for Sustainable Development

Education is both a private good and a public good. It is a private good because it is a process of investing in the development of human resources, which is one of the factors of production and which earns income in exchange for its contribution in the production process. According to Levine (2012), education can be appropriately funded in the context of the market demand and supply framework. Alternatively, education is also a public good. Among the reasons for this is that an educated population is considered, *ceteris paribus*, necessary for an orderly and civilized society that is required for the building of a viable democratic society. It isalso an important factor in determining the national identity and a country's location in the global scale of civilization. From this perspective, education does not just confer some benefits on the individual but also on the community.

Bekaert (2009) stated that higher education is considered to have significant positive externalities, which is considered a largely public good. The government is to play a proactive role in supplying higher education services sufficiently, as well as in ensuring effective demand. Ensuring effective demand implies mobilizing school-age population to undertake higher education and ensuring that all those so mobilized are adequately resourced to participate. The simplest way a government does this is by making basic education compulsory and free, implying that capital and recurrent costs of providing the service are made available not by the individual but by the government from the public treasury.

In addition, to give effect to the provision that the private sector is not excluded from supplying basic education, the government would also provide the enabling regulatory environment, incentives (such as tax breaks) to encourage private sector investment in basic education (Mekinnon, 2012). For the private sector component of higher education, demand for the service would depend on the purchasing power of the households who prefer such a service to the option available from the government (Olubivo, 2011). For tertiary education, the policy and strategy of government need to focus on providing the incentives and the enabling environment, generally, for the private sector to supply education. The role of government would include the provision of appropriate legislative and regulatory framework, as well as the provision of infrastructure and fiscal incentives such as tax breaks.

On the demand side, individual citizens and households rather than the government will be responsible for carrying the cost of the services they demand. It is important to note that assigning tertiary education to market demand and supply does not in any way underrate the importance of high level education for the rapid economic transformation goal of the government (Pagano, 2010). The dichotomy in terms of public funding between basic and tertiary education only reflects the reality of limited availability of resources and how funding responsibilities should be allocated to ensure adequacy, effectiveness, dynamism and continuality.

When government focuses its limited education budget on basic education, it will be feasible to ensure a strong education base. In this regard, the products of secondary schools will be of such a high quality that would have acquired the knowledge and skills to participate actively in the economic and social process. Those proceeding to tertiary education would have been properly prepared for the advanced challenge. Under this framework, government will still need to get concerned about ensuring that a greater number of citizens have the opportunity to gain from higher education. Accordingly, such schemes as Open University, e-learning and other forms of long-distance, non-physical presence learning would be encouraged (Stan, 2010).

Programmes flexibility and affordable offer cost effective education that ensure that inability to provide funds does not constitute a major inhibition to citizens who wish to undergo further studies after their

basic education. Existing indications are that educational institutions (primary, secondary and tertiary) owned by the private sector and run on commercial principles are viable in Nigeria and that they can boast of relatively better quality of graduates. On the other hand, existing government-owned tertiary institutions still face extreme funding difficulties in having adequate recurrent funding and in maintaining the quality of the physical assets needed to deliver qualitative education (CBN, 2012). There is, therefore, the need to consider a viable arrangement that would ensure: optimal use of the existing fixed assets of public tertiary education institutions, sustainable funding that would make the fixed assets productive and, the production of quality graduates. Such an arrangement would be more so desirable if it also helps to address the concern of affordability, particularly for students with poor financial background ECA (2009).

Other Options for Funding Higher Education in Borno State

i. Regular contributions from communities, states, such as levies on all adult to support schools, local government official, churches, mosques and school authorities should be involved in the launching of appeals for funds.
ii. Large Corporation should find the need for regular contribution to education in their operational state either in cash or by building classrooms, lecture rooms and by supplying equipment.
iii. Wealthy philanthropic individuals in the communities, states, should provide regular financial and materials assistance for sustainable educational development.
iv. Regular financial support for Nigerian's education should come from international bodies as the World Bank, UNESCO, UNICEF, UNDP, and UNFPA and other financial assistance through bilateral agreement between Nigeria and other countries.

Conclusion

The researcher concluded that Nigeria education sector and its funding problem in particular was attributed to policy and strategy instability and inconsistency, inefficient management, wastages and leakages, and over dependence on oil revenue as a source of funding of education in Nigeria.

Suggestions

Based on the literature, the following recommendations are made:

i. Government, recognizing basic education as a public good, accepts the responsibility of providing it free for all citizens. In essence, government aims at guaranteeing the supply, as well the demand for basic education.
ii. For tertiary education, the private sector is incentivized to invest in and operate the provision of education, based on market demand and supply framework. The private sector would be encouraged to mobilize investment capital.
iii. Complementarily, the government would concession out the existing capital assets of its tertiary institutions to private entrepreneurs, whilst using the fees received to support deserving indigent students. With this funding architecture, Nigeria is likely to have an education funding legacy, which is sustainable in terms of adequacy, effectiveness, and dynamism.

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CHALLENGES OF BUSINESS STUDIES CURRICULUM IMPLEMENTION TOWARDS SKILL ACQUISITION AT UPPER BASIC LEVEL IN PORT HARCOURT LOCAL GOVERNMENT AREA, RIVERS STATE

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Abstract

The study investigated the constraints to implementing skill acquisition in Business studies curriculum of upper basic level education in Port Harcourt Local Government Area (PHALGA) of Rivers. The study adopted a descriptive survey design. Three research questions and three hypotheses guided the study. The study population comprised of 130 Business Studies teachers drawn from public and private junior secondary schools in Port Harcourt local government Area. The entire population was studied due to its manageable size. Instrument for data collection was a 21-item structured questionnaire titled "Questionnaire on Challenges of Implementing Skill Acquisition in Business studies curriculum (QCISABSC)" developed on a 4-point rating scale by the researcher and duly validated by experts in the field. The reliability coefficient of 0.75 was determined using the Cronbach Alpha method. The mean and standard deviation was employed in answering the research questions while z-test was used in testing the hypotheses at 0.05 level of significance. Findings from the study revealed allocation of subjects to non- professionals, large class size, inadequate training/re-training for teachers, poor administrative style of principals, use of inappropriate teaching methods, students' lack of interest, inadequate time for practical as administrative challenges. Findings also revealed that the implementation of skill acquisition in business studies curriculum is constrained by economic factors such as inadequate funding, inadequate instructional materials, poor teacher's salary, parents' socio-economic status among others. Based on the findings, it was concluded that skill acquisition in Business Studies at the upper basic level of education is constrained by administrative and economic challenges arising from ineffective curriculum implementation. The study recommended among others that upper basic level education should be well funded, adequate learning facilities should be provided, class sizes should be manageable for effective teaching and learning, and adequate time for practical to reinforce learning should be provided.

Keywords: Business Studies; Challenges; Skill Acquisition; implementation; Upper Basic Level

Introduction

Education is a veritable tool for the transfer of knowledge, skills, values attitudes to enable one function effectively as a productive member of the society. The current 9-3-4 structure of education in Nigeria was established by the Federal Government through the National Policy on Education in 2008.

The system consists of nine years of basic and compulsory education, three years at senior secondary level and four years of higher education. The prescribed 9-years of basic and compulsory Universal Basic Education (UBE) comprise of 6 years of primary education and 3 years of junior secondary education. Basically, the UBE programme is divided into 3 levels of education: the lower basic level (primary 1 to 3), the middle basic level (primary 4 to 6) and the upper basic Level (JSS 1 to 3). The first two levels of education do not have Business Studies as part of the subjects articulated for those periods of education. Business Studies is only found as one of the subjects offered at the upper basic level of education.

This level of education highlights the acquisition of appropriate skills, abilities and competencies, clearly spelt out through its objectives and purpose by the federal government in the national policy on education. The objectives at the upper basic level (Junior) emphasizes among others, the need to prepare the individual for useful living within the society through the development of appropriate skills and preparing the individual for higher education (Wolugbom& Ben-George, 2019). The introduction of 9-3-4 system of education has made Business Studies at the junior secondary level prominent and recognized (Emeasoba, 2015) as education for self-reliance and a skill-oriented subject.

Business Studies is part of the general education at the lower secondary level that has been designed to prepare and train students for the future. Business Studies provides skill acquisition opportunities through its basic component parts: office practice, book keeping, commerce and keyboarding for students (FRN, 2012). It is an integrated approach to the study of the parts of a business environment; providing numerous doors of opportunities for youths, preparing them for different career paths and equipping them with knowledge needed to become self-employed and earn a living. NERDC (2013) stated that Business Studies as an aspect of vocational education, which equip individuals with necessary skills and knowledge needed for the performance in the business world, either for self-employment or job occupation. Similarly, FRN (2014) defined Business Studies as a pre-vocational education aimed at preparing students for the world of work by helping students acquire different types of business skills, exposing them to various career options. Business Studies refers to the study of the components of business subjects which deals with various business activities that are linked to several industries and trade and commerce aimed at developing the understanding of the learners towards various forms of business and how each function in the market.

Skill can be defined as proficiency in performance that may be enhanced by practice and training (Chell, 2013). Skill acquisition is one of the fundamental aims of Business Education at all levels (Msheila, 2020) and Business studies is Business Education at the upper basic level of education. It is the ability and capability acquired through deliberate, systematic and sustained effort to carry out activities or job functions involving ideas, things and or people (Amesi, 2017). It is the ability to be trained on a particular task or function, as such, its importance in Business Education cannot be over-emphasised. It is an antidote for most economic challenges such as unemployment, poverty, insecurity, low standard of living among others. Skill acquisition in Business studies refers to skills students are expected to acquire while taking the subject, at this level students are expected to develop basic office skills, basic book keeping skills, occupational skills, commercial skills and keyboarding skills to enable students' function effectively in the busines world after graduation from

the upper level. These skills can be acquired through teaching and learning of Business Studies as prescribed in the curriculum.

Curriculum, in the opinion of Msheila (2020) is the entire body of knowledge offered by a school including selecting and organizing knowledge, skills, attitudes, values, and beliefs to be transmitted. It determines what to be taught and it should be taught. Similarly, Okagbare (2010) asserted that curriculum consists of carefully mapped out programme of what to teach and how to teach. The curriculum of business studies as prescribed by the Comparative Education Study and Adaptation Centre (CESAC) in Emeasoba (2015) was structured with the objectives of providing the orientation of basic skills with which to start an occupation for those who cannot continue training; preparing students for further training in business studies; relating knowledge and skill to the national economy;developing basic skills in office occupations and providing basic business skills for personal use and for the future. These objectives are all in tandem with the fundamental and critical target of the National Economic Empowerment and Development Goals (MDGs) and have as their main thrust value orientation, wealth creation, unemployment reduction and poverty eradication (Nwabueze, Okoji, Okon & Briggs, 2014).

Business Studies curriculum was designed and planned with guided learning experience and learning outcomes formulated through systematic reconstruction of knowledge and experiences engulfed with practical skills for self-reliance under the guidance of the school for learners in line with the reviewed national curriculum which became the New Basic Education Curriculum for lower basic and upper basic levels of education. This new curriculum is said to address issues of poverty reduction, critical thinking, value re-orientation, entrepreneurship and skill acquisition. This curriculum at the upper basic level consist of four major components; Commerce, Book Keeping, Office Practice and Keyboarding with contents providing a strong foundation for students who will want to take up specialize courses in Business Education and other related fields, thereby producing accountants, business administrators, transporters, insurance persons, economists, marketers, secretaries, computer operators, entrepreneurs, salesmen, educators among others who will be relevant in various sectors of the economy.

According to Eze (2011) the objectives and goals of Business Studies curriculum is to enable students gain an understanding of the business concept through the study of its component parts; develop relevant skills in these areas and translate skills acquired to real life situations. Corroborating this view, Amesi (2019) asserted that its primary aim is the preparation of individuals for roles in enterprises as employee, entrepreneurs and self-employed. The authors further stated that the dynamic nature of business studies prepares students for the challenges of the 21st century. According to Ezenwafor and Onokpaunu (2017) these aforementioned objectives can be achieved from effective implementation of its curriculum.

Business Studies teachers are the implementers of the curriculum at the upper basic level. They are responsible for ensuring that students at this level are equipped with appropriate skills, abilities and knowledge necessary for self-reliance. According to Azih and Ikelegbe (2019) to ensure that students at this level acquire the required skills and knowledge, teachers must be committed to impact knowledge and skills to students taking cognizance of performance objectives, teachers and students activities, appropriate evaluation processes as well as availability of teaching and learning materials in order to achieve the objectives of the Business Studies as designed by Nigerian

Educational Development Council. Supporting this view, Amesi (2019) opined that teachers play significant roles in implementing the curriculum. Business teachers are therefore expected to be experts in all the component parts of the subject to be able to affect learning.

The task of skill acquisition as defined by the curriculum cannot be said to be an easy one as it is saddled with numerous problems and issues. Presently, the need to enhance skill acquisition at all levels of education has become a top priority of Nigerian government as a result of high unemployment challenge confronting the nation. However, most students at this level graduate without any skills as efforts to develop relevant skills are been constrained by factors militating against the implementation of the curriculum (Crompton, 2016). These constraining factors may include inadequate funding, lack of teaching/learning facilities, epileptic power supply, unstable policies, use of obsolete teaching methods, teachers' attitude, lack of qualified subject teachers, lack of teachers' training on the job, lack of students' interest in the subject among others. Nwagu and Nwaukwa (2016) stated that challenges such as inadequate funding, insufficient resources, lack of committed teachers hinders students from acquiring relevant skills. Also, Ajisafe, Bolarinwa and Edeh (2015) posited that inadequacies in the curriculum content, non-relevance of the subject content, poor implementation of the curriculum, time allocation as some issues in skill acquisition in Business Education. Agbaten (2015) asserted that shortage of qualified teachers in basic education is a global issue that has resulted in high failure of students at the National Business and Technical Examination Board (NABTEB). Other factors identified by Iweyah, and Onuekwa (2020) include non-professional teachers teaching business studies, formulation of policies by non-experts, poor programme and subject structure, inadequate instructional facilities, poor teaching and learning environment, inadequate skilled manpower and poor funding.

According to Osinem and Nwoji (2014), most of the issues of skill acquisition in Business Education can be addressed through well developed and effectively implemented strategies. Strategies are techniques put in place to ensure the quality and effective functionality of the programme. In view of the importance of skill acquisition in Business Education, it is important that the programme, even at the upper basic level of education be effectively delivered in order to enhance the development of relevant skills by students. Nwagwu (2016) asserted that provision of facilities, laboratories, employment of competent teachers, and public-private collaboration are strategies that cold enhance skill acquisition in the programme. Supporting this assertion, Ezenwa (2020) opined that refining techniques of skill acquisition in business studies, recruiting qualified teachers, government participation in skill acquisition can help to improve skill acquisition in the programmme.

It is based on this premise that this study was carried out to ascertain the opinion of business studies teachers as implementers of the curriculum on the challenges of implementing skill acquisition in the business studies at the upper basic level of education in in Port Harcourt Local Government Area.

Statement of Problem

Business studies is an important skill-oriented subject comprising of four major component office practice, book keeping, commerce and keyboarding thus, an integrated curriculum with well-articulated goal and objectives which include among others the development of basic knowledge and skills for the world of work, especially for students who are unable to their further education. The

relevance of Business studies can become more obvious if students are able to acquire and translate adequate knowledge and skills to work environment. However, observation has revealed that most students at the upper basic education level graduate without any skills as efforts to achieve the objectives of Business studies curriculum has been constrained by challenges faced by the curriculum in its implementation (Crompton, 2016).

Research Questions

The following research questions guided the study:

1. What are the administrative challenges of Business Studies curriculum implementation towards skill acquisition at the upper basic level of education in PHALGA.?
2. What economic challenges of Business Studies curriculum implementation towards skill acquisition at the upper basic level of education in PHALGA.?
3. What strategies will enhance the implementation of skill acquisition in Business Studies curriculum in upper basic level of education in PHALGA?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance.

1. There is no significant difference in the mean ratings of public and private school's Business Studies teachers on administrative challenges of Business Studies curriculum implementation towards skill acquisition at the upper basic level of education in PHALGA.
2. There is no significant difference in the mean ratings of public and private school's Business Studies teachers on economic challenges of Business Studies curriculum implementation towards skill acquisition at the upper basic level of education in PHALGA.
3. There is no significant difference in the mean ratings of public and private school's Business Studies teachers on strategies that will enhance skill acquisition in Business Studies at the upper basic level of education in PHALGA.

Method

The study was carried out in Port Harcourt Local Government Area (PHALGA), Rivers State. The design of the study was descriptive survey research design. This was considered appropriate for this study because it is a valuable tool for assessing opinions. The population of the study consisted of 95 Business studies teachers from public junior secondary schools and 35 Business Studies teachers from private secondary schools, a total of 130 teachers. The census sampling technique was adopted because of the manageable size of the population. A self- structured 21-item questionnaire designed by the researcher from insight gained from literatures reviewed titled "Questionnaire on Challenges of Implementing Skill Acquisition in Business Studies Curriculum (QCISABSC)" was the instrument used for data collection. The questionnaire was drafted on a 4-pont rating scale of strongly agree (SA), Agree (A), Disagree (D) and Strongly disagree (SD) with corresponding values of 4, 3, 2, and 1 respectively. The instrument was face and content validated by two experts in Business Education. The reliability of the instrument was ascertained using Cronbach Alpha and a reliability coefficient of 0.75 obtained. 140 copies of the instrument were administered directly by the researcher with the help of 5 research assistants and retrieved after a week. Data for the research questions were analysed using mean and standard deviation. Standard deviation to show the homogeneity in the responses of the respondents. The decision rule was that any mean value of 2.50 and above was considered as Agree while mean values below 2.5 were Disagree. Data for the hypotheses were analysed using z-

test statistics at 0.05 level of significance. the decision rule was that the null hypotheses was accepted if z-calculated value is less than z-critical value and rejected if z-calculated value is higher than z-table value.

Results

Research Question 1

What are the administrative challenges in implementing skill acquisition in Business Studies curriculum in upper basic level of education in PHALGA?

Table 1: Mean and Standard Deviation on Administrative challenges

	Administrative Challenges of Implementing Skill Acquisition in Business Studies Curriculum.	**Business Studies Teachers**				
		Public N=95		**Private N=35**		
S/N	ITEMS	MEAN	SD	MEAN	SD	DECISION
1.	Allocation of subjects to non-professionals	3.45	0.87	3.24	0.89	Agree
2.	Use of obsolete and inappropriate teaching methods	3.25	0.81	3.11	0.99	Agree
3.	Lack of teachers' training and re-training on the job	3.67	0.91	2.91	1.02	Agree
4.	Insufficient time allocation especially for practical learning	2.67	0.78	2.76	1.06	Agree
5.	Non commitment of teachers towards practical skills	2.64	0.72	2.91	1.02	Agree
6.	Unmanageable class size	3.00	0.80	2.89	1.05	Agree
7.	Integration of several subject areas in the curriculum	2.78	0.89	2.57	1.06	Agree
	Grand Mean/SD	**3.07**	**0.83**	**2.91**	**1.01**	**Agree**

Source: Field survey, 2021

The results in Table 1 indicates that all the items were rated as "Agree by the respondents. The grand mean of 3.07 and 2.91 for both public and private school's business studies teachers shows the respondents agreement on all administrative challenges listed above. The standard deviation which ranged from 0.72-1.06 indicates that closeness of the opinions of both groups.

Research Question 2

What are the economic challenges in implementing skill acquisition in Business Studies curriculum in upper basic level of education in PHALGA?

Table 2: Mean and Standard Deviation on Economic Challenges

	Economic Challenges of Implementing Skill Acquisition in Business Studies Curriculum	**Business Studies Teachers**				
		Public N=95		**Private N=35**		
S/N	ITEMS	MEAN	SD	MEAN	SD	DECISION

8.	Inadequate teaching/learning facilities	3.56	0.75	2.91	1.02	Agree
9.	Parents socio economic status	3.00	0.67	2.79	1.06	Agree
10.	Inadequate funding	3.34	0.74	3.90	0.99	Agree
11.	Lack of teacher motivation in terms of salary, promotion and incentives	3.75	0.80	2.88	1.06	Agree
12.	High cost of instructional materials	2.57	0.67	2.99	1.03	Agree
13.	Inadequate physical facilities like classrooms, furniture, laboratories, workshop	2.60	0.69	2.80	1.09	Agree
14.	Unstable government policies	3.23	0.64	2.57	1.06	Agree
	Grand Mean/SD	**3.15**	**0.71**	**2.98**	**1.04**	**Agree**

Source: Field survey, 2021

The results in Table 2 indicates that all the items were rated as "Agree by the respondents. The grand mean of 3.15 and 2.98 for both public and private school's business studies teachers shows the respondents agreement on all economic challenges listed above. The standard deviation which ranged from 0.64-1.09 indicates that respondents were not far from each other in their responses.

Research Question 3

What strategies will enhance skill acquisition in Business Studies curriculum at the upper basic level of education in PHALGA?

Table 3: Mean and Standard Deviation on Strategies for Enhancing Skill Acquisition in Business Studies

	Strategies for enhancing Skill Acquisition in Business Studies curriculum	**Business Studies Teachers**				
		Public N=95		**Private N=35**		
S/N	ITEMS	MEAN	SD	MEAN	SD	DECISION
15.	Recruiting qualified teachers with degrees in education	3.42	0.90	3.07	0.92	Agree
16.	Creating adequate time for subject content and practical training	2.89	0.59	2.89	1.05	Agree
17.	Reinforcing learning by exposing students to practical skills through field trips, workshops, seminars	2.76	0.89	2.91	0.98	Agree
18.	Providing adequate funding from government, PTA and other private industries	3.00	0.87	2.82	1.08	Agree
19.	Allocation of subjects to only professionals in the field	3.54	0.97	2.85	0.97	Agree
20.	Providing functional and adequate physical facilities like laboratories, classroom, library, staff rooms etc	2.87	0.89	2.96	1.03	Agree
21.	Creating a manageable size class.	2.63	0.84	3.05	0.92	Agree

Grand Mean/SD	3.02	0.85	2.94	0.99	Agree

Source: Field survey, 2021

The results in Table 3 indicates that all the items were rated as "Agree by the respondents. The grand mean of 3.02 and 2.94 for both public and private school's business studies teachers shows the respondents agreement on all administrative challenges listed above. The standard deviation which ranged from 0.59-1.08 indicates that closeness of the opinions of both groups.

Hypothesis 1

There is no significant difference in the mean ratings of public and private school's Business Studies teachers on administrative challenges of implementing skill acquisition in Business Studies curriculum in upper basic level of education in PHALGA.

Table 4: z-test analysis of mean difference on administrative challenges

Group	N	Mean	SD	z-cal	Df	z-crit	Decision
Public	95	3.07	0.83	0.84	128	1.96	Accepted
Private	35	2.91	1.01				

at 0.05 level of significance

The analysis in Table 4 shows the z-test of difference between public and private business studies teachers on admirative challenges of implementing skill acquisition in Business studies curriculum in upper basic level of education.The z-calculated value of 0.84 is lower than the z-table value of 1.96. Since the calculated value is less than the table value, the null hypothesis is upheld that there is no significant difference in the mean response of public and private business studies teachers on administrative challenges of implementing skill acquisition in business studies curriculum in upper basic level of education.

Hypothesis 2

There is no significant difference in the mean ratings of public and private school's Business Studies teachers on economic challenges of implementing skill acquisition in Business Studies curriculum in upper basic level of education in PHALGA.

Table 5: z-test analysis of mean difference on Economic challenges

Group	N	Mean	SD	z-cal	Df	z-crit	Decision
Public	95	3.15	0.71	0.89	128	1.96	Accepted
Private	35	2.98	1.04				

at 0.05 level of significance

The analysis in Table 5 shows the z-test of difference between public and private business studies teachers on economic challenges of implementing skill acquisition in business studies curriculum in upper basic level of education.The z-calculated value of 0.89 is lower than the z-table value of 1.96. Since the calculated value is less than the table value, the null hypothesis is upheld that there is no significant difference in the mean response of public and private business studies teachers on economic challenges of implementing skill acquisition in business studies curriculum in upper basic level of education.

Hypothesis 3

There is no significant difference in the mean ratings of public and private school's Business Studies teachers on strategies that will enhance the implementation of skill acquisition in Business Studies curriculum in upper basic level of education in PHALGA.

Table 6: z-test analysis of mean difference on strategies that will enhance skill acquisition in Business Studies

Group	N	Mean	SD	z-cal	Df	z-crit	Decision
Public	95	3.02	0.85	0.15	128	1.96	Accepted
Private	35	2.94	0.99				

at 0.05 level of significance

The result in Table 6 shows a z-calculated value of 0.15 as against a table value of 1.96. Since the calculated value is less than the table value, the null hypothesis is upheld that there is no significant difference in the mean rating of public and private school business studies teachers on strategies that will enhance the implementation of skill acquisition in Business Studies curriculum in upper basic level of education.

Discussion of Findings

The findings of the study from research question one affirmed the agreement of public and private business studies teachers that allocation of the subject to non-professionals, use of obsolete and inappropriate teaching methods, lack teachers' training and re-training, inadequate time allocation, students' lack of interest in the subject, integration of several subject areas in the curriculum and non-teacher commitment towards practical skills were the administrative challenges of Business studies curriculum implementation towards skill acquisition at the upper basic level of education. This finding aligns with the view of Emeasoba (2018) that skill acquisition is hampered by lack of provision of facilities and material for administration and training as a follow-up of poor funding. This is also in agreement with Nedum-Oggbede (2019), Ezenwa (2020) who highlighted lack of infrastructure and teaching facilities, method of instructional delivery, lack of students' interest, quality of teachers, inadequate instructional supervision, corruption during employment process, dearth of instructional materials, inadequacies in the curriculum as challenges of the curriculum towards skill acquisition. This finding indicates skill acquisition in business studies is to a large extent dependent on the implementation of the curriculum as such factors impeding against successful implementation of the business studies curriculum will no doubt constrain students' ability to acquire relevant skills. Findings from hypothesis one as regards administrative challenges revealed that Business studies teachers of public and private schools in Port Harcourt Local Area in Rivers State did not differ in their agreement on all the administrative challenges of curriculum towards skill acquisition at the upper basic level of education. This finding was in agreement with the study of Raj (2016).

Finding from research question two revealed public and private business studies teachers agreement that inadequate teaching/ learning facilities, parents' socio economic status, inadequate funding, high cost of instructional materials like textbook, lack of teacher motivation like timely promotion, salary increment and allowances, lack of physical facilities and un stable government policies were economic challenges of the implementing business studies curriculum towards skill acquisition at the upper basic level of education in Port Harcourt Local Government area in Rivers State. This finding also aligns with the view of Esene (2012); Nwagu and Nwaukwa (2016); Needum-Ogede (2019) and Ezenwa, (2020) views that factors such as poor funding, inadequate physical facilities like classrooms, laboratories, workshops, furniture, poor socio- economic background of parents, inconducive school environment are some economic challenges. Finding from the test of hypothesis two also revealed no disparity in the opinion of public and private business studies teachers as regards these challenges. This result corroborates the finding of Raj (2016).

Thesefindings are however not surprising as it is obvious that most public schools in the state are poorly funded. A visit to some public and private schools revealed that business studies subjects is taught by non-professionals as subject allocation is based on the available subject and not the qualification of the teacher. There is no doubt that these challenges will definitely hinder acquisition of skills in the subject. Teachers in the state are not well motivated as promotion incentives are yet to be implemented in the last decade. Observation has also revealed that most public and private schools are over-crowded with unmanageable class size at the upper basic level making the teaching and learning process difficult.

Findings on the research question three revealed that business studies teachers agree that recruiting qualified teachers, creating adequate time for content ang practical skills, exposing students to practical skills, adequate funding from government, provision of physical facilities and creating manageable class sizes are strategies that will enhance skill acquisition in business studies curriculum at the upper basic level of education. This is in agreement with the view of Osinem and Nwoji (2014) that most of the issues of skill acquisition in

Business Education can be addressed through well developed and effectively implemented strategies and also with that of Tanner and Tanner (2019) that successful implementation of any curriculum is largely dependent on the quality of teachers in the programme. Finding from hypothesis three also revealed no disparity in the opinions of public and private business studies teachers on strategies for enhancing skill acquisition at the upper basic level of education. This aligns with finding from the study of Neddum-Ogbede (2019) and Ezenwa (2020) who opined that strategies such as reforming teaching in skill acquisition, recruiting quality teachers, promoting public-private industry collaboration, provision of facilities provision of ICT hardware and software, providing students with access to textbooks as well as other modern learning facilities, professional development of teachers could improve skill acquisition.

It is very obvious that implementation of the curriculum at the upper basic level seems to be treated with a feeling of inappropriate lack of seriousness. Like any other programme, successful implementation of Business Studies curriculum and consequently skill acquisition as one of its major objectives is dependent on proper funding, provision of relevant facilities and material as well as competent teachers as well as a review of the present business studies curriculum to expunge inadequacies in content. The findings of this study thus, has far-reaching implications for curriculum planners, business studies teachers, government and other educational stakeholders.

Conclusion

Based on the findings of the study, it is concluded that skill acquisition in business studies at upper basic level of education is constrained by administrative and economic challenges arising from the ineffective implementation of the curriculum. This has resulted in most school leavers at this level graduating without relevant skills either for employment or self-employment. However, through well developed and implemented strategies such as recruiting qualifies and competent teachers, allocating subjects to professionals only, providing physical facilities, creating manageable class sizes and exposing students to practical skills will help in enhancing skill acquisition in business education at the upper basic level of education. Thus, it has become pertinent to implement these strategies to ensure skill development at this level of education.

Recommendations

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

1. Business studies teachers should be more committed in the discharge of their duties as implementers of the curriculum thereby ensuring the objectives of the programme.
2. Education at the upper basic level should be properly funded to enhance the purchase of facilities and material for teaching/learning
3. Business Studies curriculum should be periodically reviewed, re-structured, harmomised and well implemented to incorporate strategies that could enhance skill acquisition.

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EXPLOITING DIGITAL RESOURCES IN BUSINESS EDUCATION CURRICULUM IN TERTIARY INSTITUTIONS FOR STUDENTS' SKILL DEVELOPMENT

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Abstract

The study examined the importance of digital resources in Business education curriculum for students' skill development. The descriptive survey design was used for this study. Two research questions and two hypotheses guided the study. The population of the study consists of 210 lecturers teaching Business education courses in four tertiary institutions in Rivers State. The stratified sampling technique was used to select 135 lecturers from the population. The instrument for data collection was a questionnaire structured in a Likert format titled: Exploiting Digital Resources in Business Education Curriculum in Tertiary Institutions for Students Skill Acquisition (EDRBECTISSA). Only 128 copies of the questionnaire were retrieved among which 8 were not usable while only 120 was used for the study. Mean and standard deviation were used to answer the research questions while t-test was used in testing the hypotheses. The findings revealed that digital resources can enhance students' skill development in tertiary institutions. The study recommended that Business education lecturers should endeavor to develop in themselves the ability to use digital resources as to enable them become quality mentors to students in business education and that curriculum planners should include the findings of this study in the curriculum as to enable students achieve salable skills in the world of work.

Keywords: *Business Education, Exploiting, Digital Resources, skill Development*

Introduction

Business education being regarded as a part of vocational education that provides skills, knowledge, competencies and attitudes necessary for effective employment in a specific business occupation emphasizes a lot in teaching of skill acquisition. Skill acquisition is the ability to be trained on a particular task or function until you become an expert on the skill. According to Udo and Babangide (2012) skill acquisition is the capacity to be trained on a particular business occupation and become a proficient professional in it. In the view of Ikpe, (2013). skill acquisition in business education includes communication skill, reading skill, manipulative skill, shorthand skill, keyboarding skill, computer skill book keeping skill etc. Most lecturers involved in Business education are aware that their students need to develop a range of skills in order to cope with and indeed thrive in the business environment. The skills which need to be developed have been identified by many other

writers. List of other identified skills include the following: problem Identification and Problem Solving; oral and written Communication; information gathering; information processing; numeracy, analytical application (of concepts and techniques), creative, social and Inter-personal skill, self-analysis, decision making skills.

The acquisition of these skills is the main focus of business education programme for self reliance and more employable motives. Koko (2010) defined skill acquisition as a systematic and sequential development of skills that promotes efficiency and effectiveness in the performance of a specified job. Skill acquisition is the process of developing capacities through all levels of education and training, occurring in formal, non-formal, and on-the-job settings, which enable individuals in all areas of the economy to be fully and productively engaged in livelihoods and to have the capacity to adapt their skills to meet the changing demands and opportunities of the economy and labour market especially in the digital world. Skill acquisition is the ability to be trained on a particular task or function and become expert in it. Skill acquisition has been described by many as the recipe for eradicating extreme poverty and hunger by creating avenue for employment, thereby creating job opportunities and wealth creation. Gumbari in Mshelia (2019) assert that skill acquisition in Nigeria should be perceived as a catalyst to increase the rate of economic growth, create job opportunities, reduce import of manufactured goods and decrease trade deficits that result from such import. While stressing the importance of skill acquisition in the national growth, emphatically contended, "that Nigeria's social and economic problems will be drastically reduced if people are given adequate vocational training in skills, raw materials, machineries and equipment". It is only with skilled men that materials can be harnessed, manipulated and transformed into products with quality skill acquisition programme. Oluwad are (2019) saw skill acquisition as the ability to learn a skill, which can be intellectual such as learning to listen, speak, read and write or manual such as learning to build or make something

Business education is considered as the pedagogical knowledge and business competencies necessary for teaching business attitude, concept, skills and knowledge. This could be for personal or vocational usage or career as an administrator, manager or teacher. Business education is seen as a programme that has promoted skills which enable an individual to function effectively and efficiently, as an employee, or an employer. Business education as a comprehensive discipline whose instructional programme encompasses the knowledge, attitudes and skills is needed by individuals in order to effectively manage their personal business and economic system. These skills are also needed for entry into employment and advancement in a broad range of career. According to Udo (2015), business education is a comprehensive activity-based occupational education programme that is concerned with the acquisition of practical skills, abilities, understanding, attitudes, work habits and competencies that are requisite to success in any chosen business occupation. In order to achieve this objective, the use of technology becomes very important as a means of learning and teaching.

The use of digital resources as a means of improving the efficiency and effectiveness in business education curriculum is not in doubt. With the introduction of digital processes, there will be changes in pedagogical delivery system. The advent of information communication technology has given rise to the formulation of new educational objectives which requires innovation and modification in the content, method and evaluation strategies. According to Omolade (2003) in Olumese (2008) the three methods that can be used in teaching business education are through formal education, non-formal education and informal education. These three methods can utilize information communication technology (ICT) such as micro computers, teleconference, video conferencing, electronic mail, cyber space and internet, computer, teleconferencing and audio conferencing. Others include hyper text, video text, communication satellite, interactive cable television technique.

According to World Bank (2002), tertiary education is seen as the capstone of the traditional education pyramid. As the apex of educational structure, it is a critical pillar of human development which provides a life-long learning framework for training high-level skilled human capital resources in

all spheres of life namely, teachers, doctors, nurses, civil servants, engineers, humanities, entrepreneurs, scientist and myriad of personnel. Improved tertiary education is necessary for sustainable progress in basic education. With the advent of globalization and information revolution, education is expected to create intellectual capacity on which knowledge production and utilization depends on. It is also expected to play a key role in promoting life-long learning practices that is necessary for updating people's knowledge and skills. To achieve this, tertiary institutions need to change their instruction modes of operation and delivery by taking advantage of digital resources in teaching, which is an integral part of information communication technology (ICT).

Curriculum refers to the means and materials with which students will interact for the purpose of achieving identified educational outcomes. To determine what constitutes those means and materials, educators must decide what we want the curriculum to yield. We must also ask what will constitute the "educated" individual in our society (Corwin, 2011). The body of a curriculum is principally meant to enable students to meet the needs of the society and encourage positive change and growth. As Corwin (2011) observed, the curriculum categories employed by most educational institutions include: explicit, implicit, null, and extra/co-curricular. Business education aptly employs the explicit curriculum because its subjects promote the skills and knowledge that students are expected to acquire. Because this is the core purpose of running the programme, it is expected that sufficient attention and resources will be devoted to the programme.

The implication of this is that digital knowledge acquisition now places different demands on education in general and business education in particular. Therefore, the concern on how business education curriculum is delivered in Nigerian tertiary institutions in contemporary society becomes important if our educational system is to be relevant to serve the societal needs in the present age of information. This can be done by utilizing Digital resources in teaching and learning situation to improve and enhance business education students learning, academic proficiency, effectiveness and efficiency in the modern day world of work. The integration of digital resources in teaching is a crucial matter in ensuring quality of business education courses. There are two equally important reasons for integrating digital resources into the teaching and learning curriculum of business education. Firstly, students would become familiar with the use of these digital resources, since all jobs in the society today are dependent on digital resources. Secondly, the teaching of business education courses utilizing digital resources will improve the quality of business education graduates thereby making them more effective and entrepreneurially efficient (Okolocha&Nwadiani, 2015).

Since business education provides students with requisites skills which are needed for increasing their productive power on any nation, the work force is accordingly motivated to initiate independent productive ventures and carry out skilled works of divergent nature. The positive utilization of digital resources in teaching Business Education therefore becomes imperative to business education students. Digital resources are new developments in science and technology and their utilization can equally stimulate relevance of the Nigerian educational sector in general. Digital resources are considered as one part of education technology that pays attention to the concepts, utilization and application in the educational process. This in turn requires rethinking and pedagogical re-engineering of classroom environment or the application of out-of-classroom environment and its components as prescribed by Ordu (2020).

It is inevitable for business educators to integrate digital resources into subjects to assist in students' learning with teaching materials, teaching methods, and diversified teaching media. It is the common responsibility for educators to make teaching become more efficient, enable students to be creative in learning, and cultivate the new generation with innovative and critical thinking with technologies and network information in the new era. Digital teaching aims to have students actively participate in learning activity to achieve the set learning outcome (Paxson, 2010). The design of teaching activity and the flexible application of technological tools therefore become the primary issues

for current information technology integrated in education. The advancement, in which digital resources offer in higher education, can be evident through accessibility to available quality digital resources. This can only be attained when it is drastically integrated into the instructional process in the teacher education system.

This study is based on digital instructional material theories which emphasizes that there is a direct link between the digital materials that the teachers use, and the students' learning outcomes. These outcomes include higher abilities to learn, quality strategies to learn and perform classroom activities and positive attitude towards learning. Further, these theories assume that digital instructional materials have the capacity to develop into students the highest order of intellectual skills as they illustrate clearly, step by step how to follow the rules/principles and elaborate on the concepts, all of which have positive impact on solving new problems by analyzing the situation and formulating a plan (Gagné, 2005). According to Gagne (2005), digital instructional material can be used to develop higher learning abilities to the learners through self-teaching or guided learning. This implies that the instructional materials mainly comprise "eliciting performance" and "providing feedback on performance correctness," in addition to "providing learning guidance" for guided discovery learning.

Productive instructional delivery enhances learners' creative and innovative development through the use of digital resources, as we can find in the use of multimedia images, graphics, audio, text and motion for high quality learning. Despite the importance of digital resources in the acquisition of employability skill by graduates in Nigerian labour market, it is unfortunate that responses of employers of labour reaching competencies of the use of modern technology by recent graduates reveal that these skills are lacking. Therefore, the focus of this research is on exploiting digital resources in Business education curriculum in tertiary institutions for students' skill development.

Statement of the Problem

Business education and the utilization of digital resources in teaching have been acknowledged as potent and viable tools for skill development, self-empowerment, job creation and economic survival. The objective of Business education on one hand is focused at turning out those who can teach in our schools. On the other hand, it is prepared to turn out producer-graduates into the society who would contribute meaningfully to the economic activities of their communities. It is surprising that many of Business education graduates still join the queue of unemployed graduates because they left the university as consumer-graduates who lack productive skills for self-employment. The world is technologically getting advanced. It is sometimes referred to as a global village. The reason for this assertion is attributed to the influence of information and communication technology. Digital resources as a matter of fact are fast becoming popular in Business education instructional delivery method.

Utilization of digital resources enhances motivation, help recall previous learning, and provide new instructional stimulus for the learners. However, many teachers and students do not have the required skills and competency in the utilization of digital resources for impacting business education courses. The above observations stimulated the researcher's interest to investigate on how digital resources can be utilized in Business education curriculum for students' skill development in Nigeria tertiary institutions. In addition to the above, is the rising dissatisfaction among employers of labour on the poor performance and competencies, skills of business education graduates in the use of digital processes in the new world of work. The implication of this is that business education graduates become unemployable and unfit either in a paid job or self employment and sustainability.

This study therefore examined the extent to which the utilization of digital resources in teaching Business Education courses can enhance students' skill development in tertiary institutions in Nigeria. Objectively, the study tends to:

1. Determine the digital resources needed in the business education curriculum for students' skill development.

2. Ascertain the extent to which the identified digital resources are suitable for students skill development.

Research Questions

The following research questions guided the study

1. What are the digital resources needed in the business education curriculum for students' skill development?
2. To what extent are the identified digital resources suitable for students' skill development?

Hypotheses

H01: Business educators do not differ significantly in their mean ratings on digital resources needed by business education students for skill development

H02: Business educators do not differ significantly in their mean ratings on digital resources suitable for business education students' skill acquisition development

Methodology

The descriptive survey design was used for this study. The stratified sampling techniques was used to select 135 lecturers from about 210 lecturers teaching business and entrepreneurship related courses in four tertiary institutions in Rivers State. The instrument for data collection was a questionnaire structured in a Likert format which consists of three parts and was titled: Exploiting Digital Resources in Business Education Curriculum in Tertiary Institutions for Students Skill Acquisition (EDRBECTISSA). The instrument was divided into two parts, A and B. part A was designed to elicit demographic information from the respondents. The instruments that was arranged in a Likert format a 4-point rating scale was weighted as "Highly Needed" (HN) – 4 points, "Needed" (N) – 3 points, "Fairly Needed" (FN) – 2 points, Not Needed (NN) – 1 point and Very High Extent" (VHE) – 4 points, "High Extent" (HE) – 3 points, "Low Extent" (D) – 2 points and "Very low extent " (VLE) – 1 point. To establish the validity of the instrument, the questionnaire was subjected to face and content validation by two experts from the department of Business education in Federal College of Education Technical Omoku and the department of Business education in Ignatius Ajuru University of Education Port Harcourt. The data analysis was done using the mean and standard deviation to answer the research questions while t-test was used to test the null hypotheses. The mean was obtained by the summation of all responses as assigned to a rating scale in an item divided by the total number of responses: 4+3+2+1/4 = 2.50. The mean score of 2.50 and above was accepted, while those below 2.50 were rejected. Also, the decision rules for the hypotheses was that any hypothesis which t-calculated value is less than the t-critical table value of 1.96 is considered accepted whereas if it is more than the critical table value is considered rejected.

Results

Research Question 1: What are the digital resources needed in the business education curriculum for students' skill acquisitions

Table 3: Mean ratings and standard deviation of lecturers on the digital resources needed in the business education curriculum for students' skill acquisitions

S/N	digital resources needed for students' skill acquisitions	Female Lecturers $\bar{X}$	ST.D	Male Lecturers $\bar{X}$	ST.D	Remarks
	Software/Hardware					
1.	Browsers	2.76	0.76	2.85	0.61	N
2.	Laptops	3.70	0.71	3.43	0.59	HN
3.	Multimedia Software, etc.	3.00	0.67	3.00	0.67	HN
4.	Interactive Whiteboard	3.20	0.98	3.10	1.94	HN
	1.0 Content Websites and Application					
5.	Search engines	3.30	0.90	2.90	1.74	N
6.	Online Reference Materials	3.50	0.50	3.45	1.57	HN
7.	Games	3.00	1.76	3.23	1.08	HN
	Social Media					
8.	**Virtual Communities**	3.50	0. 96	3.00	0.67	HN
9.	**Social Networks**	3.13	1.11	3.13	1.05	HN
	2.0 Content Website and application					
10.	**Blogs**	3.10	0. 94	3.03	0.82	HN
11.	**Video Shearing Sites**	3.10	0.83	2.70	1.10	HN
12.	**Message Boards**	2.90	0.80	2. 90	0.83	N
13.	**Wikis**	2.80	0.87	2.74	1.08	N
	Communication Services					
14.	**Video Conferencing**	3.30	1.03	2.80	0.84	HN
15.	**E-mailing**	3.53	0.83	2.83	0.54	HN
	Grand Mean/SD	**3.16**	**0.84**	**3.06**	**0.83**	**HN**

Source: Field work, (2022)

The data presented in Table 3 show that items 2, 3, 4, 6, 7, 8, 9, 10, 11, 14 and 15 are highly needed with a mean of 3.11 and a standard deviation of 0.83 while items 1, 5, 12, and 13 are needed. Thus, the grand mean score of 3.16 shows that the respondents strongly agreed that the identified digital resources are seriously needed for business education students' skill acquisition

Research Question 2: To what extent are the identified digital resources suitable for students' skill development?

Table 4: Mean ratings and standard deviation of lecturers on the extent to which the identified digital resources are suitable for students' skill development

S/N	digital resources are suitable for students' skill development	Female Lecturers $\bar{X}$	ST.D	Male Lecturers $\bar{X}$	ST.D	Remarks
1.	Software/Hardware	3.62	1.90	3.56	1.88	VHE
2.	1.0 Content Websites and Application	3.82	1.95	3.57	1.88	VHE
3.	**Social Media**	3.84	1.95	3.69	1.91	VHE
4.	**2.0 Content Website and application**	3.78	1.94	3.71	1.92	VHE
5.	**Communication Services**	3.23	1.88	3.09	1.75	VHE
6.	**Grand Mean/SD**	**3.66**	**1.92**	**3.52**	**1.79**	**VHE**

Source: Field work, (2022)

The data presented in Table 4 with a grand mean of 3.59 and standard deviation of 1.59 indicates that the identified digital resources are very suitable for Business education students' skill development.

Hypothesis 1: Business educators do not differ significantly in their mean ratings on digital resources needed by business education students for skill development

Table 4: t-test analysis of the mean ratings of male and female Business education lecturers on the digital resources needed by business education students for skill development

Gender	N	X	Std Dev	Df	T-cal	T-tab
Female	40	3.16	0.84	118	1.32	1.68
Male	80	3.06	0.83			

Result in table 4 shows that the t-tabulated, 1.09 is less than the t-calculated 1.96 thus we accept the null hypothesis. This implies that at 0.05 level of significance there's no significant difference between the mean ratings of male and female Business education lecturers on the digital resources needed by business education students for skill development.

Hypothesis 2: Business educators do not differ significantly in their mean ratings on digital resources suitable for business education students' skill development

Table 4: t-test analysis of the mean ratings of male and female Business education lecturers on the digital resources suitable for business education students' skill development

Gender	N	X	Std Dev	Df	T-cal	T-tab
Female	40	3.66	1.92	118	1.96	1.09
Male	80	3.52	1.79			

Result in table 4 shows that the t-tabulated, 1.09 is less than the t-calculated 1.96 thus we accept the null hypothesis. This implies that at 0.05 level of significance there's no significant

difference between the mean ratings of male and female Business education lecturers on the digital resources suitable for business education students' skill development.

Discussion

The results of this study discovered that digital resources are highly needed in business education programme in tertiary institutions for digital economy development. This is in consonance with Okolocha&Nwadiani, (2015)who stated that the integration of digital resources in teaching is a crucial matter in ensuring quality of business education courses. and gave two equally important reasons for integrating digital resources into the teaching and learning curriculum of business education that students would become familiar with the use of these digital resources, since all jobs in the society today are dependent on digital resources. Again that teaching of business education courses utilizing digital resources will improve the quality of business education graduates thereby making them more effective and entrepreneurially efficient.

Moreso, business education as a skilled programme is expected to produce graduates that have the capacity of becoming self reliant upon graduation. In support of the above, Ordu (2020) stated that it is inevitable for business educators to integrate digital resources into subjects to assist in students' learning with teaching materials, teaching methods, and diversified teaching media. The identified digital resources in this study are to a very large extent needed to enhance students' skill development in tertiary institutions. Digital literacy helps to boost students' engagement in technology education and as well helps students stand out from their competition in the job market.

Therefore, business educators should equip themselves with the new technological resources needed to train students to fit into the demands of modern and digital business world. In agreement, Paxson, (2010). presented that it is the common responsibility for educators to make teaching become more efficient, enable students to be creative in learning, and cultivate the new generation with innovative and critical thinking with technologies and network information in the new era. Using digital teaching aims to have students actively participate in learning activity to achieve the set learning outcome.

Conclusion

This study examined how digital resources can enhance skill development among Business education students in tertiary institutions. Digital resources can help graduates to become self-employed as digital entrepreneurs and as well for creation of employment for others. Employers of labour expect certain skills from every prospective graduate employees for effective job performance and efficiency. In setting out the objectives of the study, some digital resources which could determine skill development like: Software/Hardware, 1.0 Content Websites and Application, **Social Media, 2.0 Content Website and application and Communication Services** were identified The findings of this study reveal that digital resources when enshrined in the curriculum and implemented can be a sure partway for enhancing skill development among Business education students.

Recommendations

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

1. Business education lecturers are hereby encouraged to develop in themselves how to use these digital resources as to enable them become quality mentors to students in Business Education
2. Students should be encouraged by lecturers to improve their use of **Social Media especially in the development of useful contents through which they can identify their skills and abilities**

3. Curriculum planners are encouraged to include the findings of this study in the curriculum as to enable students achieve the needed skills in digital activities
4. Government should gear its interest towards providing computers and other software/hardware machines in its schools to enable students undergo these developmental processes easily

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FUNDING BUSINESS EDUCATION PROGRAMME IN SOUTH-EAST UNIVERSITIES FOR PROMOTING SKILLS ACQUISITION

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Abstract

The study sought to ascertain the funding of business education programme of universities in South East, Nigeria for promoting skills acquisition. The study employed the survey research design. Three research questions wereraised and three null hypotheses were formulated that guided the study. The population of the study comprised all the eighty-five (85) business educators in universities in South East, Nigeria hence census sampling technique was used. The instrument was validated by experts in business education and measurement and evaluation from Enugu State University of Technology, Enugu. Cronbach alpha was used to ascertain the reliability of the instrument with coefficient of 0.83. A four- point response type of Strongly Agreed, Agreed, Disagreed and Strongly Disagreed with 22 items were used. Mean and standard deviation were used to answer the research questions while t-test was used to test the hypotheses. Findings of the study revealed that business educators agreed that governmental integrative, institutional and non-governmental strategies are all funding strategies for business education programme of universities in South East, Nigeria for promoting skills acquisition. The findings further showed no significant difference in the mean ratings of male and female business educators on government integrative funding strategies, institutional funding strategies and non-governmental organizations funding strategies for promoting skills acquisition in public universities in the South East, Nigeria. The study concluded that the use of government integrative funding strategies, institutional funding strategies and non-governmental funding strategies in business education instructional delivery is of vital importance in equipping its graduates with the current skills required in the modern business world for sustainable development. It was recommended that government should budget more funds and also explore public-private partnership in funding business education programme in Nigerian universities, institution administrators and heads of business education departments should look inwards on how to internally-generate revenue to fund Business education. External aids should be sought from non-governmental organizations to assist in funding business education programme. These will enable business education programme to produce skillful quality graduates that can fit into the world of work and be self-reliant so as to contribute their quota in national development.

Keywords: Funding, Strategies, Business Education, Skills Acquisition, Universities.

Introduction

Education is a critical tool for ensuring national development. This is because, it is the means through which individuals learn ideas, skills, attitudes and knowledge that carry them through life. According to the Organization for Economic Co-operation and Development (2017) education has a vital role to play in developing the knowledge, skills, attitudes and values that enable people contribute to and benefit from an inclusive and sustainable future. Education needs to aim to do more than prepare young people for the world of work, it needs to equip students with the skills they need to become more active, responsible and engaged citizens.

University education provides high level skills and competencies that are required for the labour market. It promotes better career opportunities, clear advancement and enhancement of personal growth among others (Enang, 2016). Adebalan, Ajadi and Subair (2015) also explained that university education is the main instrument to prepare individuals for a rapid changing demanding world of work and to improve their employability. It encompasses different disciplines with related skills to be acquired for effectiveness and efficiency in the place of work. This discipline among others is Business Education. Public universities in south east is made of Federal and State Universities. Federal Universities are sponsored by the Federal Government while the state universities are sponsored by State government.

Business education exposes its recipients to diversify curricula, hence, it is that type of education that inculcates in its recipients' attitudes, knowledge, skills, and values that are required in business world. According to Emeasoba and Nwatalari, (2021) business education at university level is concerned mainly with the development of relevant saleable skills and knowledge that would enable an individual to function effectively in the world of works. Business education is a skill-based course. In the same vein, Njoku (2015) explained that business education is a programme of study that prepares individuals with multiple skills to teach, or work in industry and to equally set up a business as an entrepreneur and employ others. Mulan in Utoware and Edionwe (2012) opined that the success of any business education programme depends largely on the objectives of the programme, availability of equipment, fund, adequate textbooks, a well-defined curriculum and availability of effective and efficient teaching staff, as well as other educational resources. It is an integral part of general education which involves the acquisition of practical skills, competencies, attitudes, understanding and knowledge of occupations in various sectors of the economy. Therefore, the success of any business education programme depends largely on the funding of the programmeso as to cater for the needs of its recipients which is to acquire the requisite skills for employability.

Skills acquisition in business education is among the potent tools for repositioning of Nigeria's economy. Amesi (2017) posited that skill acquisition is a deliberate, systematic and sustainable effort which leads to capacity that makes a person to effectively and efficiently carry out complex activities or job functions involving cognitive, technical and interpersonal dispositions. This implies that skills are cognitive, psychomotor and affective. They are acquired through learning and lead to competence which enhance better performance of tasks and enable a person to contribute to societal growth and development. Skill acquisition is one among other policies embarked upon in Nigeria with the sole aim to alleviate poverty, youth restiveness, sophisticated crimes and reduce corruption rates, rural-urban drift, unemployment and other social vices by providing technical knowledge and vocational skills necessary for agricultural, industrial, commercial and economic development (FGN, 2013). Acquisition of the requisite skills for employment is a means of increasing productive power of any nation. The acquisition of skills is important because it tends to promote personal and national development. Maximum skills acquisition by business education students will help to enrich the Nigerian economy as well as make possible sustainable national development. Acquiring practical skills according to Udo (2015), will enable the recipients of business education to impact positively to boost sustainable national development in Nigeria. Skill acquisition in business education in our universities need proper

funding. The success of any system of education is hinged on adequate funding among others. Plans cannot be executed and efficient administration cannot be discharged, if funds for financing them are absent or inadequately provided. Funding is the fuel that drives skill acquisition in business education programme.

Funding is the act of providing resources, usually in form of money (finance, or other values such as effort or time (sweat equity), for a project, a person, a business, or any other private or public institutions (Amesi and Nnadi, 2015). It is necessary for the implementation of any educational policy. Abiola, (2019) also noted that funding is a vital mechanism in maintaining, ensuring and enhancing effective implementation of any education programme in tertiary institutions in Nigeria. For an institution, organization, government or individuals to carry out their laudable programme objectives, adequate funds must be made available because it is an indispensable component to success in every establishment. It is a tool for quality assurance in a discipline like business education.

In the same vein, Unegbu, Uzo, Okonkwo and Odeh (2012) explained that some of the funding strategies are Government integrative funding where funding of education is a joint responsibility of the federal, state and local governments. They noted that the level of development or under development of education in Nigeria has been a function of policy changes and funding. Unegbu and Uzo-Okonkwo further noted that another funding in business education can be through creative funds which is supplementary funds by Parents' Teachers' Association (PTA), Alumni, Consultancy, community participation, NGOs and institutional funding. In support of this, Okpo and Hassam (2012) noted that Public-Private Partnership is becoming an obvious facilitator and approach to sustainable national development of any society. And the conceptual aspect of such relationship is based towards contributing and providing for Technical and Vocational Education for the realization of set goals of Vocational Technical Education in Nigeria

Abiola, (2019) in support of integrative funding opined that grants from the federal, state, and local governments is necessary for funding of business education programme. Wealthy philanthropist individuals from the communities, alumni associations, free will donations, aids and trading activities can act as regular financial and materials assistance for sustainable educational development. Similarly, Obasi and Asodike in Odou and Anietie (2019) noted that financing education is therefore the responsibility of all stakeholders; such a responsibility is ranged from non-governmental organisations, external aids voluntary agency contributes and donations from philanthropic individuals. Furthermore, Amesi and Nnadi (2015) also explained that such grant can come from non-governmental organisations, international bodies like World Bank, UNESCO, UNICEF, UNDP and UNFPA and other financial assistance through belated agreements between Nigeria and other countries. Amesi also noted that large corporative should give regular contributions to education in their operational state either in cash or by building classrooms, lecture rooms and by supplying equipment.

For proper and effective upgrading of business education programme in institutions there is the need for consistent funding in form of payment of salaries, purchase of instructional materials and teaching facilities among others. Agbo (2012) noted that tertiary institution should receive a reasonable proportion of their revenue through students' fees, especially with the introduction of part-time programme. Institution of higher learning should undertake researches for big organizations like the oil firm. Money accrued from these researches can be used by the institutions. Consultancy services can also be undertaken by the institutions and the proceeds from these used to fund the institution. Department can embark on projects that can bring additional funds through consultancy services, agricultural projects, rental services, investment in landed properties. The projects from these laudable projects can be used to fund business education programme.

Similarly, Odou and Anietie (2019) noted that institutional funding strategy is through school fees, levies and school fund raising ceremony. Schools should always patronize school bookshops

cafeteria, etc. so that the profit made should be used to fund the programme. School farm proceeds, free will donations, school stock and trading activities are funding strategies institutional. Olofunwa, Waziri and Olorunmolu (2013) made it clear that no meaningful achievement could be made in Business Education if the programmes are not well funded and that will guarantee quality assurance in Business Education. In the same vein, Onojetah (2013) believed that funding is an invaluable input that provides all that is needed for successful advancement in skill-related programme like business education.

Skills acquisition in business education programme at university level require adequate funding. Business educators are made of male and female lecturers. In the opinion of Okoli and Osi (2019) gender does not differ significantly in their mean ratings on the adequacy of funding for skill acquisition in tertiary institutions. Similarly, Abiola (2019) also stated that there is no significant difference in the perception of male and female business educators on the impact of alternative funding strategies on enhancing business education programme. The study hinges on Human Capital Theory by Adam Smith (1776) which believed that there is a need for adequate investment in education and human capital for a sustainable economic growth and development to transpire.Human Capital Theory believes that investment in human capital will lead to greater economic outputs and funds.

Funding has always been a critical constraint to the development of effective business education programme in universities. Business education is more expensive to run because of the nature of its content and the equipment needed to run it. Most of the departments offering business education programmes today are ill-equipped, ill-financed and lack fund for the training and re-training of business education teachers. The problem of inadequate funding over the years has resulted in the inability of the business education programme to expand their physical facilities to cope with the ever increasing demand of the 21st century (Abiola, 2019). For education to achieve the desired e□ect of development and integration, it has to be functional in order to enable those who receive it cope with life skills. Funding is a tool for quality assurance in a discipline like business education. It is against this backdrop, that this study is designed to determine the funding of business education programme in South- East Universities for promoting skills acquisition.

Statement of the problem

Skills acquisition in business education is among the potent tools for repositioning of Nigeria's economy and solving of unemployment problems among our youths and graduates. It is a systematic and sequential development of skills that promotes efficiency and effectiveness in the performance of a specified job. The importance of skill acquisition cannot be over emphasized that is why the Federal Government of Nigeria made it mandatory for tertiary institutions to inculcate skill acquisition in their curriculum. Business education is aimed at equipping business education students with relevant skills and competencies to make them function well in any business office or become self- reliant as a business person after graduation. To achieve the goals of business education, funding is a vital mechanism in maintaining, ensuring and enhancing effective implementation of business education in the universities. It is an academic project that can only be effectively upgraded with adequate instructional resources and equipment and should be adequately funded due to its capital intensive nature. Unfortunately, it was posited by Okeke and Eze (2010) that sufficient fund has not been channeled to business education programme. The implication is the turnout of graduates without the necessary skills and competencies that will enable them face global competition and world of work. With recession of the Nigerian economy, the government has been finding it extremely difficult to finance education single headedly. As a result of this, most institutions cannot meet up with the huge financial involvement in funding business education. This study therefore determined the funding of business education programme in South-East Universities for promoting skills acquisition.

Research Questions

The specific research questions for the study are stated below as follows:

1. What are the government integrative funding strategies of business education programme in South-East universities for promoting skills acquisition?
2. What are the institutional funding strategies of business education programme in South- East universities for promoting skills acquisition?
3. What are the non-governmental organizations funding strategies of business education programme in South East universities for promoting skills acquisition?

Hypotheses

The following null hypotheses will be formulated and tested at 0.05 level of significance.

$H0_1$: There is no significant difference in the mean ratings of male and female business educators on the integrative funding strategy of business education programme in South-East universities for promoting skills acquisition.

$H0_2$: There is no significant difference in the mean ratings of male and female business educators on the institutional funding strategy of business education programme in South East universities for promoting skills acquisition.

$H0_3$: There is no significant difference in the mean ratings of male and female business educators on the non-governmental organizations funding strategy of business education programme in South- East universities for promoting skills acquisition.

Method

Descriptive survey research design was used for the study. The population for the study consisted of 85 business educators in universities in South East Nigeria offering business education programme. The entire population of 85 business educators in the universities in South East Nigeria offering business education programme used as sample for this study. Therefore, census sampling technique was used A validated structured questionnaire titled "Questionnaire on Funding of Business Education programme for promoting skills acquisition" (QFBEPSA) was developed by the researcher with insight from the literature was used for the study. The instrument contains 22 items, 08 items on government integrated funding strategies; 06 items on institutional funding strategies while 08 items on non-governmental organization funding strategies The instrument is a four-point rating scale of: Strongly Agree (SA); Agree (A); Disagree (D); Strongly Disagree (SD) with values of 4,3, 2 and 1 respectively. Cronbach Alpha Coefficient was used to measure the internal consistency of the instrument and co-efficient of 0.84, 0.76 and 0.86 were obtained respectively. Mean and standard deviation was used to answer the research questions while t-test of independence was used to test the null hypotheses at 0.05 alpha level. The decision was based on the cluster mean score in relation to the boundary mean score of 2.50. A cluster with mean score equal to or above 2.50 was agreed while the one with mean score less than 2.50 was disagreed. The null hypothesis was not rejected where the calculated value is less than the significant level of 0.05 and rejected if the calculated value is equal to or greater than the significant level of 0.05.

Results

Research Question 1: What are the government integrative funding strategies of business education programme of universities in South East for promoting skills acquisition?

Table 1: Respondents' Mean and Standard Deviation Scores on Government integrative funding strategies of business education programme for promoting skills acquisition.

S/N	Item statement: The following Government Integrated funding strategies are as follows:	$\bar{X}_1$	SD_1	Rmks	X_2	SD_2	Rmks
1	Increase in budget allocations to business education by Federal, State and Local governments.	3.68	0.81	**SA**	3.75	0.89	**SA**
2	Public-private partnership funding between government, development agencies and organized private sector.	2.75	0.88	**A**	3.07	0.68	**SA**
3	Government should make available Education Tax Fund for business education programme.	3.11	0.75	**SA**	2.84	0.50	**A**
4	Government should make available TETFUND for business education programme.	2.80	0.69	**A**	2.57	0.55	**A**
5	Government grants to Business Education programme from other taxes collected.	2.75	0.66	**A**	2.83	0.55	**A**
6	Increase in tuition fees.	2.75	0.68	**A**	2.80	0.80	**A**
7	Government should make available Industrial training fund for business education.	2.80	0.75	**A**	2.82	0.67	**A**
8	Government should purchase equipment needed for business education programme.	3.36	0.95	**SA**	3.83	0.65	**SA**
	Cluster mean	**3.00**	**0.77**		**3.06**	**0.66**	

Data in Table 1 reveal the item-by-item analysis on government integrated funding strategies in business education programme in universities in South East for promoting skills acquisition. The analysis revealed that items 1, and 8 with mean scores 3.72 and 3.60 were rated strongly agreed while items 2, 3, 4, 5, 6 and 7 were rated agreed. However, the cluster mean of 3.03 summarized that business educators agreed on the use of government integrated funding strategies in business education programme in universities in South East for promoting skills acquisition. The standard deviation scores ranging from 0.50 – 0.89 show that business educators do not vary too much in their ratings on government integrated funding strategies in business education programme in universities in South East for promoting skills acquisition.

Research Question 2: What are the institutional funding strategies of business education programme of universities in South East for promoting skills acquisition?

Table 2: Respondents' Mean and Standard Deviation Scores on institutional funding strategies of business education programme for promoting skills acquisition.

S/N	Item statement: The following Institutional funding strategy are as follows:	$\bar{X}_1$	SD_1	Rmks	X_2	SD_2	Rmks
9	Universities administration should request and use development levies from students for promoting skills acquisition in business education programme.	2.68	0.81	A	3.25	0.89	SA
10	Tuition and other fees from students	2.75	0.88	A	2.97	0.68	A

11	Universities should sponsor research work and raise money for business education programme.	2.80	0.75	A	3.04	0.50	A
12	Universities administration should raise fund for business education programme through collection of workshops registration fees.	2.50	0.69	A	3.47	0.55	SA
13	Establishment of consultancy service by Institutions.	2.75	0.66	A	2.83	0.55	A
14	Funds can be generated through organizing conference by business education department.	2.55	0.68	A	2.76	0.80	A
	Cluster mean	**2.67**	**0.75**		**3.05**	**0.66**	

Data in Table 2 reveal the item by item analysis on institutional funding strategies in business education programme in universities in South East for promoting skills acquisition. The analysis revealed that all the items with mean scores ranging from 2.50-2.99 were rated agreed. However, the cluster mean of 2.86 summarized that business educators agreed on the use of institutional funding strategies in business education programme in universities in South East for promoting skills acquisition. The standard deviation scores ranging from 0.50 – 0.89 show that business educators do not vary too much in their ratings on institutional funding strategies in business education programme in universities in South East for promoting skills acquisition.

Research Question 3: What are the non-governmental organizations funding strategies of business education programme of universities in South East for promoting skills acquisition?

Table 3: Respondents' Mean and Standard Deviation Scores on non-governmental organizations funding strategies of business education for promoting skills acquisition.

S/N	Item statement: The following Non-governmental organizations funding strategy are as follows:	$\bar{X}_1$	SD_1	Rmks	X_2	SD_2	Rmks
15	Support from International Bodies such as UNICEF, World Bank, USAID	2.58	0.81	A	2.68	0.89	A
16	Support from the Hosting community	2.85	0.88	A	2.68	0.68	A
17	Donations from Alumni Association.	2.80	0.75	A	2.84	0.50	A
18	Donations from corporate organizations and private establishments.	2.80	0.69	A	2.57	0.55	A
19	Support from Philanthropists	3.45	0.66	SA	3.83	0.55	SA
20	Voluntary contributions from private individuals	2.55	0.68	A	2.60	0.80	A
21	Contributions from Social Clubs	2.55	0.68	A	2.60	0.80	A
22	Contributions from religious bodies.	2.55	0.88	A	2.96	0.68	A
	Cluster mean	**2.75**	**0.76**		**2.88**	**0.66**	

Data in Table 3 reveal the item by item analysis on non-governmental organizations funding strategies in business education programme in universities in South East for promoting skills acquisition. The analysis revealed that items 19 with mean scores 3.64 was rated strongly agreed while items 15, 16, 17, 18, 20, 21, and 22 were rated agreed. However, the cluster mean of 2.82

summarized that business educators agreed on the use of non-governmental organizations funding strategies in business education programme in universities in South East for promoting skills acquisition. The standard deviation scores ranging from 0.50 – 0.89 show that business educators do not vary too much in their ratings on non-governmental organizations funding strategies in business education programme in universities in South East for promoting skills acquisition.

Hypotheses 1: There is no significant difference in the mean ratings of male and female business educators on the government integrative funding strategies of business education programme of universities in South East for promoting skill acquisition.

Table 4: t-test summary on government integrative funding strategies

Groups	Number	Mean	S.D	D.F	T.Cal	T.tab	Level of Sig.	Decision
Male	28	3.00	0.77	83	1.22	2.000	0.05	Not significant
Female	57	3.06	0.66					

The t-test analysis presented in Table 4 reveals that the t-calculated (t-cal) value of 1.22 is less than the t-table (t-tab) value of 2.000 at P≤ 0.05 levels of significance and at 83 degrees of freedom (df). This showed that, there is no significant difference between the mean ratings of male and female business educators on the government integrative funding strategies of business education programme of universities in South East for promoting skills acquisition. Therefore, the null hypothesis of no significant difference is accepted.

Hypotheses 2: There is no significant difference in the mean ratings of male and female business educators on the institutional funding strategies of business education programme of universities in South East for promoting skill acquisition.

Table 5: t-test summary on institutional funding strategies

Groups	Number	Mean	S.D	D.F	T.Cal	T.tab	Level of Sig.	Decision
Male	28	2.67	0.75	83	1.02	2.000	0.05	Not Significant
Female	57	3.05	0.66					

The t-test analysis presented in Table 5 reveals that the t-calculated (t-cal) value of 1.02 is less than the t-table (t-tab) value of 2.000 at P≤ 0.05 levels of significance and at 83 degrees of freedom (df). This showed that, there is no significant difference between the mean ratings of male and female business educators on the institutional funding strategies of business education programme of universities in South East for promoting skills acquisition. Therefore, the null hypothesis of no significant difference is accepted.

Hypotheses 3: There is no significant difference in the mean ratings of male and female business educators on the non-governmental organizations funding strategies of business education programme of universities in South East for promoting skill acquisition.

Table 6: t-test summary on non-governmental organizations funding strategies

Groups	Number	Mean	S.D	D.F	T.Cal	T.tab	Level of Sig.	Decision
Male	28	2.75	0.76	83	0.62	2.000	0.05	Not Significant
Female	57	2.88	0.66					

The t-test analysis presented in Table 6 reveals that the t-calculated (t-cal) value of 0.62 is less than the t-table (t-tab) value of 2.000 at P≤ 0.05 levels of significance and at 83 degrees of freedom (df). This showed that, there is no significant difference between the mean ratings of male and female business educators on the non-governmental organizations funding strategies of business education programme of universities in South East for promoting skills acquisition. Therefore, the null hypothesis of no significant difference is accepted.

Discussion of Findings

The findings in research question one revealed that business educators agreed on the government integrated funding strategies of business education programme of universities in South East for promoting skills acquisition. This means that both federal, state and local governments should use the following funding strategies; increase budget allocations to business education, make use of private-public partnership in funding business education programme, government to make available Education Tax Fund, TETFUND, grants to business education, increase in tuition fees and purchase of equipment among others. This finding supported the finding of Olufunwa, Waziri and Olorunmolu (2013) that government should fund business education programme for quality assurance to be guaranteed.

The result revealed in hypothesis one showed that there is no significant difference in the mean ratings of male and female business educators on government integrated funding strategies of business education programme of universities in South East for promoting skills acquisition. This finding agreed with the finding of Onojetah (2013) that there was no significant difference between male and female business studies teachers on funding as a determinant of quality assurance for business studies programme in junior secondary schools in Delta State Central Senatorial district.

The findings in research question two revealed that business educators agreed on the institutional funding strategies of business education programme of universities in South East for promoting skills acquisition. This means that institutions should use the following funding strategies; request and use development levies from students for promoting skills acquisition, tuition and other fees from students, sponsor research work and raise money for business education programme, establishment of consultancy services, organizing workshops, conferences, seminars among others. This finding supported the finding of Agbo (2012) that institution can raise funds for business education programme through the following ways: proceeds from organizing social activities; launching of departmental journal, establishment of bookshop, periodic fund raising by the management, establishment of a commercialized relaxation centre by business education department; offering secretarial services at cost to the public; commercializing the typing of students project; organizing short term courses for business education staff; establishment and operating business centres by the department among others.

The result revealed in hypothesis two showed that there is no significant difference in the mean ratings of male and female business educators on institutional funding strategies of business education programme of universities in South East for promoting skills acquisition. This finding agreed

with the finding of Amesi (2015) that for business education programmes to give adequate sustainable development in the Niger Delta, funding of the programmes is necessary and essential.

The findings in research question three revealed that business educators agreed on the non-governmental organizations funding strategies of business education programme of universities in South East for promoting skills acquisition. This means that non-government organisations can fund business education programme using the following funding strategies; support from international bodies as UNICEF, USAID, World bank, donations from alumni associations, donations from hosting communities, contributions from social clubs, religious bodies, private individuals, philantropists among others. This finding is in line with the finding of Odou and Anietie (2019) that external aid is accepted to be one of the major sources of education funding which are given to countries and some philanthropist who are willing fund education by supporting the country to fund their education.

The result in hypothesis three showed that there is no significant difference in the mean ratings of male and female business educators on non-governmental organizations funding strategies of business education programme of universities in South East for promoting skills acquisition. This finding agreed with the finding of Odou and Anietie (2019) that there is no significant difference between the mean ratings of urban and rural principals on the strategies for funding secondary education in Rivers State, Nigeria.

Conclusion

Based on the findings of this study, the study concluded that business educators agreed on the use of government integrated funding strategies, institutional funding strategies and non-governmental organizations funding strategies to fund business education programme of universities for promoting skills acquisition. However, funding has always been a critical constraint in the acquisition of requisite saleable skills in business education programme that will enable its recipients compete favourably with global competitors. Hence, the need to explore all these alternative sources of funding than government alone.

Recommendations

1. Federal and State Government should budget more funds and also explore public-private partnership in funding business education programme in Nigerian universities.
2. Institutional administrators and Heads of business Education departments should look inwards on how to get Internally-generated revenue (IGR) from institutions to fund Business education.
3. Federal government and Institutional administrators should seek for external aids from non-governmental organizations to assist in funding business education programme.

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SKILLS ACQUISITION AS CORRELATE TO DECENT WORK IN DIGITAL ERA AMONG BUSINESS EDUCATION STUDENTS IN TERTIARY INSTITUTIONS IN AKWA IBOM STATE

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Abstract

This study investigated skills acquisition as correlate to decent work in digital era among business education students in tertiary institutions in Akwa Ibom State. Three research questions and three null hypotheses guided the study. The study adopted a correlational design. The population of the study comprised 625 business education students from tertiary institutions that offer business education programme in Akwa Ibom State. Purposive sampling techniques was used to select final year students from the tertiary institutions comprising 46 business education students from University of Uyo, Akwa Ibom State and 130 students from Akwa Ibom State College of education Afaha-Nsit making the sample size for the study to be 176 business education students. The reliability of the instrument was determined using Cronbach alpha method which yielded an index of 0.79, and 0.78 for cluster 1 and 2 respectively. The data was analyzed using Pearson Moment Correlation Coefficient to answer the research questions while Linear Regression Analysis was used to test the null hypothesis at .05 level of significance. Findings showed that there is a high correlation between skills acquisition and decent work in digital era among business education students. It was further revealed that the coefficient of relationship between skills acquisition and decent work in digital era was significant. The researchers concluded that the government needs to provide adequate number of physical and material resources to business education programme in tertiary institutions in Awka Ibom State. Based on the findings, it was recommended that entrepreneurship courses should be given priorities in the time table schedule of business education programme to enable students acquire entrepreneurship skills for self and decent work on graduation. ICT skills should be included in the curriculum of business education to enable students acquire the skills needed so as to make them employable and decent work upon graduation.

Keywords: *Skills Acquisition, Decent Work, Digitalization, Tertiary Institution, Business Education.*

Introduction

Business Education plays a significant role in the economic and national development by providing knowledge and skills to its recipients thereby enabling them to adequately handle sophisticated office technologies and information systems, be employed and also be employers of labour. Business education is also a part of vocational education that helps its recipients to be self-reliant and also give them the chance to obtain both theoretical and practical skills. Business

Education is an entrepreneurship basedprogramme which equips students with relevant skills, knowledge and competences needed in the business world and for decent work. According to Kiyosaki (2013), Business Education is the type of education needed in the 21st century, which has a built-in mechanism for developing skills in almost all disciplines viz accounting, investment, marketing, law and information communication and technology (ICT) in the learner. Knowledge and skills and its application to problem solving are essential attribute of any good educational model especially business education. According to Udo (2015) business education is a comprehensive activity-based occupational education programme that is concerned with the acquisition of practical skills, abilities, understanding, attitudes, work habits and competencies that are requisite to success in any chosen business occupation. Edokpolor and Egbri (2017) had stipulated that the actual goals of business education shall be to: prepare students for specific career in office occupations, equip students with the requisite skills for job creation and entrepreneurship, and expose students with knowledge about business, including a good blend of computer technology, which incorporates Information and Communication Technology (ICT). Business Education offers students/recipients who wish to pursue a career the opportunity to develop skills, abilities and understanding that will enable them to enter, perform and progress in a particular business occupation and also have a decent work.

The digital era calls for continuous acquisition of new skills and updating of existing skills in order to align with global trend. New technologies are emerging with attendant need for constant change in work environment. The use of digital technology which gives people access to huge amount of information has necessitated the acquisition of a new set of skills to access, manage, integrate and evaluate information. Skill acquisition is a process through which one gains mastery of a particular vocation or the basics of a task with the sole purpose of rendering services for financial freedom. Skill acquisition is also the ability to be trained on a particular task or function till you become an expert on the skill. According to Udo and Babangide (2017) skill acquisition is the capacity to be trained on a particular business occupation and become a proficient professional in it. In the same vein, Omidiji and Ogwu (2019) defined skill acquisition as a systematic and sequential development of skills that promotes efficiency and effectiveness in the performance of a specified job. Omidiji and Ogwu noted that skill acquisition in business education include communication skill, reading skill, manipulative skill, shorthand skill, keyboarding skill, entrepreneurial skills, technical skills, computer skill book keeping skill etc. Skill acquisition is the main focus of business education programme for self-reliance, more employable motives and decent work. It is a form of training of individuals or group of individuals to acquire skills needed for self-sustenance (Idoko, 2014). Skill acquisition is the manifestation of idea and knowledge through training geared towards instilling in the youths the spirit of entrepreneurship needed for meaningful development (Douli, 2012). Skill does not depend solely upon a person's fundamental, innate capacities but must be developed through training, practice and experience an individual acquired. Two fundamental issues are used when a skill is to be acquired. According to Okoro and Ursula (2012), the first is the conditions which promote acquisition and the second is the change that will occur when the skill is acquired. Umeno (2021) noted that some of the digital skills required by business education graduates for employability include information and communication skills, critical and technical innovation skills, marketing skills, entrepreneurial skills, strategy and planning skills, problem solving skills etc.

Technical innovation skill is the ability to generate ideas that create value and improve processes, from inventing a machine to finding a faster route to work. Having technical innovation skills is an asset in the workplace because they enable you to solve problems, work smarter and advance knowledge in your field. Technical innovation skills are the knowledge and abilities you use to create and adapt to change. The future is now as these technical innovation skills are needed more than ever in the world of work today, workers at all levels need to develop their innovation

skills. These skills include competencies like creativity, critical thinking, communication, strategic thinking and problem solving to find and develop creative solution for the world of work and for decent work. Viewed as a process, it required tools, techniques, and routines. Technical Innovation cannot only be taught but also viewed as a skill that grows stronger with practice (Jam; 2015).

Entrepreneurship skills encompasses broad range of various skills sets like, technical skills, leadership, business management skills and creative thinking. Entrepreneurship skill is applied to many different job roles and industries. Entrepreneurship skills are indispensable for the economic survival of both students and graduates. According to Mgbonyebi and Olaniyi (2019), educating people on the need for making their own business decisions, acquiring some basic vocational skills and using them with the knowledge gained in school is the bedrock of economic empowerment and development which is urgently needed. Information and communication technology which is one of the entrepreneurship skills is a veritable and essential tool in entrepreneurship education all over the world. Okereke and Okoroafor (2012) asserted that entrepreneurship skills have been acknowledged worldwide as the pertinent and rewarding tools for job creation, self-employment and economic survival of any nation. Effective and efficient skills development systems which connect education to entrepreneurship skills acquisition can help a nation sustain productive growth and development and when improved upon, can lead to creation of good jobs which in turn enhances the people's standard of living. Zhou and Xu (2012) argued that with a glut of graduates facing growing competition in a tough job market, entrepreneurial skills are being presented as one possible solution. Akunnaya (2012) asserted that entrepreneurship skills are those skills that will enable the individual to maximize the resources around him within the limits of his capabilities. Entrepreneurship skills is a programme that inculcates creative innovative, technical, productive and managerial skills needed by in business education students and graduates for self-reliance, national development and decent work.

Information and Communication Technology (ICT) skill refers to one's ability to work and converse with people through various technologies. The current globalized world looks at ICT at a slightly different angle. The demand for ICT skills is increasing in the job market. The job market nowadays considers ICT skills as essential in recruitment processes for most of better jobs (Garrido, Sullivan & Gordon, 2012). ICT skills are considered an important asset which promotes competitiveness and improves business productivity. ICT skills includes business education students knowing how to use computer/ICT gadgets to perform productive tasks as word processing, spreadsheet calculation, graphic design, data base management, and desk top publishing, presentation in conferences, web browsing, and structural design with Computer Aided Design (CAD) and Computer Aided Manufacturing (CAM) in the world of work. ICT skill offers some of the fastest growing jobs in the modern labour market. The possession of ICT skills by Business education graduating students is of great importance for them to cope with modern day technology and remain relevant in global competitive business world and for decent work.

Decent work is an aspect of work or employment which respects the fundamental rights of a worker or human person as well as the rights of the workers in terms of working conditions in respect to work safety and remuneration. The International labour Organization (ILO) defines decent work as productive work for women and men in conditions of freedom, equity, security and human dignity. The International Labour Organization (2015) says that decent work entails every condition and provision at work that provides expected income and fulfills the aspirations of the employees. Decent work encompasses protection of workers' rights, combatting inequalities and child labour, eradicating forced labour, modern slavery and human trafficking, and promoting safe and secure working environments. Osman, Ladhani, Findlater and McKay (2017) buttressed that decent work, knowledge and skills that the curriculum of tertiary institutions should project must include labour market requirements, labour rights and inequalities in the workplace. Productive employment can be

explained as any form of employment that yields pecuniary and non-pecuniary rewards to employees, and as a result, the employees' family members and dependents are able to afford a level of consumption above poverty line (International Labour Office, 2012). Teaching and learning activities that will engender decent work and productive employment for all must focus on solving environmental problems through practical involvement of students in creating business opportunities in the communities through the different types of skills acquired.

Tertiary institutions have a key role in the digital transformation of our societies particularly in addressing the need for adequate skills. According to Okute and Agomuo (2014), tertiary institutions are the third tier of learning that provides training in an ever-increasing number of specialized knowledge and skills for modern society. Technical innovation, entrepreneurship and ICT skills development strategies or programmes for productive employment and decent work must be connected to education in collaboration with the government, social partners and investors, among others. Technical innovation skills, entrepreneurship skills and ICT skills places business education students and graduates on a platform of generating employment which leads to decent work. Business education students and graduates needs technical innovation skills, entrepreneurship skills as well as ICT skills that will enable them to be relevant in the global market, be self-reliant and have decent work. These skills are needed if business education students and graduates must contribute to the economy of the nation and also have a decent work. The performance of business education graduates in the current world of work that demands skills to have decent work makes it imperative to seek skills acquisition as a correlate to decent work in digital era among business education students in tertiary institutions in Akwa Ibom State.

Statement of the problem

Business education is a programme of study that prepares individual with multiple skills to function positively in the world of work, have a decent work and for entrepreneurial competencies for self-reliance. It is quite unfortunate that many students choose to study business education as their career and yet they refuse to work hard enough to acquire enough skills expected of them to function effectively in the world of work and also have a decent work. Osondu (2013) noted that business education graduates roam the street looking for white color jobs because they lack the skills needed to generate employment. Majority of business education graduates finds it difficult to have a decent work because they are misfit for today's workplace where skills are the order of the day. Therefore, the rate of unemployment and its consequences among business education graduates can stop if they acquire adequate skills for decent work. Hence, this study focused on skills acquisition as correlate to decent work in digital era among business education students in tertiary institutions in Akwa Ibom State.

Research Questions

The following research questions guided the study: they are as follows:

1. To what extent does technical innovation skills acquisition correlate with decent work in digital era among business education students in tertiary institutions in Akwa Ibom State.
2. To what extent does entrepreneurship skills acquisition correlate with decent work in digital era among business education students in tertiary institutions in Akwa Ibom State.
3. To what extent does ICT skills acquisition correlate with decent work in digital era among business education students in tertiary institutions in Akwa Ibom State.

Hypotheses

The following null hypotheses were formulated and was tested at 0.05 level of significance. They are:

$H0_1$: There is no significant relationship between technical innovation skills acquisition and decent work in digital era among business education students in tertiary institutions in Akwa Ibom State.

$H0_2$: There is no significant relationship between entrepreneurship skills acquisition and decent work in digital era among business education students in tertiary institutions in Akwa Ibom State.

$H0_3$: There is no significant relationship between ICT skills acquisition and decent work in digital era among business education students in tertiary institutions in Akwa Ibom State.

Methodology

A correlational design was used for the study. The design was used to ascertain the perception of business education students on the relationship between skills acquisition and decent work in digital era among business education undergraduate students in tertiary institutions in Akwa Ibom State. The study was carried out in Akwa Ibom State, Nigeria. The population of this study was 625 business education students in tertiary institutions in Akwa Ibom State. Purposive sampling techniques was used to select final year students which comprises of 46 business education students from University of Uyo, Uyo, Akwa Ibom State and 130 students from Akwa Ibom State College of education Afaha-Nsit making the sample size for the study to be 176 business education students.The instrument for the data collection was the researcher's self-developed questionnaire which was divided into two clusters (1 and 2) titled "Skills Acquisition Questionnaire (SAQ), and Decent Work Questionnaire (DWQ). The reliability of the instrument was determined using Cronbach alpha method which SAQ yielded an index of 0.79 and DWQ yielded an index of 0.78. The questionnaire was administered by the researcher with the help of two research assistants. The response of the respondents was rated Very High Extent as 4 points, High Extent as 3 points, Low Extent as 2 points and Very Low Extent as 1 point. The data collected from the field was analyzed using Pearson Moment Correlation Coefficient to answer the research questions while Linear Regression Analysis was used to test the null hypothesis at a 0.05 level of significance. The decision for result acceptance was interpreted as:

(i) 0.00-0.20 – Very Low Extent Coefficient.
(ii) 0.21-0.39 – Low Extent Coefficient.
(iii) 0.40-0.59 – High Extent Coefficient.
(iv) 0.60-1.00 – Very High Extent Coefficient.

Items that scored 0.40 – 0.59 was regarded as high extent agreement while 0.00 – 0.39 was regarded as low extent agreement. More-so, the null hypothesis was not rejected where the calculated value is less than the significant level of 0.05 and rejected if the calculated value is equal to or greater than the significant level of 0.05.

Results

Research Question 1: To what extent do technical innovation skills acquisition correlate with decent work in digital era among business education students in tertiary institutions in Akwa Ibom State.

Table 1: Summary of Pearson Product Moment Correlation for the coefficient of technical innovation skills acquisition (TISA) and decent work (DW) in digital era among business education students

Variables	N	∑xy	R	R^2	DR	Remarks
TISA	176	1511				
			0.75	0.55	Positive	High positive relationship
DW	176	1455				

Technical innovation skills acquisition (TISA), Decent work (DW), Size (n), Summation (Σxy), Pearson r (r), coefficient of determination (R^2), Direction of Relationship (DR) and Remarks

A Pearson Correlation Coefficient was computed and presented on table 1 to describe the coefficient of relationship between the extent technical innovation skills relate to decent work in digital era. The result shows that the coefficient of relationship between the extent technical innovation skills relate decent work with a coefficient of 0.75 which is positive and within the coefficient limit of +/-0.61-0.80 indicating high correlation between technical innovation skills and decent work. The coefficient of determination (R2) 0.55 indicates that 55% of the variance observed in decent work was attributed to technical innovation skills.

Hypothesis 1: **There is no significant relationship between technical innovation skills acquisition and decent work in digital era among business education students in tertiary institutions in Akwa Ibom State.**

Table 2: Summary of t-test of correlation for the coefficient of relationship between technical innovation skills acquisition and decent work.

Variables	N	∑xy	R	A	Df	t_{cal}	t_{tab}	Decision
TISA	176	1511						
			0.75	0.05	175	20.78	1.96	Reject HO_1
DW	176	1455						

Sample Size (n), Summation (Σxy), Coefficient of Relationship (r), Alpha Level (α), Degree of Freedom (df) and t-test of Significance of Simple Linear Correlation between two Variables

A t-test of significance of simple linear correlation statistic was computed and presented on table 2 to display the significance of coefficient of relationship between technical innovation skills and decent work in digital era. The result indicates the degree of freedom as 175 and the t-calculated value of 20.78 is greater than the t-tabulated value of 1.96. Since the-calculated value is greater than the t-tabulated value, the researcher therefore rejected the null hypothesis; thus, deducing that the coefficient of significant relationship between technical innovation skills and decent work is significant.

Research Question 2: To what extent do entrepreneurship skills acquisition correlate with decent work in digital era among business education students in tertiary institutions in Akwa Ibom State.

Table 3: Summary of Pearson Product Moment Correlation for the coefficient of entrepreneurship skills acquisition (ESA) and decent work (DW) in digital era among business education students

Variables	N	∑xy	R	R^2	DR	Remarks
ESA	176	1516				
			0.88	0.77	Positive	High positive relationship
DW	176	1498				

Entrepreneurship skills acquisition (ESA), Decent work (DW), Size (n), Summation (Σxy), Pearson r (r), coefficient of determination (R^2), Direction of Relationship (DR) and Remarks

The table 3 revealed a Pearson Correlation Coefficient computed of 0.88 which was positive and within the coefficient limit of +/-0.81-0.99, indicating a very high correlation between entrepreneurship skills and decent work in digital era. The coefficient of determination (R2) 0.77 indicates that 77% of the variance observed in entrepreneurship skills acquisition was attributed to decent work among business education students.

Hypothesis 2: There is no significant relationship between technical entrepreneurship skills acquisition and decent work in digital era among business education students in tertiary institutions in Akwa Ibom State.

Table 4: Summary of t-test of correlation for the coefficient of relationship between entrepreneurship skills acquisition and decent work in digital era.

Variables	N	∑xy	R	A	Df	t_{cal}	t_{tab}	Decision
ESA	176	1516						
			0.88	0.05	175	33.45	1.96	Reject HO_2
DW	176	1498						

Sample Size (n), Summation (Σxy), Coefficient of Relationship (r), Alpha Level (α), Degree of Freedom (df) and t-test of Significance of Simple Linear Correlation between two Variables

On table 4, a t-test of significance of simple linear correlation statistic was computed to display the significance of coefficient of relationship between entrepreneurship skills acquisition and decent work in digital era. The result indicates the degree of freedom as 175 and the t-calculated value of 33.45 which is greater than the t-tabulated value of 1.96. Since the t-calculated value is greater than the t-tabulated value, the researcher therefore rejected the null hypothesis; thus, deducing that the coefficient of significant relationship between entrepreneurship skills acquisition and decent work in digital ear among business education students is significant.

Research Question 3: To what extent do ICT skills acquisition correlate with decent work in digital era among business education students in tertiary institutions in Akwa Ibom State.

Table 5: **Summary of Pearson Product Moment Correlation for the coefficient of ICT skills acquisition(ICTSA) and decent work (DW) in digital era among business education students**

Variables	N	∑xy	R	R^2	DR	Remarks
ICTSA	176	1542				
			0.77	0.58	Positive	Positive relationship
DW	176	1532				

ICT skills acquisition (ICTSA), Decent work (DW)Size (n), Summation (Σxy), Pearson r (r), coefficient of determination (R^2), Direction of Relationship (DR) and Remarks

The values in table 5, shows the computed Pearson Product Moment Correlation Coefficient (r) was of 0.77 which is positive and within the coefficient limit of 0.61-0.80 implying a high relationship between information and communication technology skills acquisition and decent work in digital era among business education students. The result shows that the coefficient of relationship between the extent information and communication technology skills acquisition relates to decent work in digital era among business education students with a coefficient of 0.77. The coefficient of determination (R2) 0.58 indicates that 58% of the variance observed in decent among business education students was accounted for by information and communication technology skills acquisition.

Hypothesis 3: There is no significant relationship between technical ICT skills acquisition and decent work in digital era among business education students in tertiary institutions in Akwa Ibom State

Table 6: Summary of t-test of correlation for the coefficient of relationship between ICT skills acquisition and decent work in digital era

Variables	N	∑xy	R	A	Df	t_{cal}	t_{tab}	Decision
ICTSA	176	1542						
			0.77	0.05	175	22.65	1.96	Reject HO_3
DW	176	1532						

Sample Size (n), Summation (Σxy), Coefficient of Relationship (r), Alpha Level (α), Degree of Freedom (df) and t-test of Significance of Simple Linear Correlation between two Variables

Table 6 depicts a t-test of significance of simple linear correlation statistic on significant relationship between information and communication technology skills acquisition and the decent work among business education students. The result indicates the degree of freedom as 175 and the t calculated value of 22.65 which is greater than the t-tabulated value of 1.96. Since the-calculated value is greater than the t-tabulated value, it is therefore to reject the null hypothesis of no significant

relationship and conclude that there was a significant relationship between information and communication technology skills acquisition and decent work among business education students.

Discussion of Findings

The result in research question one revealed that technical innovation skills are very imperative skills needed to succeed in business ventures as well as have a decent work. This is in line with agreement with Ubaka (2012) who noted that for one to succeed in the world of work he must possess skills of technical innovation, planning, communication, management, ICT etc. Furthermore, the result in hypothesis one deduced that the coefficient of significant relationship between technical innovation skills and decent work is significant.

The findings in research question two shows that entrepreneurship skills correlate with decent work among business education students. The result of this finding is in consonance with the study of Eke, Igwesi and Orji (2012) which revealed that entrepreneurship skills inculcates creative innovative, productive and managerial skills needed in business enterprises for self-reliance among students. Furthermore, the result in hypothesis two deduced that the coefficient of significant relationship between entrepreneurship skills acquisition and decent work is significant.

The analysis in research question three revealed that information and communication technology skills acquisition have a significant influence on decent work of business education students. The implication is that when a student acquires the necessary ICT skills, he is likely to be self-reliant or employed in an organization that needs such skill and also have a decent work. The result is in consonance with the view of Australian computer society (ACS, 2012), which revealed that ICT represents one of most exciting areas of employment for new graduates of higher institution, with many skills to work as computing professional in the finance, estate, and business sectors.

Conclusion

Technical innovation skills, entrepreneurship skills and ICT skills place business education students and graduates on a platform of generating employment which leads to decent work. Arising from the findings of the study, it can be concluded that business education students need technical innovation skills, entrepreneurship skills as well as ICT skills that will enable them to be relevant in the global market, be self-reliant and have decent work. These skills are needed if they must contribute to the economy of the nation and also have a decent work. Business education students as a result of their specialization need more of these skills so as to succeed in the world of work and have a decent work. Technical innovation skills entrepreneurship skills and ICT significantly influence decent work among business education undergraduates in Awka Ibom State.

Recommendation

The following recommendations came from the study. They are:

1. Technical innovation skills should be emphasized as technology is imperative. This requires a holistic linking of technology to industry through an overhaul of curricula and investment prioritization. The output from various tiers of education should reflect human capital development needs.
2. Entrepreneurship courses should be given priorities in the time table schedule of business education programme to enable students acquire entrepreneurship skills for self and decent work on graduation.
3. ICT skills should be included in the curriculum of business education to enable students acquire the ICT skills so as to make them employable or self- employed and also have a decent work upon graduation.

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PERCIEVED INFLUENCE OF VOCATIONAL GUIDANCE ON BUSINESS STUDENTS' CAREER CHOICES IN SECONDARY SCHOOLS IN KWARA STATE, NIGERIA

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Abstract

The study examined the perceived influence of vocational guidance on business students' career choices in secondary school in Kwara State, Nigeria. The main purpose of the study was to determine the perceived influence of vocational guidance on business students' career choices in secondary school in Kwara State, Nigeria, specifically, two purposes were raised, from which two research questions and two hypotheses were formulated and test at 0.05 level of significance. Descriptive survey research design was adopted for the study. One thousand seven hundred and fifty-five students in secondary schools in Kwara State made up the total population for the study. A sample of 305 (students) was drawn from the population using the research advisor sampling. The instrument used for the collection of data was a structured questionnaire titled Influence of Vocational Guidance on Business Students Career Choices in Secondary School Students' Questionnaire (IVGBSCCSSSQ). Percentage and mean were used to answer the research questions while the null hypotheses were tested using independent t-test at 0.05 level of significance. The study found that vocational guidance has positive influence on business students' career choices in secondary schools. It was concluded that the need for experienced vocational guidance at our secondary schools should be taken into serious consideration, as the destiny of the students and choices of careers depends on the monitoring and guidance received. It was recommended among others that there should be the availability of experienced vocational guidance at the school, who will guide the students based on records of achievement.

Keywords: Vocational Guidance, Business Students, Career Choices, Professional, Unemployment.

Introduction

The Introduction and implementation of vocational guidance (VG) into the secondary curriculum in Nigeria has not only provided students with the necessary transferable skills that employers are interested in an organization but, it has also provided a mechanism for engaging those who are lost or confused on what career to choose the right path. It has also presented them with the help of a vocational guidance counselor the opportunity to investigate which future career options align with each student's ability and area of interest. The Federal Republic of Nigeria (FRN) in its National Policy on Education places a high premium on vocational education which vocational guidance is an integral part, of the view of its significant role in the socio-economic emancipation of Nigeria. The FRN (2013), showed that it is used as a comprehensive term referring to those aspects of education which led to the acquisition of practical and applied skills as well as basic scientific knowledge. Vocational education is not only important in supplying employment opportunities to individuals but also helps in enhancing the productivity of firms. Agrawal (2013), said that vocational education is an indispensable tool for improving labor mobility, adaptability, and productivity and contributing to enhancing firms" competitiveness and redressing labor market imbalances. For underprivileged as well as marginalized groups, vocational education can be a better route toward a better life for them. It was, further, stressed that this hope of the federal government can only be true and realized only if the vocational education system is well implemented in our secondary and tertiary institutions.

Guidance is as old as man, all through the ages, humans have for one reason or the other sought guidance. Vocational guidance was developed by Frank Parsons in the year 1908, a time he was faced with the challenge of giving a name to what he thought the school should provide as a service to school leavers about to go into the world of work. According to Parsons in his book 'Choosing a Vocation', the term vocational guidance was referred to the process of assisting people to choose a vocation, prepare for it, and attain efficiency and success. The national vocational guidance association which was set up in America in (1924), went on to state that vocational guidance is regarded as choosing an occupation, preparing for it and entering into it, and progressing in it.

The origins of vocational guidance in Nigeria, however, can only be traced to antiquity. In Nigeria, the beginnings of what could be called modern vocational guidance belong to the second half of the 20th century. In Late 1959, a group of Reverend Sisters of St. Theresa's College Ibadan felt the need for their graduating students to obtain some help concerning information about work and placement in the world of work. They, therefore, invited twenty professionals from different occupations to give some occupational school in December that year, that is, 1959. The invitees arranged vocational talks for the students and helped them to gain further insight into their capabilities and interests, particularly as these abilities and interests related to the available occupational opportunities. In addition, the immediate net outcome was that the school, that is, St. Theresa's College, was able to obtain positions for fifty-four, out of the sixty girls in professional training courses and occupations. The groups of helpers were not vocational guidance counselors; however, they were able to sustain their interest in helping service the students so well started. They convened regular meetings and decided to extend their environs. In October 1961 there was a crucial meeting to which post-primary school principals and representatives from the ministries of Education, Labor, Trade and Industry, and Health were invited; an important outcome was the establishment of the Ibadan Careers Council. Soon after the founding in 1961 of the Ibadan Careers Council, many more schools all over Nigeria joined the Association thus increasing its membership tremendously. It became naturally necessary to change the name of the Association to accommodate its national outlook. Thus in 1967, the Ibadan Careers Council has renamed the Nigerian Careers Council. The Nigerian Careers Council drew its membership mainly from post-primary schools and membership was also open to secondary

schools and institutions of higher education, employers, Government Ministries, and others interested in the Association's activities. By 1972 the number of members stood at 158. The Association's aims and objectives as outlined in an undated information bulletin entitled Nigerian Careers Council include but are not limited to: The council's main ambition is to establish and maintain a sound vocational Guidance Service in our secondary schools whereby school-leavers' educational ambition could be properly channeled to suit their ability and aptitude in their choice of careers (Ikeotuonye, 1990).

In pursuance of the objective of the 6-3-3-4 educational system particularly concerning the young secondary school leavers encountering fewer difficulties in making the necessary transition from school to work, the National Policy on Education further stated that "given the apparent ignorance of many young people about career prospects, and because of personality maladjustment among young school children, career officers and counselors shall be appointed in primary institutions (FGN 2013)". The above pronouncement stresses that vocational guidance is a must in every Nigerian secondary school to achieve the desired aims of VTE at this level. Unachukwu (2011), reported that there is no serious guidance and counseling in secondary school system, with the result that the students pass out of this level without defined objectives. This could be attributed to the scarcity of qualified career officers or vocational counselors as recognized in the National Policy on Education (FGN, 2013). The level of involvement of other members of the school community in guidance activities could also hinder effective vocational guidance activities in secondary schools. There is a need for all hands to be on deck to improve guidance activities in secondary schools to tum out students who are technically equipped to fit into the global economy. With an increased change in the world of work and the number of opportunities in the society and market; the need for vocational guidance has also increased manifold. People have begun to realize the fact that not all can become engineers, doctors, lawyers, teachers, entrepreneurs, oil, and gas merchants, or travel abroad. Rather students can explore other fields that concur with their interests and abilities with the help of a vocational counselor. Vocational guidance is essential in secondary schools when the students are not sure about choosing a suitable career option or are confused about which path to take. This is very important, as students from junior secondary find it difficult to determine whether to choose science, art, or commercial. Most students are not well informed or aware of different careers aligned with their choice of the senior class, either science, art, or commercial. It is important to know that a person's career determines his course of life. While a good decision at the right point in time can make the student's life pleasant; a wrong one can as well ruin it. Vocational guidance help is needed at that point to assist such students carefully and professionally in selecting the most suitable senior class. Vocational counseling can help students clear their doubts by giving them a clear-cut view of what they can expect from various business subjects. Despite having a clear idea of what they want to achieve in life, some students, do not know the career path they need to follow to have the requisite academic qualifications to join a particular course.

Many Nigerian youths are idle while some are involved in various vices due to the unemployment rate in the country (Ademiluyi, 2018). This implies that they cannot raise the socioeconomic standard of their dear country, nor could they contribute to nation-building. Youth unemployment is a menace and constitutes a real danger and a threat to Nigeria's socioeconomic growth. It is often said that "an idle hand is the devil's workshop" the joblessness of the Nigerian youth today stems from their of requisite skills inadequate guidance on vocational and entrepreneurial skills (Ademiluyi, 2019). This has further aggravated the youth's negative attitudes in the society as most antisocial acts including thuggery, arm robbery, militancy, restiveness, ethnic-political clashes, and other social vices in the country, which could be traced to the high rate of unemployment (Okafor, 2011). Unfortunately, most research studies on the causes of youth unemployment or the implications of unemployment have not been able to trace the root cause in detail. A career choice is not made abruptly, it is a continuous process with careful planning. A career is a series of jobs that a person has

in a particular area of work, usually involving more responsibilities as time passes (Okonkwo, 2011). Career choice is one of many important choices students will make in determining their future and this decision will impact them throughout their lives. The essence of who the student is or wants to become will revolve around what the student wants to do with their lifelong work. The primary goal of career guidance and counseling is to make it possible for an individual to see and explore his or her unlimited endowed options. it is an undeniable fact that the major service areas of guidance and counseling are, educational guidance and counseling which assists students in their choices of career, vocational guidance and counseling which assists the individual to choose and prepare for an occupation that is compatible with his interests and aptitudes, and personal and social guidance and counseling which assists the individual to behave appropriately concerning other members of the society (Odeck 2009; Ipaye, 2015).

Vocational guidance and counseling services are essential tools in student development, especially during the adolescent stage. The adolescent stage is characterized by rapid growth and change: socially, spiritually, physically, morally, and intellectually. Most adolescents are in secondary schools, which is why guidance and counseling services are very essential. According to Bark (2013), guidance and counseling are the assistance made available by qualified and trained persons to an individual of any age to help him to manage his life activities, develop his points of view, make his own decisions, and carry his burden. In addition, Braddock (2011), states that the purpose of guidance and counseling in schools is to improve academic achievement, foster positive study attitudes, and habits, increase acquisition and application of conflict resolution skills, and decrease school dropouts. Lack of guidance and counseling in adolescence has resulted in to increase in unpleasant outcomes in society. These include school dropouts, drug abuse, crimes, and even failure to secure jobs. When guidance and counseling services are lacking in schools, students' adaptation becomes difficult thus leading to poor performance, misbehavior, and drop out. Career selection is one of many important choices students will make in determining their future; this decision will impact them throughout their lives. The essence of who the student is will revolve around what the student wants to do with their life-long work. Indeed, vocational and career-related issues are salient across different cultures and nationalities (Leung, 2013).

Gender is one of the most stable features that humans are born with it and upon which humans are classified as male and female and prejudiced. It was argued that adolescents internalize gender expectations as to what is "appropriate" male and female behavior in their gender ideology and this return affect career aspirations, academic motivation, and academic self-efficacy (Maaike, Eva, Ineke & Tanja, 2016). Despite recognition by researchers of the importance of gender in career choices, relatively little attention has been given to the secondary schools' students in this regard. There are also scantly studies that have examined the value of gender differences in career choices in developing countries and especially Nigeria, showing the necessity of this study. Although both male and female are accorded equal educational opportunities in our modern educational system, gender seem to fortify difference in career choices (Dasgupta & Stout, 2014, Wang &Degol, 2013).

According to Alutu (2012), career development and choice should be initiated as early as the nursery school years through the primary, secondary, and tertiary school levels. Most career choice are influenced by parents, friends, relatives, teachers, printed information, among others which has a relative effect on one's life endeavors. Career choice is one of many important decisions students will make in determining plans. This decision will impact them throughout their lives because, "the essence of who the student is will revolve around what the student wants to do with their life-long work" (Brochert, 2012). Every student carries the unique history of their past and this determines how they view the world and the career opportunities that are available to them in their chosen field of study. In most cases, the choice of careers, subjects, and courses of study as well as the subsequent career paths are a nightmare for prospective undergraduate students (Issa &Nwalo, 2018). This is because

most students do not have enough knowledge and information to make the right career choice. Most often, choosing the right subject combination leading to the right professional can make the difference between enjoying and detesting the career in the future. Everyone undergoing the process of making a career choice is influenced by such factors as the context in which they live, their aptitudes, and their educational attainment (Watson et al., 2010). This study is focused on how vocational guidance influences business students' career choices in secondary schools. Business subjects that are offered to business students at the secondary school level are arithmetic, commerce, accounting, economics, marketing, and business studies. The introduction of these subjects at junior and senior secondary schools prepares the students for the desired career path. This career path can be chosen wisely and monitored with the help of vocational guidance. Business students after leaving school can now use relevant skills, knowledge, and competencies gained to work or proceed to further academic journeys in a business-related degree such as Business Education, Marketing, Business Administration, Entrepreneurship, etc.

However, their career choices for selecting the specialization need to be based on complete information and marketplace practices. Secondary schools now need to regularly hold sessions with corporate professionals, companies, and trade bodies to create an interface with the students. The interface with the industry professional is extremely important, as it will provide the students with the opportunity to discuss and clarify their thought processes and align their perceptions about various disciplines and career options with the actual ground realities. The school should bring up the department for vocational guidance that will focus on nurturing and assisting the students towards academic and career journeys. The success of young leaders in their career endeavors depends on the alignment of their career choice with their interests and personal preferences. Choice of career is standout amongst the most noteworthy determinations for intuition, preconceived notions, wild imaginations, or popular concepts. A miss perceived career choice directs all individual efforts and resources in the wrong direction, and when not aligned with the expectations; would not only frustrate business students but will be supportive to them in their future thoughts. Numerous variables influence the career decisions of secondary school students, which vocational guidance is not exempted, recognizing these variables would give individuals, instructors, and industry a thought as to where to put their trust in the profession choice procedure (Kazi, Nimra & Nawaz, 2016).

Statemen of the Problem

Busines students after getting their degree begin their careers in the real business world. Also, there would be business students who therefore choose what the right way is for them inside of the time compass of the first year, and afterward, there are the slow learners who take very late choices. The orientation of this choice will affect the business students' life for no less than 30 years. Individuals chose career planning to pursue their professional objectives and get informed about upcoming opportunities, their results, and their timely evaluations. People prefer a career that could provide them sound basis for an improved standard of living (Cavus, Geri, &Turgunbayeva; 2015).

In Kenya, personality types and interest in the subject is a factor that impacts a lot on making career choices for the students, but a look at a similar study conducted in South Africa, where demographics and culture are different it, revealed that the financial factors impact on career choices of students, Fatima Abrahams et al (2015). Zing's (2017), research concluded that the personal liking of an individual towards a particular subject contributes to his career selection decision. The study of Shertzer and Stone (2013), found that interest depicted by students in some subjects will mostly lead to better examination performance and selection of professions in the same direction. Alexander (2011), revealed that an examination of students enrolled in the disciplines of information technology found that liking the subject has chief significance when looking at the factors contributing to the professional direction adopted by students. Edward and Quinter's (2012), investigation disclosed that

an individual's proclivity toward a particular field or subject, their predilection for a particular job, and the match between his personality and selected professions is an important factor contributing career path. All the studies discussed pointed to certain factors that could be the predicament for business students' career choices.

Okolie (2014), asserts that many secondary school students lack ideas on which course to study in the higher education institution after leaving secondary school. Also, the list of vocations appears inexhaustible, likewise, the variety of persons with varied attributes; and certainly not all persons are suitable for all vocations because every vocation needs a certain background, guidance, preparation, and aptitude; therefore, only those that have the requirements succeed on the journey. It is contended that one of the contributing factors of unemployment cum underemployment among school leavers in the country could be inadequate or lack of vocational guidance to students while in and out of school. In other words, or they are not given adequate and relevant vocational or occupational information that will enable them to graduate from school to a suitable occupation. It is through a graduate's occupation that he/she is expected to serve the country, contribute and at the same time benefit from economic growth and national development. In a case where one is not properly guided in career decision-making by professional vocational guidance, it would not be possible for such an individual to contribute to economic and national development after graduation. From another viewpoint, vocational guidance programs in secondary schools have not been given the proper attention it deserves; and until the proper attention is given to this form of education program, the majority of secondary school students will continue to have difficulty in career decision-making (Anthonia, 2017). It is against these reasons that this study was conducted to determine the influence of vocational guidance on business students' career choices in secondary school students in Kwara State, Nigeria.

Purpose of the Study

The major purpose of the study was to determine the perceived influence of vocational guidance on business students' career choices in secondary school in Kwara State, Nigeria. Specifically, the study sought to

1. find out the extent to which vocational guidance influence business students' career choice in secondary school.
2. investigate the extent to which vocational guidance practically reduce the level of unemployment among business students secondary school leavers in Ilorin West Local Government Area of Kwara State, Nigeria.

Research Questions

The following research questions guided the study.

1. To what extent does vocational guidance influence business students' career choices in secondary school?
2. To what extent does vocational guidance help reduce the level of unemployment among business students secondary school leavers?

Research Hypotheses

The following hypotheses were tested at a 0.05 level of significance.

Ho_1: There is no significant difference between the mean response of male and female students regarding the influence of vocational guidance on business students' career choices in secondary school.

H_{O2}: There is no significant difference between the mean response of male and female students regarding whether vocational guidance help reduces the level of unemployment among business students secondary school leavers.

Methodology

The researcher used a descriptive survey research design for this study. According to Umoru (2016), descriptive survey design gives the accurate assessment of the characteristics of the whole populations of people. It is also more realistic than the experiment in that, it investigates phenomena in their natural setting. A questionnaire was used to collect data from the population who were located at various points in the study area. The population for the study comprised JSS 3 students. This is because, it is at this level students decided whether to choose science, commercial, or art class. There are 28 secondary schools comprising 1755 JSS 3 students in Ilorin West Local Government. Ten schools were randomly selected using simple random sampling techniques, this was to give all schools equal chances of been selscted. A total number of 305 students were sampled using the research advisor sampling table (2006). A structured questionnaire was used as an instrument for data collection.

The questionnaire was designed by the researcher for the entire respondents, which appeared in two sections A and B. "A" sought personal information from the respondents. Section "B" elicited responses based on the research questions. For validation of the research instrument the researcher consulted three experts for proper examination. The split-half method was used to determine the reliability of the instrument; the instrument was divided into halves of odd and even numbers. The Spearman rank order correlation coefficient was used to calculate the reliability estimate of one-half (odd number), and the spearman Brown prophecy formula was used to calculate the reliability estimate of the instrument which was 0.78. Therefore, the instrument was found reliable and stable. The data collected were analyzed using frequencies and percentages for the personal data of the respondents. Mean and standard deviation were adopted to answer the research questions. Independent Samples t-test statistic was used to test null hypotheses at a (0.05) level of significance.

The level of acceptance or rejection of each questionnaire items was determined based on the mean ratings of items interpreted relative to real limits of numbers as follows: Very High Extent (4) 3.5 – 4.00, High Extent (3) 2.5 – 3.49, Low Extent (2) 1.5 – 2.49, Very Low Extent (1) 1.0 – 1.49. For the hypotheses, if the observed probability value is equal to or less than the fixed value ($p<0.05$) the null hypothesis was rejected, otherwise the null hypothesis was not rejected.

Data Analysis and Results

Demographics. Of the 305 surveys distributed to JSS 3 students in secondary schools, all were returned representing an overall return rate of 100 percent of which 128 were male representing 42% and 177 were female representing 58%.

Research Question 1: To what extent does vocational guidance influence business students' career choices in secondary school?

Table 1: Mean and standard deviation of responses on the extent vocational guidance influences business students' career choice in secondary school

S/N	Item Statements	$\bar{X}$	SD	Remark
1.	Vocational guidance would go a long way in giving the students the confidence to decide what they want to do in the future without fear or doubt.	2.76	0.62	High extent
2.	Vocational guidance helps students make career choices that are in line with their interests, aptitude, and	2.95	0.66	High extent

abilities

3.	Vocation guidance helps the students to realize they can explore other occupational fields apart from popularly known ones.	2.87	0.57	High extent
4.	With the help of vocational guidance, students can relate education to employment opportunities.	3.11	0.71	High extent
5.	Vocational guidance equips parents and teachers with the necessary skills in the collection of job information.	2.55	0.74	High extent
Grand mean and SD		**2.85**	**0.66**	**High extent**

Source: Field Survey, 2022

Table 1 shows the mean and standard deviation of responses on the extent to which vocational guidance influence business students' career choices in secondary school. The table reveals that the respondents indicated a high extent for all the items (1 to 5) with mean scores ranging from 2.55 to 3.11. All five items have standard deviation ranges from 0.57 to 0.74 which means that the responses of the respondents are not widespread as they are close to their respective mean scores. The table has grand mean and standard deviation scores of 2.85 and 0.66 respectively which indicates that all the items influence business students' career choices to a high extent. The result, therefore, shows that vocational guidance has a positive influence on business students' career choices in secondary schools to a high extent (mean = 2.85, SD = 0.66).

Research Question 2: To what extent does vocational guidance practically reduce the level of unemployment among business students secondary school leavers?

Table 2: Mean and standard deviation of responses on the extent vocational guidance practically reduce the level of unemployment among business students secondary school leavers

S/N	**Item Statements**	$\overline{X}$	**SD**	**Remark**
1.	Vocational guidance gives the proper sense of direction as regards the suitable job for one to choose.	2.72	0.61	High Extent
2.	Vocational guidance can reduce unemployment by preparing people for the job they can do.	2.61	0.72	High Extent
3.	Vocational guidance gives students all the necessary skills and competencies required by organizations	2.19	1.02	Low Extent
4.	Vocational guidance helps students to get trained in areas that lead to employment.	2.55	0.95	High Extent
5.	Vocational guidance creates self-knowledge and wise decision in making a career choice.	2.83	0.65	High Extent
Grand mean and SD		**2.58**	**0.79**	**High Extent**

Source: Field Survey, 2022

Data in Table 2 shows the mean and standard deviation of responses on the extent to which vocational guidance practically reduces the level of unemployment among business students secondary school leavers. The table reveals that the respondents indicate a high extent for item

constructs 1, 2 and 4, and 5 with mean scores of 2.72, 2.61, 2.55, and 2.83 and indicate a low extent for item constructs 3 with a mean score of 2.19. All five items have standard deviation ranges from 0.61 to 1.02 which means that the responses of the respondents are not widespread as they are close to their respective mean scores. The table has grand mean and standard deviation scores of 2.58 and 0.79 respectively which indicates that all the items practically reduce the level of unemployment among business students secondary school leavers to a high extent. The result, therefore, shows that vocational guidance practically reduces the level of unemployment among business students and secondary school leavers (mean = 2.58, SD = 0.79).

H_{O1}: There is no significant difference between the mean response of male and female students regarding the influence of vocational guidance on business students' career choices in secondary school.

Table 3: Summary of t-test of the difference between the mean ratings of male and female students regarding the influence of vocational guidance on students' career choices in secondary school

Group	N	Mean	SD	t-cal	Df	p-value	Decision
Male	128	2.61	0.55				
				16.147	303	0.091	Not Rejected
Female	177	2.67	0.64				

Source: Field survey, 2022 P>0.05

The data in Table 3 shows that there are 128 male and 177 female students. The female students' responses indicate a higher mean score ($\bar{x}$ = 2.67; SD = 0.64) than male students ($\bar{x}$ = 2.61; SD = 0.55). Their responses are close to the mean as the standard deviations are very low. The table reveals that there was no significant difference between the mean ratings of male and female students regarding the influence of vocational guidance on business students' career choices in secondary school (t_{303} = 16.147, P>0.05). Therefore, the null hypothesis was not rejected. This implied that male and female students did not differ in their responses regarding the influence of vocational guidance on business students' career choices in secondary school.

H_{O2}: There is no significant difference between the mean response of male and female students on whether vocational guidance practically reduces the level of unemployment among business students secondary school leavers.

Table 4: Summary of t-test of the difference between the mean ratings of male and female students on whether vocational guidance practically reduces the level of unemployment among business students secondary school leavers

Group	N	Mean	SD	t-cal	Df	p-value	Decision
Male	128	2.59	0.62				
				21.337	303	0.105	Not Rejected
Female	177	2.63	0.81				

Source: Field survey, 2022 P>0.05

The data in Table 4 shows that there are 128 male and 177 female students. The female students' responses indicate a higher mean score ($\bar{x}$ = 2.63; SD = 0.81) than male students ($\bar{x}$ = 2.59; SD = 0.62). Their responses are close to the mean as the standard deviations are very low. The table

reveals that there was no significant difference between the mean ratings of male and female students on whether vocational guidance practically reduces the level of unemployment among business students secondary school leavers (t_{303} = 21.337, P>0.05). Therefore, the null hypothesis was not rejected. This implied that male and female students did not differ in their responses on whether vocational guidance practically reduces the level of unemployment among business students secondary school leavers.

Discussion of Findings

Findings from the first research questions revealed that vocational guidance has a positive influence on business students' career choices in secondary schools to a high extent (mean = 2.85, SD = 0.66). Likewise, the hypotheses tested revealed that male and female students did not differ in their responses regarding the influence of vocational guidance on business students' career choices in secondary school. The findings coincide with Bark (2013), who states that vocational guidance and the assistance made available by qualified and trained persons to an individual of any age to help him/her manage his or life activities, develop his or her points of view, make his or own decisions, and carry his burden. Further reveals that the adolescent stage is characterized by rapid growth and change: socially, spiritually, physically, morally, and intellectually. Most adolescents are in secondary schools, which is why vocational guidance and counseling services are very essential at that level. The study also agreed with Kazi, Nimra and Nawaz (2016), who state that numerous variables influence career decisions of secondary school students, which vocational guidance is not exempted, recognizing these variables would give individuals, instructors, and industry a thought as to where to put their trust in the profession choice procedure. The findings also support the study of Shertzer and Stone (2013) who found out that interest depicted by students in some subjects will mostly lead to better examination performance and selection of profession in the same direction. The second research question also revealed that vocational guidance practically reduces the level of unemployment among business students and secondary school leavers (mean = 2.58, SD = 0.79). likewise, the tested hypotheses shows that male and female students did not differ in their responses on whether vocational guidance practically reduces the level of unemployment among business students secondary school leavers. This finding was buttressed by the study of Quinter (2012) whose investigation disclosed that an individual's proclivity toward a particular field or subject, their predilection for a particular job, and the match between his personality and selected professions is an important factor contributing to career path. All the studies discussed pointed to certain factors that could be the predicament for business students' career choices. Okolie (2014) also asserts that many secondary school students lack ideas on which course to study in the higher education institution after leaving secondary school. This implies that vocational guidance programs in secondary schools have not been given the proper attention it deserves; and until the proper attention is given to this form of education programme, the majority of secondary school students will continue to have difficulty in career decision-making and increase in the level of unemployment (Anthonia, 2017).

Conclusion

The introduction and implementation of vocational guidance at the secondary school level will allow the students to be aware of opportunities surrounding each career and taking proactive decisions with the help of guidance. This will allow them to understand their environment to succeed in school and work is imperative. The study concluded that emphasis on vocational and technical education at all levels of the nation's educational system should be taken, the rising level of unemployment of secondary school leavers and the growing complexity of industrial and business establishments are some factors that justify the implementation of vocational guidance services in

secondary schools. Numerous ways need to be employed to realize the goals of vocational guidance in schools.

Recommendations

Based on the findings of the study and the conclusions derived from the study, the following recommendations were made.

1. There should be the availability of experienced vocational guidance at the school who will guide the students based on records of achievement.
2. Relevant skills, knowledge, and competencies should be inculcated onto the students so they can be well equipped before leaving secondary school.

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STATEGIES FOR EFFECTIVE IMPLEMENTATION OF PRACTICUM CURRICULUM FOR PREPARING BUSINESS EDUCATION STUDENTS FOR DECENT WORK IN DIGITAL ERA

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Abstract

This paper discussed various strategies for effective implementation of practicum curriculum for preparing business education students for decent work in the digital era. The paper conceptualized decent work and also enumerated the objectives and course outlines of the NCE business education practicum curriculum. It was established that the business education practicum curriculum is a veritable tool for preparing business education students for decent work in the digital era. The paper equally highlighted some impediments to the effective implementation of the business education practicum curriculum to include; inadequate funding, shortage of qualified and highly skilled personnel, inappropriate teaching strategies as well as government apathy towards business education. In order to overcome the aforementioned challenges, the paper suggested the following strategies; adequate funding, employment of the right calibre of personnel, adoption of appropriate instructional strategies and revitalization of professional bodies at national and state levels. In conclusion, the paper asserted that the NCE business education practicum curriculum has the potentials for instilling appropriate work-ethics, social skills, creative cum problem-solving skills, time and stress management skills for business enterprise thus preparing students for decent work in the digital era.

Keywords: Decent jobs, E-world, Hard skills, Soft skills, On-the-job training.

Introduction

In the Nigerian education system, colleges of education are teacher training institutions established with the core mandate of producing middle level personnel to teach at the basic education level. The colleges offer diverse programmes at the sub-degree level leading to the award of the Nigeria Certificate in Education (NCE). However, a good number of the colleges of education offer first degree programmes in affiliation with prominent universities within and outside Nigeria.

As at December 2021, there were 163 colleges of education in Nigeria, comprising 27 (federal), 54 (states) and 82 (private) (Wikipedia, 2022). It is instructive to note that business education is one of the most common programmes in colleges of education. According to Ezeabi (2017),

business education is an aspect of vocational education which equips individuals with the necessary skills and theoretical knowledge needed for effective performance in the business world either for paid employment or self-employment. Business education is an all-encompassing programme with contents derived from business management, business administration, office technology and management education, purchase/supply education, accounting education, communication skills, distributive education, marketing education, business law, business law and so on (Ezeabi at al., 2021). Similarly Amesi (2016), observed that business education refers to education for office occupation, marketing occupation, distributive education, accounting, business teaching, office technology, business management and economic understanding of the individual. This presupposes that business education covers a wide range of economic activities in any society. It also refers to the pedagogical and desirable business competence needed for self-employment, gainful employment and entrepreneurial mind-set with a view of making the recipients self-reliant. Across various levels of education, business education scholars are expected to acquire wide knowledge in a business discipline, logical reasoning capacity, communication skills, numeracy and computer literacy. From the foregoing, it is obvious that business education is work-focused, skill-based, result-oriented and technology-driven.

Overview of business education practicum in colleges of education

Business education in colleges of education is a double major programme and therefore cannot be combined with another programme. In order to ensure depth in knowledge and skills, four options or areas of specializations are approved and they include: Accounting Education option (BEA), Entrepreneurial Education option (BEE), Marketing Education option (BEM) as well as Office Technology and Management option (BEO). (FRN, 2020: 26)

One of the most comprehensive courses in the NCE Business Education programme is BED 213 titled “Business Education Practicum”. As enunciated in the Nigeria Certificate in Education minimum standards for Vocational and Technical Education (2020), the inclusion of Business Education Practicum became imperative due to the following needs;

a. The need for business education students to be acquainted with the dawn of a new millennium which has triggered a burning and thirstier desire for the attainment of technological competence in the world vis-à-vis the challenges of globalization and emerging functional cum knowledge education.
b. The need to provide business education students opportunities to apply their theoretical and practical knowledge in real work situations thereby bridging the gap between class/paper works and actual practical skills or competencies.
c. The need to expose business education students to work ethics and the methods/techniques in handling equipment and machinery that may not be available in schools.
d. The need to keep abreast with modern skills and operational competencies; as well as new trends in technological development especially in small business enterprise operations.

In line with the philosophy of the NCE Business Education programme, BED 213 was designed to be a credit unit course and the following outlines are expected to be covered;

a. Personal and career development skills in working environment e. g. attendance to duty, punctuality, integrity and dexterity skills.
b. Human relations and social skills in the working place.
c. Information and communication technology skills (the focus areas should be- relevance of experience in the use of ICT tools, method of communication using ICT tools, use of computer in business analysis and ICT knowledge and skills for intending business educators).
d. Identification of business enterprises.

e. Social skills (leadership and management skills).
f. Work ethics and office code of conduct.
g. Creative and problem-solving skills (study of recent innovation in business and use of analytical ability in solving problems in businesses).
h. Time and stress management in business enterprise.
i. Practical application skills.

The curriculum stipulates that after the teaching of the aforementioned course outlines in the classroom, the students will go for practical field trips in relevant business areas/centres where they will observe and acquire the business practical skills. Students must write report of their experiences which will be part of their assessment in the course. (FRN 2020: 37-38). The word, PRACTICUM refers to a course involving activities with emphasis on practical application of theory especially one in which a student gains on-the-job experience in a field of study. Therefore business education practicum can be described as the practical application of theories learnt in other business education courses such as: office practice, management, entrepreneurship, marketing, information technology, business communication among others.

Meaning and attributes of decent work in digital era

In 1999, Juan Somavia, then director-general of the International Labour Organization, first proposed /men in conditions of freedom, equity, security and human dignity with the core mandate of boosting the realization of rights at work, employment equality, social protection and social dialogue (ILO; 1999 cited in Haiming& Yan, 2020). Consequent upon the initial mention of the term, it has gained a wider acceptance from labour relations experts thus goal 8 of the United Nations Sustainable Development Goals (SDGs) set out a vision for decent work and economic growth by the year 2030. According to the International Labour Organization (ILO) (2015), decent work can be described as work that: is productive, returns a fair income, provides security in the work place and protection for families, offers better prospects for personal development and social integration, allows freedom for people to express their concerns and to organise and participate in the decisions that affect their lives. A decent work is also expected to offer equality of opportunities and treatment to all qualified individuals, irrespective of gender, tribe, race or religion.

In a nutshell, decent work can be conceptualized as work that guarantees adequate welfare and secured future for the practitioners without discrimination on the bases of gender, disability, creed or race. It is noteworthy that Goal 8 of the SDGs was hinged on the premise of an understanding that decent work serves as impetus to national development. However, there are factors that inhibit decent work and economic growth and these factors vary from country to country according to peculiar circumstances. Some common inhibiting factors include: Lack of access to quality education and low educational achievement, poverty and low socio-economic status, inequality, poor state governance and weak social protection systems, precarious working conditions, lack of inclusive growth, the disruption of firms and short term corporate thinking and the mismatch of skills.

It is quite obvious that corporate organizations and work places are becoming increasingly dependent on technology; the implication of this is that operational modalities are continuously being transformed and it is incumbent on employees and employers to keep abreast of the emerging technologies.

Nexus between business education practicum and decent work

Without any doubt, business education practicum is a potent tool in preparing students for decent work in digital era. A cursory look at the objectives and course outlines of the business education practicum curriculum in colleges of education reveals that the curriculum contents are in tandem with the attributes of decent work as outlined by the International Labour Organization (ILO). If

properly implemented, the curriculum has the capacity to produce business education graduates that are relevant in the digital era. A thorough scrutiny of the NCE business education practicum curriculum reveals the imperativeness of functional institution-industry collaboration that will adequately bridge the gap between theory and practice by exposing business education students to out-of-classroom industrial experience. Such experience in the world of work will help to build the students' capacity towards becoming active participants as far as decent work is concerned.

With the emphasis on practical knowledge and field trips to relevant industries for observation and mentoring, the business education practicum curriculum has the potential to make business education students in colleges of education acquire hard and soft skills which are very essential for career success in the digital era. Without any doubt, business education enables recipients to imbibe high moral standards and acquire ethical rectitude at high professional or pedagogic standards (Ademiluyi& Oyedele, 2020). The rationale for business education is anchored on a progressive and dynamic vision coupled with a plethora of hard and soft skills designed for moulding students to become knowledgeable and ethical decision makers as they optimally perform their functions as consumers, employees, responsible citizens and astute managers of human, material and financial resources. It is very obvious that career prospects that constitute decent work require the possession of hard and soft skills. According to Doyle (2018), hard skills refer to knowledge required to perform a job, in other words, they are skills gained through education, training programmes, certification and on-the-job training. On the other hand, soft skills are a cluster of productive personality traits that characterise a person's relationship in a milieu. Examples of soft skills are: social grace, communicative ability, language skills, personal habits, cognitive or emotional empathy, time management, teamwork and leadership traits (Bortz, 2017; Okanazu et al, 2019).

The link between Business Education Practicum and Decent work is entrenched in the possession of hard skills and soft skills. Without possessing adequate hard and soft skills it is very difficult for an individual to enter and function effectively in the sphere of decent work either as employee or employer. Meanwhile Business Education Practicum is a very viable platform to inculcate hard skills and soft skills since it is a course that marries theory with practical.

Challenges of effective implementation of business education practicum curriculum

Without any equivocation, the NCE business education practicum curriculum has the capacity to engineer the required liberation and stimulation of the citizens for global competition and national development. However, the implementation of the curriculum has been hampered by a myriad of impediments. Some of the challenges are discussed below;

1. Inadequate funding: Generally, acute shortage of financial resources has been identified as the greatest challenge confronting the education sector in Nigeria (Edokpolor and Owenvbiugie, 2017). The nature of the business education practicum curriculum demands adequate funding in order to effectively implement the practical aspects of the course outlines. To effectively implement the curriculum, there is a critical need for a wide range of modern infrastructure and facilities such as state-of-the-art lecture halls, workshops, studios, library, ICT laboratories and model office.
2. Shortage of qualified and skilled personnel: Another challenge militating against the effective delivery of the business education practicum curriculum is the inadequacy of competent and skilled personnel. It is disheartening to observe that some business educators do not possess sufficient digital skills to effectively teach business education practicum. This situation prompted Idris and Mbudai (2016), to lament the inadequacy of skilled personnel and indifferent attitude towards the teaching of business education courses.
3. Inappropriate teaching strategies: Business education practicum is a course that is intended to inculcate in the students understanding, values, knowledge, business skills and technical skills

required in the world of work in digital era. The skills to be imbibed by business education students are technical, manipulative as well as thinking habits applied to global competition, machine operations, procedures and tasks. In view of the foregoing, the business education practicum curriculum stipulates that practical field-trips, office/business centre observation and practical utilization of the model office and ICT laboratory should be the dominant teaching strategies for the course. However, the traditional or lecture teaching strategy has been most commonly utilized for teaching business education practicum in most colleges of education. The adoption of inappropriate instructional strategy has continued to impede the achievement of the lofty objectives of business education practicum.

4. Government and societal apathy towards business education: Despite the lofty roles of business education in the economic development of any nation, it is quite evident that major stakeholders in the government circle and management of institutions have been handling business education programme with levity. Therefore, the programme has suffered inadequate attention, low public image and poor reputation. (Oladunjoye, 2016; Okoye and Udegbunam, 2019). This negatively affected the effective implementation of the business education practicum curriculum is Nigerian colleges of education. Many of the institutions do not have model offices and ICT laboratories; however the provision of the aforementioned facilities is very germane and critical to the effective teaching and learning of business education practicum.
5. Haphazard implementation of the curriculum: The NCCE (2020) minimum standards stipulate that practical field trips to relevant business areas/centres for observation and acquisition of business practice skills should be compulsory activities in teaching and learning of business education practicum. Students are also expected to write reports which will be part of their assessment in the course. However it was observed that most colleges do not adhere to the aforementioned stipulations. The college management in most institutions find it difficult to approve field trips for business education students even within the immediate environments. In addition, many colleges of education have failed to fashion out a pragmatic way of implementing business office observation for business education students with appropriate recording of activities in a log-book as it is done for educational management students who normally undertake classroom observation in basic schools.

Strategies for effective implementation of the business education practicum curriculum

In order to effectively implement the business education practicum curriculum in Nigerian colleges of education, the following strategies are suggested;

1. Adequate funding: Government and other stakeholders should give more attention to the business education programme in colleges of education. College management, deans and heads of department should fashion out multiple and viable sources of funds to adequately invest in the business education programme.
2. Employment of the right calibre of personnel: Those in charge of staff recruitment should ensure that the right calibres of qualified and skilled personnel are employed to teach business education courses especially business education practicum. A legal framework and management structure should be instituted to forestall the employment of indolent and half-baked lecturers to teach business education courses.
3. Adoption of appropriate instructional strategies: Business education practicum should be taught as stipulated in the NCCE minimum standards with more emphasis on practical field trips, business office/centre observation and report writing at the end of the field trips and observations. There should be less emphasis on the adoption of lecture/traditional method of instruction.

4. Revitalization of professional bodies at the national, state and local government levels: Business education practitioners should zealously embrace professional bodies such as Association of Business Educators of Nigeria (ABEN) at all levels, (national, state chapters, institutions chapters). The presence of viable professional bodies at the various levels will create profound awareness at all levels of the Nigerian society that will help to neutralize the negative effect of societal apathy towards business education. Government officials and heads of institutions, captains of industry and parents need serious enlightenment on the indispensable roles of business education in economic development. Such enlightenment can only be actualized through the instrumentality of viable and professional associations such as ABEN at all levels. Every Business Education Department/Unit is enjoined to establish a viable and functional students' wing of ABEN.
5. Proper implementation of the business education practicum curriculum: Deans and heads of department (under whose auspices the business education programme falls) should ensure that business education practicum curriculum is adequately and effectively taught. Deans and heads of department should consider the peculiarity of their institutions before allocating the business education practicum course to lecturers. There should be adequate use of the model office and ICT laboratory. The course should be allocated to seasoned and passionate business educators with the appropriate skills, experience, work ethic and temperament to inculcate hard and soft skills in the students.

Conclusion

Based on the foregoing, it was concluded that business education practicum has the potentials for preparing colleges of education students for decent work in digital era. This was predicated on the curriculum objectives and contents which have the capacity to instil appropriate work-ethics, social skills, time and stress management in business enterprise as well as practical application skills. A thorough scrutiny of the business education practicum curriculum revealed that the curriculum is a vital tool for preparing business education students for decent work in the digital era. It was also concluded that effective implementation of the curriculum is being impeded by a plethora of challenges that have rendered the curriculum as mere paperwork without commensurate results. The implication of this is that an effective and passionate implementation of the business education practicum curriculum will usher in the much needed revolution in vocational and entrepreneurial skills in the digital era hence the need for continuous evaluation of the business education practicum curriculum and its implementation strategies in colleges of education.

Recommendations

Based on the conclusion of this paper, it was recommended that;

1. Heads of Business Education Department in colleges of education should collaborate with appropriate organizations and business firms to accept business educations students for eight weeks internship as part of strategies for implementing the business education practicum curriculum.
2. Co-teaching and team-teaching methods should be adopted for implementing the business education practicum curriculum. The objectives and contents of the curriculum are beyond the expertise of a single lecturer. Therefore, a team of seasoned lecturers might be needed so as tomaximise the pool of expertise.
3. College management in the various institutions should think out of the box to tackle the menace of inadequate facilities and funding that impede the effective implementation of the business education practical curriculum.

4. Participation in field trips should be made compulsory for all BED 213 candidates. The college management and relevant stakeholders should be regularly carried along while working out the modalities and logistics for actualizing the field trips.
5. A periodic review of the business education practicum curriculum should be undertaken by business educators at all levels taking into cognizance global and local peculiarities.

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INFLUENCE OF BUSINESS EDUCATION PROGRAMME ON BUSINESS EDUCATION STUDENTS FOR SKILLS ACQUISITION IN COLLEGES OF EDUCATION, KANO STATE, NIGERIA

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Abstract

The paper investigated the Influence of Business Education Programme on Business Education Students for Skills Acquisition in Colleges of Education in Kano State, Nigeria. Three research questions were answered and Three null hypotheses were tested for the study. Descriptive survey design was used and served as a design of the study. **The population of the study consisted of (1,579) NCE III students in the mentioned public colleges of education. The sample size of the study is made up of (400) NCE III students of business education departments who were selected using the Yaro Yamane formula so as to have fear representation of the population for the study.** ***The instruments used for data collection was a structured questionnaire which was designed by the researcher and tagged as Influence of Business Education Programmes on Students' Skills Acquisition (BEPSSA), Quality Infrastructural Facilities on Students' Skills Acquisition in Business Education Programmes (QIFSSBE) and Business Education Programme on Students' Skills Acquisition for Economic Development (BEPSAED) in Colleges of Education Kano State which consisted of 30 questionnaire items. The instruments were vetted by three experts in research who are not below the rank of readers and professors so as to remove all ambiguities of the instruments for the students. Pilot study was carried out at College of Legal and Islamic Studies Kano State. The reliability coefficients of the instruments obtained were 089, 0.79 and 0.87. Mean and standard deviation were used to answer the research questions while regression analysis was used in testing the null hypotheses at 0.05 level of significance for the study. The findings of the study identified the quality of business education programmes in terms of the students' skills acquisition, quality of infrastructural facilities on students' skills acquisition and business education programmes on students' skills acquisition for economic development are regarded as the ingredients for boosting students' skills acquisition and economic development in colleges of education Kano State, Nigeria. It was recommended that the school authorities of Kano State colleges of education should improve the quality of infrastructural facilities in business education programmes. This will assist and enable the students to acquire skills for gainful employment and enhancing economic development as well as reducing unemployment rate in the country.***

Keywords:*Business Education Programme, Business Education Students, influence, Colleges of Education* and *Skills Acquisitions.*

Introduction

Skills at whatever levels of education need to be taken into account so as to enable the students to be functional members of the society. Business education students can be regarded as the students who studied business education courses such as accounting education, marketing education, entrepreneurship education and office technology and management education. The mentioned courses were built based on the skills that the students were supposed to acquire so as to be functional members in the society for the purpose of improving the standard of living as well as

sustainable development of the nation. This is in line with the position of Umoru and Oluwalula (2022) who see business education students as the students who are expected to attain the competency level and skills that meet the specified requirements of employers for being self-reliant members of the society. In the same vein the opportunity to identify the rate of assimilation of business education students and improve the capability of business education students for problems identification and evaluation of business education programmes for the improvement through their interactions and sharing experience in business education programmes (Olubiyi&Akinwumi, 2022). Business education programme refers to the programme of study from the colleges of education to the universities level of education in which the students acquire skills in accounting education in order to prepare proper financial management so as to improve the quality of their business professionally. This is in line with the view of Ademiluyi and Oyedele (2020) who stated that the business education programme is the most preferred educational course in Nigerian colleges of education and universities and it is designed to meet the general and vocational educational needs of the society in terms of students' skill acquisition.

Skills acquisition refers to the process whereby that provides the students with the skills needed to be received such as initiative, enthusiasm and inquisitiveness by the students in order to enable him or her to function effectively and efficiently within and outside the programme they undergo. Skills acquisitions can be regarded as the techniques that provided the students with the initiative, enthusiasms, inquisitiveness, interest, in continuous, learning, courage, self-reliance, comfort with uncertainty, self-control, self-knowledge, positive outlook, toward adversity, independence, appreciation of diversity, perseverance, creativity flexibility, open mindedness, language and communication skills assertiveness, sense of humour, and above all, resourcefulness, and adaptability (Chinazor, 2021). This is in line with the position of Umoru and Oluwalula (2022) who considered the quality assurance in higher education entails the students with the ability of institutions to meet the expectation of the users of man powers in connection to the quality of skills acquired by the outputs to meet the expected standard so as to minimise the students problems as well as improving standard of living.

Chinazor (2021) stated that skills acquisition equips one to organise, adapt, and strategically apply specific skills in new situations and circumstances. Furthermore, he noted that skills acquisition also enables one to generate new skills that help him or her to succeed in novel situations, manage and adapt to change and to furnish by creating what matters, even in the face of adversity. Skills acquisition builds self-esteem and self-confidence at the personal front that enable personal and professional advancement, and at the same time create opportunities at the professional front of the students for being self-focus in carrying out their professional activities (Bautista, 2016). Failure to acquire proper skills by the students lead to unemployable graduates and for those employed, are at best under-employed and are paid peanuts in comparison with what they would have deserved to earn if well placed in the workplace. These can only be achieved if business education students are properly trained by professional business educators who have the ability and competencies for improvement of business education programmes (Idowu, 2021).

Business education programme refers to the programme that equips the students with different skills that lead the students to be competent in discharging their business activities professionally. Business education is an educational programme that provides a range of expertise in accounting, marketing and office technology and management (Edokpolor&Owenvbiugie, 2017). Business education programme is concerned with equipping students with the requisite attributes such as knowledge, skills, competencies, and attitudes in order to become gainfully employed in the world of work, while education about business, focuses on providing a sound basis for further studies at the graduate and postgraduate levels (Loretta et al., 2021). Business education is also a vocational programme that equips the recipient with knowledge, skills, attitudes and understanding needed for

effective participation and contribution as producers and consumers of business products. It therefore means that business education progresses individuals who will adequately participate in business activities. It also equips the individuals with business knowledge, vocational skills and competency required in modern offices and schools, but the relevance of business education classrooms and laboratories in this regard are questionable but this aim could be achieved when business education classroom and laboratories are modified to suit schools' technical needs for skills acquisition in business education programme on business education students' skills acquisition (Oduma et al., 2019).

Business education programme on business education students' skills acquisition refers to the skills that the business education students acquire so as to be functional members of the business society for economic development. Skills acquisition of business education students can be considered as accounting skills, marketing skills, entrepreneurship skills, office management technology skills, teaching and learning skills. These will enable business education students to be functional members of the society in order to improve the standard of living as well as to develop the economic development. This is in line with the position of Iwuocha and Peters (2019) who opined that business education is a programme basically for skill acquisition, vocational and competency among the students for economic development. In the same Iwuoha (2016) sees business education programmes as a component of vocational education which involves the acquisition of skills, knowledge and competence which make its recipients or beneficiaries proficient in the society and improved economic development of their nation.

Business education programme on business education students' skills acquisition is a form of educational training or retraining which is directed toward the development of the learners to become productive in a paid or self-employment business for economic development (Azuka & Nwosu, 2018). They further stated that the emphasis is not only on the position of skilled manpower for a static economy but also continuing to do so for a dynamic one, especially with changing societal needs for technological advancement of the nation standard and economic development. The quality in a business education programme means the relevance and appropriateness of its programme to the needs of the community for which it is provided. Effective business education programmes must have a role for providing students with a variety of dynamic skills and viable learning experience so that they will be ready to perform better in a professional manner upon entrance into the first career position (Joya & Chinwe, 2020). Business education programme on business education students' skills acquisition provides them with the skills that prepare students for entry into advancement in job within business and prepare the students to handle their own business affairs to function intelligently as consumers and citizen in a business economy such as Kano State for enhancing economic development (Uchenu, & Okeke-Okonkwo, 2020). Kano State is a state among the 36 states of Nigeria which is situated in the Northwest Zone. Kano State has three public colleges of education and many more private colleges of education with many students who need to acquire functional skills in order to improve the quality of education to the standard levels as well as to enhance the economic development and Nigeria at large. Failure to provide the students with required skills needed that enhance their ability, interest, opinion, behaviour, attitude using proper infrastructural facilities and many more will create joblessness among the students thereby changing their direction to the bad company group.

Infrastructural facilities are the facilities that provide the students with the skills needed to be acquired so as to enhance the students' skills acquisitions. Infrastructural facilities are regarded as adequate facilities that were provided by the schools and used by lecturers and students so as to enhance the students with skills acquisition required. This is in line with the view of Kaizer and Okoli (2021) who considered that infrastructural facilities are tools for supporting teaching and learning. They are the facilities used by the lecturers in order to aid the teaching and enable the learners to get

a better understanding of the lesson and to demonstrate the skills in practical terms. In the same vein Kemenanaebi (2017) posited that the usefulness of infrastructural facilities lies in their potential to facilitate students' learning. It enables the learners to see, feel and touch the object involved in the learning process so as to enhance the students with the proper skills to be acquired due to be functional members in the field of work. Any educational programme that lacks essential facilities cannot reasonably expect to achieve its objectives such as proper skills for students' skills acquisition Ubulom&Enyekit, 2017). Umoru and Oluwalola (2022) pointed out that quality assurance served as a mechanism in terms of infrastructural facilities for promoting employability skills required among business education students for business education programmes so as to enhance the students' performance and solve their problems in tertiary institutions in Kwara State, Nigeria.

Statement of the Problems

Business education programme refers to the programme of study that equips the students with several skills for being a functional member of the society before, within and after graduation. In the view of this, Ademiluyi and Oyedele (2020) stated that the business education programme is the most preferred educational course in Nigerian colleges of education and universities and it is designed to meet the general and vocational educational needs of the society in terms of students' skill acquisition. It is highly required to help schools send their students to the organisation to acquire practical skills to be relevant and competent in the world of work. However, a wide gap seems to exist in the expectations and perceptions of both institutions and organisations, possibly as a result of empty-handed consideration of the skills acquisitions among the students. Therefore, a new demand for skill acquisitions are all before the teachers and the students. All are left to the teachers' ability and competence especially in the effective implementation of the business education programme.

This is linked to the lack of practical experience caused by insufficient infrastructural facilities between the institutions and the organisation. The problems of ill-equipped laboratories and workshops result in poor skill acquisition and limit students towards economic improvement for sustainable development. This study therefore determines how business education programmes can be improved in order to enhance students' skills acquisition as well as economic development of Kano State in particular and Nigeria in general.

Research Question

The following are the research questions that guided the study.

1. What is the influence of the business education programme on students' skills acquisition in colleges of education, Kano State?
2. What is the influence of the quality of infrastructural facilities for promoting students' Skills acquisition in business education programmes in colleges of education in Kano State?
3. What is the influence of the business education programme on students' skills acquisition for economic development in colleges of education, Kano State?

Hypotheses

The following hypotheses were formulated and tested at 0.05 level of significance.

1. There is a significant difference between the influence of business education programmes and students' skills acquisition in colleges of education, Kano State.
2. There is no significant difference between the influence of quality of infrastructural facilities and promoting students' skills acquisition in business education programmes in colleges of education. Kano State.
3. There is no significant difference between business education programmes and students' skills acquisition for economic development in colleges of education, Kano State.

Methodology

The study covered all the NCE III students in the departments of business education in public colleges of education in Kano State such as Federal College of Education Kano State, Federal College of Education Technical Bichi and Sa'adatu Rimi College of Education Kumbotso Kano State. Descriptive survey design was used for the study due to sourcing the information using the opinion of the students among the population of the study. The population of the study consisted of (1,579) NCE III students in the mentioned public colleges of education. The sample size of the study is made up of (400) NCE III students of business education departments who were selected using Yaro Yamane formula so as to have fear representation of the population for the study. The instruments used for data collection was a structured questionnaire which was designed by the researcher and tagged as *Influence of Business Education Programmes on Students' Skills Acquisition (BEPSSA), Quality Infrastructural Facilities on Students' Skills Acquisition in Business Education Programmes (QIFSSBE) and Business Education Programme on Students' Skills Acquisition for Economic Development (BEPSAED) in Colleges of Education Kano State which consisted of 30 questionnaire items.*Four points rating scale such as Strongly Agree, (SA) 4 points, agree (A) 3 points, Disagree (DA) 2 points and Strongly Disagree (SD) 1 point. was used for the study. The questionnaire was validated by three experts in the Business Education Sections Abubakar Tafawa Balewa University and Ahmadu Bello University, Zaria. Pilot study was carried out at College of Legal and Islamic Studies Kano State. The internal consistency of the questionnaires was determined using Cronbach Alpha procedure with a reliability index of 0.89, 0.79 and 0.87. The students were briefed on how to feel the questionnaire properly by the researcher. The copies of the questionnaire were administered and collected backed by the researcher. A total of 375 (93.75%) instruments were collected back and used to analyse the data. To answer the research questions, mean and standard deviation were used while null hypotheses were tested using regression analysis for this study.

Results

Research Question 1

What is the influence of the business education programme on students' skills acquisition in colleges of education, Kano State?

Table 1: **Mean Responses and Standard Deviation of the Influence of Business Education Programme on Students' Skill Acquisition in Kano State**

S/NO	Items on Business Education Programme on Students' Skills Acquisition	Mean	Standard Deviation	Remark
1	Business education programmes provide the students with skills acquisition	2.56	0.612	Agree
2	Business education programmes improve students' skills acquisition	2.71	0.691	Agree
3	Business education programme improves the students with the critical thinking skills to be acquired by the students so as to focus the business future properly	2.87	0.712	Agree
4	Business education programmes equip the students with the skills to be acquired for being functional members of the society.	3.14	0.822	Agreed
5	Business education programmes inculcate the mind of the students with the skills to be acquired for societal development.	3.00	0.791	Agreed
6	Business education programme enhanced the	3.01	0.761	Agreed

	students' visual skills to acquire proper decision making in business activities properly.			
7	Business education programmes guide the students with the proper teaching skills to be acquired in order to improve students' skills acquisition.	2.87	0.661	Agreed
8	Business education programmes help the students with office technology skills for the improvement of office technology management	2.92	0.702	Agreed
9	Business education programmes provide the students with the proper marketing skills to be acquired for the improvement of marketing strategies	2.65	0.612	Agreed
10	Business education programme provides the students with the internet facilities skills to be acquired so as to improve the societal development	2.97	0.591	Agreed

Table 1 shows the responses of students on the influence of the business education programme on students' skill acquisition in colleges of education in Kano State. The outcome of the analysis revealed that students agreed that the influence of business education programmes enhanced students' skill acquisition. The weighted mean of the influence of business education programmes on students' skills acquisition is 2.87. The greatest mean score is 3.14. It was observed from the values of the standard deviations that there was a close range in the responses of the students.

Research Question 2

What is the influence of the quality of infrastructural facilities for promoting students' skills acquisition in colleges of education in Kano State?

Table 2: **Mean Responses and Standard Deviation of the Quality of Infrastructural Facilities for Promoting Students' Skill Acquisition in Colleges of Education, Kano State.**

S/NO	Items on the Influence of Quality Infrastructural Facilities for Promoting Students' Skills Acquisition	Mean	Standard Deviation	Remark
11	There are adequate laboratories and typing pool that enhanced the students with proper skills acquisition	2.73	0.661	Agree
12	Laboratories, typing pool are regularly maintained so as to improve the students with the skills acquisition	2.56	0.541	Agree
13	Business education programme	2.87	0.721	Agree
14	Classrooms are adequately provided in this institution for enhancing students' skills acquisition.	3.24	0.832	Agreed
15	This institution provides functional internet service to facilitate students learning skills acquisition	3.12	0.897	Agreed
16	Students have access with the facilities that facilitate students' skills acquisition	3.06	0.782	Agreed
17	There are adequate workshops in my institution for enhancing students' skills acquisition,	2.97	0.671	Agreed
18	My school library is adequately stocked with relevant and reliable educational resources that enhance the students with the skills to be acquired for national development.	2.93	0.706	Agreed

19	My school provided the students with a recreation place for improvement of students' skills acquisition.	2.75	0.627	Agreed
20	My school hostel adequately furnished and habitable for used in order to improve students' skills acquisition	2.98	0.623	Agreed

Table 2 shows the responses of the influence of quality of intrastromal facilities on students' skill acquisition in colleges of education in Kano State. The outcome of the analysis revealed that students agreed that the influence of business education programmes outlined enhanced students' skills acquisition. The weighted mean of the influence of the quality of intrastromal facilities on students' skills acquisition is 2.92. The greatest mean score is 3.24. It was observed from the values of the standard deviations that there was a close range in the responses of the students.

Research Question 3

What is the influence of the business education programme on students' skills acquisition for economic development in colleges of education, Kano State?

Table 3: **Mean Responses and Standard Deviation of the Business Education Programme on Students' Skill Acquisition for Economic Development in Colleges of Education, Kano State.**

S/NO	Items on Business Education Programme on students' Skills Acquisition for Economic Development.	Mean	Standard Deviation	Remark
21	Business education programmes educate the students with the buying and selling skills for promoting economic development	2.85	0.632	Agree
22	Business education programmes inculcate the students' communication skills that improve economic development,	2.91	0.731	Agree
23	Business education programmes provide the students with management skills for economic development	2.77	0.701	Agree
24	Business education programmes with internet facilities skills that are used by the students in order to improve economic development.	3.25	0.922	Agreed
25	Business education programmes provide the students with the marketing strategies that are used to advance economic development.	3.02	0.891	Agreed
26	Business education programmes provide the students with the entrepreneurship skills being self-reliant and promoting economic development	3.21	0.771	Agreed
27	Business education programmes educate the students with international business standard techniques so as to enhance economic development	2.98	0.681	Agreed
28	Business education programmes educate the students with the value of the consumers while purchasing goods and services so as to improve economic development.	2.97	0.762	Agreed
29	Business education programmes provide the students with the skills for operating small business enterprises	2.75	0.632	Agreed

	for economic development.			
30	Business education programmes provide the students with decision making skills that guide the students for economic development.	2.97	0.791	Agreed

Table 3 shows the responses of students on the influence of business education programmes on students' skill acquisition for economic development in colleges of education in Kano State. The outcome of the analysis revealed that students agreed that the influence of business education programmes enhanced students' skills acquisition or economic development. The weighted mean of the influence of business education programmes on students' skills acquisition or economic development is 2.97. The greatest mean score is 3.25. It was observed from the values of the standard deviations that there was a close range in the responses of the students.

Testing of Hypotheses

Hypothesis 1

There is a significant difference between the influence of business education programmes and students' skills acquisition in colleges of education, Kano State.

Table 4 Summary of Regression Analysis on the Influence of Business Education Programmes on Students' Skills Acquisition in Colleges of Education, Kano State.

Summary Model	**B**	**Standard Error**	**t**	**r-cal**	**R^2**	**Adjusted R**	**Sign**
Business Education Programme	2,743	.497	5.361				
				0.497	0.327	0.175	0.000
Students Skills Acquisition	3.494	.872	5.872				

Source Field of Survey 2022 P> 0.05

The regression analysis in Table 4 was to determine the influence of the business education programme on students' skill acquisition in colleges of education, Kano State. The result revealed a constant beta value of 2.743 males with a t-value of 5.361 and a coefficient value of 5.361 for females with a t-value of 5.872. The R-value was 0.476 with an R^2-value of 0.327 and an adjusted-R of 0.175 with a p-value of 0.000. The result indicated that the business education programmes had a variance of 33% (r^2 0.327 x 100) on students' skill acquisition in colleges of education, Kano State. This means that for each single increase in business education programmes, there was an increase in competent students' skill acquisition of 33%. The observed value of 0.000 was less than the value of 0.05, indicating the observed value of 0.000 influence of the business education programme on students' skill acquisition in colleges of education, Kano State. This implies that the business education programme has an influence on students' skill acquisition in colleges of education in Kano State Hence, the null hypothesis was rejected.

Hypothesis 2

There is no significant difference between the influence of quality of infrastructural facilities and promoting students' skills acquisition in colleges of education. Kano State.

Table 5 Summary of Regression Analysis on Significant Difference between the Influence of Quality of Infrastructural Facilities and Promoting Students' Skills Acquisition in Colleges of Education, Kano State.

Summary Model	B	Standard Error	t	r-cal	R^2	Adjusted R	Sign
Quality of Infrastructural Facilities	2,775	.597	6.351				
				0.567	05327	0.275	0.000
Students Skills Acquisition	4.495	.879	5.863				

Source Field of Survey 2022 P> 0.05

The regression analysis in Table 5 was to determine the influence of the quality of infrastructural facilities on students' skill acquisition in colleges of education, Kano State. The result revealed a constant beta value of 2.775 males with a t-value of 6.351 against a coefficient value of 4.494 females and a t-value of 5.863. The R-value was 0.476 with an R^2-value of 0.327 and an adjusted-R of 0.275 with a p-value of 0.000. The result indicated that the quality of infrastructural facilities had a variance of 567% (r^2 0.567 x 100) on students' skill acquisition in colleges of education, Kano State. This means that for each single increase in the quality of infrastructural facilities, there was an increase in students' skill acquisition of 57%. The observed value of 0.000 was less than the value of (0.05) indicating a significant influence of the quality of infrastructural facilities on students' skill acquisition in colleges of education, Kano State. This implies that the quality of infrastructural facilities has an influence on students' skill acquisition in colleges of education in Kano State. Hence, the null hypothesis was rejected.

Hypothesis 3

There is no significant difference between business education programmes and students' skills acquisition for economic development in colleges of education, Kano State.

Table 6 Summary of regression analysis on the significant difference between influence of business education programmes on students' skills acquisition for economic development in colleges of education, Kano State.

Summary Model	B	Standard Error	t	r-cal	R^2	Adjusted R	Sign
Business Education Programme	3.763	.697	5.762				
				0.693	0.347	0.295	0.000
Students Skills Acquisition for Economic Development	3.494	.872	6.873				

Source Field of Survey 2022 P> 0.05

The regression analysis in Table 6 was to determine the influence of the business education programme on students' skills acquisition for economic development in colleges of education, Kano State. The result revealed a constant beta value of 3.743 males with a t-value of 5.361 and a coefficient value of 3.494 females with a t-value of 4.272. The R-value was 0.476 with an R^2-value of 0.327 and an adjusted-R of 0.295 with a p-value of 0.000. The result indicated that the business education programmes had a variance of 33% (r^2 0.347 x 100) on students' skill acquisition for economic development in colleges of education, Kano State. This means that for each single increase in business education programmes, there was a 35% increase in competent students' skill acquisition. The observed value of (0.000) was less than the value of (0.05), indicating a significant influence of the business education programme on students' skills acquisition for economic development in colleges of education, Kano State. This implies that the business education programme has an influence on students' skill acquisition for economic development in colleges of education in Kano State. Hence, the null hypothesis was rejected.

Discussion of Findings

The study revealed that there was a significant relationship between the influence of business education programmes and students' skills acquisition as revealed by hypothesis one. This implies that the business education programme had significant influence on students' skills acquisition in colleges of education in Kano State. This is in line with the findings of Umoru and Oluwalola (2020) who found the quality of the admission process and employability skills on Kwara State intuitions of learning. They believed that the quality of the admission process enhanced the students with employability skills as well as ensuring educational aims before students' graduation.

The findings of hypothesis two revealed that infrastructural facilities had a significant influence on students' skills acquisition. This implies sufficient provision of adequate infrastructural enhanced students with the skills required to acquire for sustainable development. The findings of this study have agreed with Ubulom and Enyekiti (2017) who in their study on evaluation of facilities utilised for the implementation of business education in tertiary institutions in River State found that any educational programme that lacks essential schools' plants and facilities cannot reasonably expect to achieve main objectives. This implies that infrastructure such as essential amenities, fittings, schools' materials and creational places are important in boosting students' learning and skills acquisition. This is in line with the view of Kaizer and Okoli (2021) who considered that infrastructural facilities are tools for supporting teaching and learning. They are the facilities used by the lecturers in order to aid the teaching and enable the learners to get a better understanding of the lesson and to demonstrate the skills in practical terms. In the same vein Kemenanaebi (2017) posited that the usefulness of infrastructural facilities lies in their potential to facilitate students' learning. Umoru and Oluwalola (2022) pointed out that quality assurance served as mechanism in terms of infrastructural facilities for promoting employability skills required among business education students for business education programme so as to enhance the students' performance in tertiary institutions in Kwara State, Nigeria'

The findings of hypothesis three revealed that the business education programme has an influence on students' skills acquisition for economic development in colleges of education in Kano State. Hence, the null hypothesis was rejected. Business education programme had a competency for enhancing students with the proper skills for economic development of the nation. This is in agreementwith the view of Iwuocha and Peters (2019) who opined that business education is a programme basically for skill acquisition, vocational and competency among the students for economic development.

Conclusion

The study investigated the business education programme on business education students for skills acquisition in colleges of education, Kano State. The results showed that business education programmes, quality of infrastructural facilities and students' skills acquisition for economic development are demanding to the students' skills acquisition in business education programmes. Consequent to this, it could be affirmed that good infrastructural facilities put in place will bring about effective students' skills acquisition for self-reliance, gainful employment and economic development of the nation.

A perfunctory stare at the educational system and business education programme indicates that quality of infrastructural facilities is of utmost importance for students to acquire adequate skills in order to meet the requirements of the organisations. The acquisition of the skills by the students will catwalk the inconsistency that exists between the employees and employers in the field of work and be functional members of the society for economic development.

Recommendations

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

1. The school authorities of Kano State colleges of education should improve the quality of infrastructural facilities in business education programmes. This will assist and enable the students to acquire skills for gainful employment and enhancing economic development as well as reducing unemployment rate in the country.
2. Infrastructural facilities such as adequate shorthand laboratories, typing pool. Internet facilities, services, recreational places, standard libraries and adequate model offices should be satisfactory due to the enhancement of effective teaching and learning which will result in the achievement of students' skills acquisition in business education programmes.
3. Adequate and proper skills such as accounting education skills, marketing education skills, entrepreneurship education skills and office technology management skills, and teaching and learning skills should be given to the business education students in business education programmes. This will assist, help and guide the students to acquire functional skills for self-reliant and gainful employment as well as enhancing economic development of the nation.

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RELEVANCE OF BUSINESS EDUCATION IN THE TRANSFORMATION OF NIGERIAN ECONOMY: PERCEPTION OF BUSINESS EDUCATORS IN RIVERS STATE TERTIARY INSTITUTIONS

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Abstract

The study investigated the relevance of Business Education programme in Rivers State tertiary institutions as a vehicle for transforming the Nigerian economy. The study adopted a descriptive survey design. Three research questions and three hypotheses guided the study. The population for the study comprised of 87 Business Educators from RSU, IAUE and FCE(Tech) Omoku, Rivers State. The entire population was studied due to its manageable size. Instrument for data collection was a 24-item structured questionnaire titled "Questionnaire on Transforming Nigerian Economy through Business Education (QTNEBE) developed on a 4-point rating scale by the researcher and duly validated by experts in the field. The reliability coefficient 0.82 was determined using the test-retest method and PPMC. The mean and standard deviation was employed in answering the research questions while ANOVA was used in testing the hypotheses at 0.05 level of significance. Findings from the study revealed that Business Education can transform the Nigerian economy through youth empowerment and job creation. Findings also revealed that the relevance of the programme is challenged by factors such as poor funding, poor public image of the programme, dearth of qualified business educators, poor implementation of the curriculum among others. The study concluded that Business Education is very effective in bringing about the desired transformation the nation and its citizens are craving through its youth empowerment and job creation roles it offers and as such very significant in curbing challenges such as unemployment, poverty reduction, insecurity and economic instability in the country. Based on the findings and conclusion of the study, it was recommended among others that enrolment into Business Education programme especially at the higher education level should be encouraged; government and stakeholders should create awareness on the relevance of Business Education programme to individuals, society and the state at large, through seminars, conferences and workshops.

Keywords: Business Education; Transforming; Relevance; Nigerian Economy; Sustainable Development;

Introduction

Nigeria is the most populous nation in Africa and the largest economy in the continent. A multi-ethnic and culturally diverse nation endowed with an abundance of natural resources with the potential of becoming a great economy with enormous production and consumption activities.Nigeria is Africa's biggest oil exporter and also has the largest natural gas reserves in the continent. It has the highest nominal GDP in Africa with a large and viable capital market. Despite these endowments, the nation is faced with diverse economic challenges such as high youth unemployment, high poverty, high inflation, lower standard of living, high corruption rate, loss of manpower, currency devaluation, high level of insecurity, increase in youth restiveness, social vices and more that has virtually stagnated the economy. (Abubakar, 2016; Edokpolor&Oduma, 2018). Businesses are encountering difficulties in growth and expansion; there is decline in real income, slow down of industrial production, salary cuts, increase in job losses and a big decrease in consumer spending. The general standard of living is low making life difficult for the average Nigerian (Adenubi, 2017). These myriads of economic problems are clear indications of the need to transform the economy so as to bring about the desired changes that the nation and its citizens are craving.

Transformation according to Anyachie and Areji (2015) is a dynamic process that involves empowering people and bringing about purposeful changes that contributes to social and economic wellbeing and advancement. Economically, it brings about improvement in human welfare, quality of life and social well-being and can be measured using a range of economic indicators such as: Inequality Adjusted Human Development Index (IHDI), Gross Domestic product (GDP), Purchasing Power Parity, GDP per Capita, unemployment rate among others. The authors further asserted that transformation encapsulates the process of economic, political and social development of the individual and the society and that it involves the acquisition of human potentials, proper understanding and management of the environment and the resources for sustained human wellbeing.

The goal of transformation is to promote sustainable economic growth, development, productivity and unemployment reduction that will ensure the satisfaction of human needs and aspirations. These in the opinion of Msheila (2013) can only be achieved in every sector of the Nigerian economy through functional skill-oriented education that can help build her economy on the principle of self-reliance. This corroborates the assertion of Wolugbom (2018) that Nigeriastill wallows in abject poverty and social socio-economic backwardness due to her inability to build her economy on the principle of self-reliance through skill acquisition via functional skill-oriented educational programmes that can help boost economic activities of the nation. A functional skill-oriented education will result in the creation of jobs, poverty reduction, human capital development, manpower development and improved economic activities in the nation.

Education has been recognised and adopted by nations as an instrument for national development and change having identified, established and reflected its relevance on the objectives of the National Policy on Education in Nigeria as the process that helps individuals acquire appropriate skills, abilities and competencies to develop both mentally and physically (FRN, 2014). Its importance to a nation cannot be over emphasized and obviously a genuine key to economic growth, development, technological advancement and economic empowerment. In recognition of this fact, the governments commit immense resources to ensure the provision of education for their citizens and also modify their policies towards ensuring that it is made accessible to all citizens (Oyebade, Oladipo &Adetoro, 2008). Abdukarim and Osiah (2014) noted that federal and state governments of Nigeria through various institutions are in continuous design and implementation of educational programmes that can empower the youths with knowledge and skills for self-reliance, self-employment and good citizenship to serve as refuge for youth empowerment, job creation, and human capital development in the long run.

This explains why theFederal Government of Nigeria (2017) in its plan for economic recovery and growth (2017-2022) stipulated that the shift in global economy have changed the skills required of the work force. Thus, the onus lies with educational sector to prepare its products to meet the demand of the changing technological and economic environment, thereby helping to revamp the economy. This implies that meaningful economic changes and transformation can only be achieved through the education of the citizens and that economic transformation, growth and development will remain an illusion without functional education which seems to be the only remedy to achieving this purpose. This validates the assertion Darling-Hammond (2010) that the key to transforming the economy lies in improving the quality of education with more emphasis on vocational and technical education (Business Education) as the gateway to the economic transformation of any nation.

One of such education designed to achieve this purpose is Business Education programme especially in higher education. Business Education has been recognized globally as a tool for empowering people, especially the youths, for sustainable livelihood and socio-economic development (Yusuff &Soyemi, 2012). It is an indispensable part of the general education that educates individuals for and about business, covering a wide range of economic activities (Ubulom, 2012). FRN (2014) described Business Education as an aspect of the general education that involves the acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of the economy and social life. Amesi and Gianmi (2018) asserted that this programme was established to impart youths with practical and employable skills that will enable them function effectively in the Nigeria economy. It is an aspect of education that includes education for business, teaching, office occupation, business administration as well as for economic understanding (Althanasius, 2019). To Ikpesu (2019) it is a body of knowledge that has been systematically designed to develop in students, skills and understanding, which will enable them, identify and explore economic opportunities and make them responsible citizens in the society.

Business Education was introduced as an aspect of functional vocational education needed to reduce economic challenges through self-reliance. It has among others, a mandate to graduate individuals who will be self-reliant and committed to putting the Nigeria economy back on track. Today, many African nations are given more attention to Business Education and training as reflected in their national and regional policies (Okon & Usoro, 2014). There is no doubt that the application of the various skills and knowledge acquired through Business Education will foster the desired transformation, development and growth of the economy as reflected in the goals for vocational and technical education (FRN, 2014): to train manpower in applied sciences, technology and in business; to provide the technical knowledge and vocational skills necessary for economic development and to give training and impart the necessary skills to individuals who shall be self-reliant economically.

The general philosophy of the programme involves the development of high calibre professionals who will become social engineers of change in every facet of the economy (National Universities Commission, 2018). Based on this philosophy, the objectives of the Business Education programme, borne out of the needs of industry, commerce and the society (Shaibu & Ahmadu, 2015) include; producing manpower endowed with analytical and critical knowledge of the major factors in contemporary business world to influence the development of a virile economy, empowering educators who will propel social changes through education both intellectually in attitudes, skills, values and worldviews; producing educators with entrepreneurial skills to enable them to be self-reliant (Otamiri, 2010; RSU, 2017, NUC, 2018).

Business Education, in tertiary institutions, encompasses several skill-oriented disciplines such as Accounting, Management, Marketing, and Office Management Technology providing practical skills for students who may want to move into and improve their career in business; giving them the opportunity of becoming teachers, accountants, secretaries, marketers, managers, business executives, entrepreneurs, financiers, business managers, self-employed, computer analyst,

economist, business consultants, insurance persons, in different areas of specializations (Althanasius, 2019). By implication, through knowledge and training acquired from these skill-oriented programmes, Business Education serves as a catalyst to the transformation and development of the economy by re-directing the mindset of teeming youths towards productive ventures giving the nation a proactive measure of solving economic problems via Business Education. According to Okoye (2016) the introduction of the programme into the school curriculum is a panacea for solving economic problems through employment generation. The author further asserted that Business Education is a key driver in any economy in the sense that it has the capability of producing competent, skilful, dynamic and entrepreneurial minded individuals who will effectively compete in the world of work and contribute effectively towards the nation's social and economic development. Thus, the relevance of Business Education in transforming the economy cannot be over emphasized. In line with the objectives of the programme, the role of Business Education in economic transformation include among others:

1. Encouraging self-employment through the creation of small-scale businesses as a panacea to unemployment and poverty challenge confronting the Nigerian economy.
2. Helping individuals to develop innovative and creative minds in business. Innovation and creativity will help individual to develop new ideas, ways and businesses that will thrive in the Nigerian economy and increase productivity;
3. Promoting effective utilization and mobilization of capital and skills.
4. Business Education through entrepreneurship will promote the export trade as an important feature to economic development;
5. Linking various facets of the economy to constitute market that will encourage economic growth and
6. Business Education is an avenue for job creation, as it offers to individuals a broad range of business opportunities that can spur the Nigerian economy to greater heights.

Amaewhule (2017) asserted that the dynamic nature of the programme makes it highly desirable not only for solving unemployment problems and stemming youth restiveness and other antisocial behaviours; it also gingers the economic development of the nation. In the author's opinion, Business Education with entrepreneurship efforts will bring about increase in GDP; wealth creation, products and services, leading to linkage effects and development of technology which will eventually give rise to massive industrialization. Similarly, Okafor, Awak and Jah (2019) opined that the programme exposes recipients to the economic systems of the country and equip them with lifelong skills that would enable them make reasonable judgement as producers (entrepreneurs), employers or consumers of goods and services.

There is no doubt that Business Education deals with the economy, identifying and explaining the role of business as an economic institution and providing content and experience that will train recipients for effective participation as citizens and consumers and by its nature and design relevant in addressing economic challenges such as poverty, unemployment, insecurity, loss of manpower, and much more through youth empowerment, human capital development, job creation, consumer education etc .This paper therefore examines the perception of Business Educators in Rivers State Tertiary institutions as implementers of the programme on the Relevance of Business Education programme in transforming the Nigerian economy.

Statement of the Problem

There is no doubt that, despite being blessed with enormous resources, Nigeria still faces numerous economic challenges especially with a blast of the recent pandemic linked recession. The nation is currently on the path of recovery. To stimulate economic transformation and growth Nigeria needs skill-oriented programmes that can help to build her economy on the principle of self-reliance (Enahoro, 2016). The federal and state governments of Nigeria through various institutions are

continuously designing and implementing educational programmes that can serve as refuge for youth empowerment, job creation, and human capital development in the long run (Abdukarim& Osiah, 2014). This simply implies that functional education seems to be the only remedy to achieving this purpose.

Business Education programme has been identified as a functional skill-oriented education designed to equip individuals with knowledge, skills and attitudes, making them active agents of transformation in the Nigerian economy. Going by the above, the question is, what is the relevance of Business Education programme in transforming the Nigerian economy to bring about the much-desired transformation that the nation and its citizens are craving?

Research Questions

The following research questions were answered by the study:

1. What is the relevance of Business Education programme in transforming the Nigerian economy through youth empowerment?
2. What is the relevance of Business Education programme in transforming the Nigerian economy through job creation?
3. What are the challenges of Business Education Programme in transforming the Nigerian Economy?

Hypotheses

The following null hypotheses formulated to guide this study were tested at 0.05 level of Significance:

1. There is no significant difference in the mean response of Business Educators in RSU, IAUE and FCE on the relevance of Business Education programme in transforming the Nigerian economy through youth empowerment.
2. There is no significant difference in the mean response of Business Educators in RSU, IAUE and FCE on the relevance of Business Education programme in transforming the Nigerian economy through job creation.
3. There is no significant difference in the mean response of Business Educators in RSU, IAUE and FCE on the challenges of Business Education Programme in Transforming the Nigerian Economy?

Methodology

The study was carried out in Rivers State of Nigeria. The design of the study was a descriptive survey and the population comprised of 18, 42 and 27 from Rivers State University (RSU), Ignatius Ajuru University of Education (IAUE) and Federal College of Education Omoku (FCT) respectively, a total of 87 Business Educators from the three selected tertiary institutions. The entire population was studied due to its manageable size as such the study did not adopt any sample/sampling technique. The instrument used for the study was a self- structured questionnaire titled “Questionnaire on Transforming Nigerian Economy through Business Education (QTNEBE)” developed by the researcher from insight gained from literatures reviewed. The questionnaire was divided into two parts; A and B. Session A sought personal information of the respondents while section B elicited information on the perception of Business Educators regarding the research questions. The instrument was a 24-item questionnaire drafted on a 4-point rating scale as follows: Strongly Agree (SA) = 4 points), Agree (A) =3 points), Disagree (D) =2 points), and strongly Disagree (SD) =1point). The instrument was subjected to face and content validity by the research experts in the field of Business Education. Reliability coefficient of 0.82 was obtained using the test retest method and Pearson Product Moment Correlation (PPMC). The instrument was personally administered and retrieved by the researcher with the help of two trained research assistance. Data collected were analysed using mean and standard deviation for the research questions and Analysis of variance (ANOVA) to test the hypotheses at 0.05

level of significance. Any mean score of 2.50 and above will be considered as Agree while mean score below 2.5 will be considered as Disagree. The decision rule for the hypotheses analysis is: If the F-calculated value is greater than the F-critical value; reject the null and conclude significant difference. Thus, the null hypothesis is accepted if the f-calculated is less than f-critical (table value).

Results

The results of the study were obtained from the respondents is shown below:

Research question 1: What is the relevance of Business Education programme in transforming the Rivers State economy through youth empowerment?

Table 1: Mean responses on the Relevance of Business Education programme in transforming the Nigerian economy through youth empowerment

S/N	ITEM	RSU		IAUE		FCT		REMARK
	What is the relevance of Business Education in transforming the Nigerian Economy through youth Empowerment	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	
1	Produce youths that will become active wealth creators and agents that will stimulate economic development and transformation.	3.54	0.74	3.52	0.68	3.56	0.74	Agree
2	Expose students with experiences to be self-reliant and useful members of society and the world of work.	3.21	0.69	3.40	0.71	2.70	1.04	Agree
3	Promotes better understanding of individual relationship in business and place of business in the Nigerian economy.	3.19	0.62	3.26	0.72	3.16	0.68	Agree
4	Provision of training that will empower youths to be creative and innovative entrepreneurs in the economy.	3.11	0.71	3.07	0.72	3.18	0.63	Agree
5	Encourage individuals to identify viable business opportunities that will grow the Nigerian economy.	3.00	0.59	3.15	0.68	3.25	0.78	Agree
6	Educate youths to discourage exploitation which would deter socio-economic growth of the society.	3.68	0.67	3.20	0.75	3.57	0.69	Agree
7	Educate youths for and about business and the place of business in the economy.	3.14	0.67	3.43	0.68	3.25	0.70	Agree
8	Empower youths with training and skills that to function well as entrepreneurs in the global economy.	3.64	0.63	3.47	0.72	3.53	0.71	Agree

Grand Mean/SD	**3.31**	**0.67**	**3.31**	**0.71**	**3.28**	**0.75**	**Agree**

Source: Research Data, 2021

The responses of the respondents from table 1 show items with mean scores ranging from 2.70- 3.64, indicating their acceptance. The grand means of 3.31, 3.31 and 3.28 from RSU, IAUE and FCT respectively are indications that the Business Educators are of the opinion that Business Education programme is very relevant in transforming the Nigerian economy through youth empowerment. The standard deviation scores of 0.67, 0.71 and 0.75 respectively reveal that their response values were compactly distributed. This implies that respondents had about the same opinions as regards their extent of agreement.

Research question 2: What is the relevance of Business Education programme in transforming the Nigerian economy through job creation?

Table 2: Mean response on Relevance of Business Education programme in Transforming the Nigerian Economy through Job Creation

S/N	ITEMS	RSU		IAUE		FCT		REMARK
	Relevance of Business Education programme in Transforming the Nigerian Economy through Job Creation	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	
1	Business education curriculum prepares youths for self-employment.	3.71	0.65	3.59	0.66	3.71	0.56	Agree
2	Youths are exposed to numerous job opportunities through which they can contribute to national development.	3.59	0.64	3.56	0.64	3.59	0.63	Agree
3	Business Education offers a broad range of business opportunities that individuals can fit into within the system for economic development.	3.47	0.65	3.49	0.67	3.46	0.63	Agree
4	Encourage the creation of small-scale ventures as a panacea to unemployment challenge.	3.22	0.68	3.26	0.65	3.38	0.53	Agree
5	Helps in poverty reduction by providing economically self-reliant individuals in diverse areas of the economy	3.63	0.55	3.61	0.60	3.52	0.58	Agree
6	Promotes export trade as an important feature to economic development	2.83	0.72	3.00	0.75	2.97	0.77	Agree
7	Encourage the acquisition of appropriate skills, abilities, knowledge and experiences as a solid foundation for job creation which leads to rapid economic transformation.	3.25	0.67	3.23	0.59	3.40	0.58	Agree
8	Business Education encourage the start-up and growth of dynamic businesses that will provide high value-added advantage to the Nigerian economy.	3.25	0.77	3.19	0.73	3.25	0.82	Agree

Grand Mean/SD	**3.37**	0.66	**3.24**	0.66	**3.41**	0.64	Agree

Source: Research Data, 2021

The responses of the respondents from table 2 show items with mean scores ranging from 2.83- 3.71, indicating their acceptance. The grand means of 3.37, 3.24 and 3.41 from RSU, IAUE and FCT respectively are indications that the Business Educators are of the opinion that Business Education programme is very relevance in transforming the Nigerian economy through job creation. The standard deviation scores of 0.66, 0.66 and 0.64 respectively reveal that their response values were compactly distributed. This implies that respondents had about the same opinions as regards their extent of agreement.

Research question 3: What are the challenges of Business Education Programmes in Transforming the Nigerian Economy?

Table 5: **Challenges of Business Education Programme in transforming the Nigerian Economy**

S/N	ITEMS	RSU		IAUE		FCT		REMARK
	Challenges of Business Education Programme in transforming the Nigerian Economy	$\overline{X}$	**SD**	$\overline{X}$	**SD**	$\overline{X}$	**SD**	
1	Poor funding of Business Education at all levels	3.71	0.52	3.75	0.49	3.85	0.35	Agree
2	Dearth of qualified business educators	3.59	0.62	3.55	0.55	3.54	0.51	Agree
3	Inadequate infrastructure, instructional resources, tools and equipment	3.46	0.63	3.46	0.61	3.37	0.65	Agree
4	Lack of self-empowerment	3.49	0.72	3.20	0.71	3.42	0.54	Agree
5	Poor public image of the Business education programme	3.15	0.76	3.13	0.71	3.15	0.78	Agree
6	Poor implementation of the Business Education curriculum	3.32	0.65	3.22	0.59	3.31	0.74	Agree
7	Incessant strike actions	3.31	0.53	3.24	0.57	3.40	0.58	Agree
8	Inadequate research	3.15	0.65	3.22	0.70	3.23	0.81	Agree
Grand Mean/SD		**3.39**	0.64	**3.35**	0.62	**3.41**	0.62	**Agree**

Source: Research Data, 2021

Table 3, reveals the perception of Business Educators on the challenges of Business Education programmes in transforming the Nigerian economy with grand means of 3.39, 3,35 and 3.41 for the respondent's groups. This indicates that the respondents agreed that there are obvious challenges confronting business education programmes arising from the state of the Nigerian economic situation. The standard deviation values of 0.64, 0.62 and 0.62 for RSU, IAUE and FCT is an indication that the respondents were not far from each other in their responses.

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Test of Hypotheses

Hypothesis 1: There is no significant difference in the mean response of Business Educators of Rivers State University (RSU), Ignatius Ajuru University of Education (IAUOE), and Federal College of Education (FCE) on the relevance of Business Education programme in transforming the Nigerian economy through youth empowerment.

Table 4: Summary of ANOVA on the Relevance of Business Education programme in transforming the Nigerian economy through youth empowerment.

Source of variance	Sum of squares	Degree of freedom	Mean square	Level of significance	F-cal.	F-crit.	Decision
Between groups	9	2	4.5				
Within groups	182	84	2.2	0.05	2.05	3.15	Accepted
Total	**191**	**86**					

Source: Field Survey Data 2021

The summary of ANOVA result as on the relevance of Business Education programme in transforming the Nigerian economy through youth empowerment as presented in table 4 showed the F-calculated value as 2.05 less than the f-critical value of 3.15 at 0.05 level of significance and 2 and 84 degree of freedom. The researcher consequently accepts the null hypothesis and therefore concluded that there is no significant difference in the perception of Business Educators as regards the relevance of Business Education programme in transforming the Nigerian economy through youth empowerment.

Hypothesis 2: There is no significant difference in the mean response of Business Educators in RSU, IAUOE and FCE on the relevance of Business Education programme in transforming the Nigerian economy through job creation.

Table 5: Summary of ANOVA on the relevance of Business Education programme in transforming the Nigerian economy through job creation.

Source of variance	Sum of squares	Degree of freedom	Mean square	Level of significance	F-cal.	F-crit.	Decision
Between groups	9.4	2	4.7				
Within groups	190.3	84	2.3	0.05	2.04	3.15	Accepted
Total	**199.7**	**64**					

Source: Field Survey Data 2021,

The analysis of variance (ANOVA) presented in Table 5 above on the relevance of Business Education programme in transforming the Nigerian economy through job creation revealed that the F-calculated value of 2.04 is less than the f-table value of 3.15 at 0.05 level of significance and 2 and 84 degree of freedom. This implied that, there is no significant difference in the mean response of the three respondents' groups as regards the relevance of the Business Education programme in

transforming the Nigeria economy through creating job opportunities. Therefore, the null hypothesis of no significant difference was upheld.

Hypothesis 3: There is no significant difference in the mean response of Business Educators in RSU, IAUOE and FCE on the challenges of Business Education programme in transforming the Nigerian economy.

Table 6: Summary of ANOVA on the Challenges of Business Education programme in transforming the Nigerian economy.

Source of variance	Sum of squares	Degree of freedom	Mean square	Level of significance	F-cal.	F-crit.	Decision
Between groups	7.2	2	3.6				
Within groups	190.3	84	2.27	0.05	1.59	3.15	Accepted
Total	**197.5**	**64**					

Source: Field Survey Data 2021,

The analysis of variance (ANOVA) presented in Table 6 above on the challenges of Business Education programme in transforming the Nigerian revealed that the F-calculated value of 1.59 is less than the f-table value of 3.15 at 0.05 level of significance and 2 and 84 degree of freedom. This implied that, there is no significant difference in the mean response of the three respondents' groups as regards the challenges faced by Business Education programme in transforming the economy.

Discussion of Findings

Findings of the study from research question one regarding the relevance of Business Education in transforming the Nigerian economy through youth empowerment showed an agreement by respondents that Business Education is relevant to Nigerian economic transformation via: preparing youths to become wealth creators and agents of transformation, exposing youths to training and experiences, providing better understanding of the business world, creativity and innovation as entrepreneurs among others. This finding strengthens the view of Babalola (2007) who asserted that the empowerment of the youth is the empowerment of the nation as it is an avenue for economic transformation. It also corroborates the view of Amaewhule (2017) that Business Education through the advancement of its role provides for the empowerment and self-reliance of students through the development of skills in the various skill-oriented disciplines of the programme and other related areas for students. Nwanaka and Amaechule (2011) also asserted that Nigeria will be able to reduce her economic challenges, if she has citizens who have been empowered in their various field of specialization. There is no doubt through Business Education youth empowerment role the Nigerian economy can be revamped. The programme empowers recipients in diverse practical aspects of business operations such as identifying business opportunities, exploiting viable opportunities through creation of new products and services, discovering new markets to existing products and services, applying creative packaging system and distributive approaches to facilitate product and service distribution.

Results from research question two indicated the relevance of Business Education in transforming the Nigerian economy through job creation. Findings with respect to this research question also revealed an agreement by the respondents on all items. Business Education can contribute to the transformation of the economy through: motivating youths for self-employment, exposing youths to numerous job opportunities, encouraging the creation of small-scale businesses, encouraging the acquisition of skills among youths and so on. This is in line with the view of Kulo, Effah and Okudare (2011) that Business Education provides for acquisition of relevant practical skills which are translated into job creation and self-employment after graduation. It also supports the assertion by Okoye (2016) that Business Education helps in the reduction of unemployment by contribute immensely to generation of employment opportunities in across Nigeria. This also implies that through Business Education job creation role unemployment and poverty as major challenge of Nigeria can be mitigated.

Generally, findings of the study proved that Business Education programme is a vital tool for economic transformation. These findings have far-reaching implications for government and education stakeholders on the relevance of Business Education to economic transformation.

Conclusion

This paper examined the perception of Business Educators' on the relevance of Business Education programme in transforming the Nigerian economy through youth empowerment and job creation as well as the challenges faced by the programme in a bid to revamping the economy. Based on the findings of the study, the study concludes that Business Education is very relevant and effective to bringing about the desired transformation the nation and its citizens are craving through its youth empowerment and job creation roles it offers. Business education is very significant in curbing the numerous challenges such unemployment, poverty reduction, insecurity and economic instability in the country. However, business education is constrained by in its effort in bringing about this desired change in the Nigerian economy. Thus, it has become imperative that Business Education programme in at all levels of education in the country be strengthen and recognised as the gateway to economic transformation.

Recommendations

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

1. Enrolment into Business Education programme especially at the higher education level should be encouraged so that youths can be empowered through training, knowledge and experience received to become self-reliant individuals.
2. Government, stakeholders and other partners of education should device strategies that will take graduates of Business Education out of the street and create opportunity for them to translate knowledge, training and skills acquired to creation of jobs that will sustain the Nigerian economy.
3. Government should improve on the funding of Business Education programme across the country at all levels by introducing a finance scheme for the programme that can be sustained**.** Financial aids in form of grants, sponsorships and loans should also be provided to youths who are interested in pursuing Business Education.

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ENHANCING DIGITAL SKILLS ACQUISITION THROUGH BUSINESS EDUCATION FOR ENTREPRENEURSHIP DEVELOPMENT

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Abstract

The rate at which youths are suffering in the bid to search for employment opportunities is alarming owing to the fact that many are not capable to undertake ventures which would make them self-employed and as well employers of labour. As a result, the study was carried out to investigate digital skills acquisition through business education for entrepreneurship development. The study was carried out in Oyo State of Nigeria. Survey research design was adopted for the study. The population for the study comprised 3659 entrepreneurs whose names were on record with the State Ministry of Trade, Industry and Cooperatives. The sample for the study was 361 entrepreneurs in Oyo State. The sample was arrived at using Yamane sample size formula and was drawn through proportionate stratified sampling technique. Two research questions guided the study. Descriptive statistics of mean and standard deviation were employed for data analysis. Mean was used to answer the two research questions while standard deviation was employed to determine the homogeneity or otherwise of the respondents opinions. The results of the data analysis revealed that both digital data analysis and search engine optimisation skills were rated very high by the entrepreneurs which suggest that the skills need to be enhanced through business education programmein order to aid entrepreneurship development in the State. The study recommended amongst others that business education trainees should be exposed to necessary digital skills in order to facilitate smooth establishment running of self-owned businesses which douse the tension of unemployment in the nation.

Keywords: Digital Skills, Acquisition, Business Education and Entrepreneurship Development

Introduction

The rate at which unemployment thrives in Nigeria is alarming. One could wonder why it is so when many educational institutions are in place offering different forms of programmes. The main expectation of many is that anyone who must have gone through one educational training or the other should not be found in the predicament of unemployment, this situation could be totally avoided if the necessary steps and update are being carried out from time to time on the overall educational system. If truly economic improvement is to be witnessed in any nation, education of such nation must be occasionally revisited to keep in line with social, environmental and technological changes. When the appraisal of activities and a set of instructions undertaken in educational institutions particularly those relating to vocational training is conducted, it would pave the way for accommodation of relevant learning activities that will promote the well-being of the recipients after the training period. The well-

being of individuals would be improved upon as they would have acquired useful skills that are capable of creating enabling environment for them to be on their own after graduation. If this is achieved, the syndrome of unemployment will be drastically reduced and the search for white collar job would be low. One of the vessels through which unemployment could be gotten rid of is to enhance learning of business education.

Business Education as seen by Olawoyin (2021) is the education that is organized, designed and planned to be imparted in the students, trainees, youths certain required skills, understanding, and knowledge about business activities with a motive of turning the recipients to self-reliant and or self-employed beings and thereby combat unemployment and aid national development. The role of business education in nation building can never be over emphasised. Part of the roles of business education programme is to build individuals who will turn to be self-employed and at the same time employer of labour. Business Education could therefore be operationalised to be the type of education that is designed and planned in such a manner that it will prepare individual recipients for future job and vocation with a view to eliminating idleness in the society. Elimination of idleness could be achieved as the graduates of business education would be fully engaged in entrepreneurship.

Entrepreneurship is a set of activities that assist individuals to witness improvement and or new things in the process of producing goods and services for the consumption of the public. Entrepreneurship refers to all those activities which are to be carried out by a person to establish and to run the business enterprises in accordance with the changing social, political and economic environments. Entrepreneurship includes activities relating to the anticipation of the consumers likes and dislikes, feelings and behaviors, tastes and fashions and the introduction of business ventures to meet out all these expectations of the consumers (Rao, 2022). Rao (2022) defined entrepreneurship as a system of operating business in which opportunities existing within the scope of a market are exploited. In the view of Tutorial Point (2015), Entrepreneurship Development is a practice meant to improve entrepreneurial skills among people. In other words, it is the inculcation, advancement, and grooming of entrepreneurial skills into a person needed to establish and successfully run an enterprise. For the achievement of improved entrepreneurship development at this global existence of business activities, there is need to fervently adopt certain digital skills which could aid daily transactions of would be entrepreneur. The digital skills include but not limited to data analysis skills and search engine optimization skills.

Data analysis skills are the utilization of functional procedures and modern softwares to gather and process a wide range of information from different online interactions of one's target market (Michael, 2022). These skills are relevant to every entrepreneur who really mean business in this contemporary digital era. These skills would facilitate enabling environment to compete with counterparts across the globe and would create ample opportunities for any organisation to reach out to various customers in the world using limited effort. On the other hand, search engine optimization skills are a set of skills that are needed to support all levels of digital selling and marketing. These skills would enable individual venture to have adequate ability to ensure understanding of the ongoing business activities across the globe and as well equip with handling methodologies of facilities available to reach out to the whole world of market. This study therefore was conceived to investigate acquisition of digital skills through business education for entrepreneurship development.

Statement of the Problem

There is general outcry within the nook and cranny of the nation on the spate at which graduates are rolling out from different tertiary institutions without equivalent job opportunities. This situation continually disturbs the individuals in the society just as the burden of the graduates is still lying on the neck of their parents. It is worrisome therefore that despite the efforts of Nigerian government through varying degrees of policies that are aimed at creating employment opportunities,

a large number of graduates are still obviously roaming the streets of the nation searching the white collar jobs that are apparently not in existence. It is against this backdrop that this study was designed to determine digital skills that need to be acquired through business education programmein order to aid entrepreneurship development among the graduates of the programme.

Research Questions

1. what are the data analysis skills need to be acquired through business education for entrepreneurship?
2. what are the search engine optimization skills need to be acquired through business education for entrepreneurship?

Method

The study adopted descriptive survey research design. The area of the study was Oyo State, Nigeria. The population of the study consisted of 3,659 entrepreneurs whose names were on records with the Ministry of Trade, Industry and Cooperatives. The sample used for collection of data for the study was 361 entrepreneurs in the State. The sample was arrived at through Taro Yamane sample size determination formula. The sample was drawn through proportionate stratified sampling technique. The instrument used for collection of data was titled Digital Skills Acquisition Questionnaire (DSAQ). The instrument was of two sections A and B. Section A sought to elicit information of the respondents while section B was divided in to two parts. Part 1with 7 items sought to collect data relating to research question 1 while part 2 with 7 items elicited information relating to the research question 2. The instrument was on 4-point rating scale of (Strongly Agree-4, Agree-3, Strongly Disagree-2 and Disagree-1). Internal consistency of the items was determined using Cronbach Alpha statistical method which produced 0.81 coefficient. The instrument was considered reliable. Mean was used to answer the two research questions while standard deviation was employed to determine the homogeneity of the respondents opinions. The criterion mean of 2.50 was used to adjudge the position of the respondents. Any mean found between 2.50 and 4.00 was rated “Agree” while any mean found below 2.50 was regarded as “Disagree”.

Results

Table 1: Mean Ratings and Standard Deviation on Data Analysis Skills Acquisition through Business Education for Entrepreneurship Development

N= 361

S/N	Item Statement	Mean	SD	Remarks
1.	Ability to easily generate backlinks	3.32	1.40	Agree
2.	Ability to understand the basics of website design and metal tags	3.15	0.69	Agree
3.	Ability to keep in touch with Google’s constant algorithm changes	3.10	1.27	Agree
4.	Ability to reach out to large number of customers	2.78	0.85	Agree
5.	Ability to improve on marketing activities	2.99	0.77	Agree
6.	Ability to electronic facilities with ease	3.45	1.21	Agree
7.	Ability to find potential issues on the websites and work on them	3.43	1.09	Agree
	Grand Total	**3.17**	**1.04**	**Agree**

From Table 1, items 1 to 7 have their means rated between 2.78 and 3.43, all of which are greater than 2.50. This shows that all the respondents agreed that all the skills relating to data analysis are needed to be acquired through business education programme for entrepreneurship development.

Table 2: Mean Ratings and Standard Deviation on Search Engine Optimisation Skills Acquisition through Business Education for Entrepreneurship Development
N= 361

S/N	Item Statement	Mean	SD	Remarks
8.	Ability to analyse business decision	2.91	0.45	Agree
9.	Ability to make relevant business decision	3.20	1.23	Agree
10.	Ability to Ability to understand structured query language	3.41	1.11	Agree
11.	Ability to think critically	3.45	0.98	Agree
12.	Ability to create dashboards and reports	3.22	1.21	Agree
13.	Ability to visualise data at a glance	2.89	1.02	Agree
14.	Ability to adapt quickly to change in technology	3.01	1.13	Agree
	Grand Total	3.**16**	**1.02**	**Agree**

From Table 2, items 1 to 7 have their means rated between 2.78 and 3.43, all of which are greater than 2.50. This shows that all the respondents agreed that all the skills relating to search engine optimisation are needed to be acquired through business education programme for entrepreneurship development.

Discussion of Findings

Result in Table 1 reveals that all the items were rated Agree. Entrepreneurs unanimously agreed to data analysis skills for acquisition through business education programme for entrepreneurship development. The data analysis skills include ability to easily generate backlinks, Ability to understand the basics of website design and metal tags, ability to keep in touch with Google's constant algorithm changes, ability to reach out to large number of customers, ability to improve on marketing activities, ability to electronic facilities with ease and ability to find potential issues on the websites and work on them. With the grand mean of 3.17, it is therefore concluded that data analysis skills need to be acquired through business education for entrepreneurship development. This finding is in conformity with the findings of Enor (2013) who found that self-employed building craftsmen block moulders needed to acquire marketing skills in order to set clear market goals. The result of the study is also in agreement with Binuomote and Okoli (2015) who pinpointed that Business Education students needed technical and financial management skills to function well in this time of economic meltdown in Nigeria.

Result in Table 2 shows that all the items relating to search engine optimisation skills are rated Agree by entrepreneurs suggesting that they need to be acquired through business education for entrepreneurship development. The search engine optimisation skills include ability to analyse business decision, ability to make relevant business decision, ability to Ability to understand structured query language, ability to think critically, ability to create dashboards and reports, ability to visualise data at a glance and ability to adapt quickly to change in technology. The grand mean of 3.17 is a revelation of the fact that the entrepreneurs concurred that search engine optimisation skills need to be acquired through business education for the purpose of entrepreneurship development in Nigeria. The outcome of this study is in line with the study of Eze, Ezenwafor and Igberaharha (2016) who found that business education graduates highly needed accounting skills for self-employment. Adequate acquisition of these skills will enable the graduates of business education programme to have dexterity required to thrive businesses of their own and thereby aid entrepreneurship development. The result is also in agreement with the findings of Ezenwafor and Olaniyi (2017) who found that human relation skills were highly needed by Business Education graduates to succeed in self-employment and contribute to entrepreneurial development.

Conclusion

Digital skills are useful tools in the process of improving business tentacles and will contribute immensely to the growth of Gross Domestic Product (GDP) as the skills would enable the business owners (entrepreneurs) to reach out to customers across the globe. The digital skills if well acquired by the business education programme trainees, they will be given ample opportunity to compete favourably with counterparts across the world since the whole world is now seen as a room. As a result, business education programme should embrace and enhance teaching and learning of digital skills as such will facilitate smooth entrepreneurship development alongside enhanced marketing of goods/products at a bearable overall cost.

Recommendations

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

1. Business education trainees should be exposed to necessary digital skills in order to facilitate smooth establishment running of self-owned businesses which douse the tension of unemployment in the nation.
2. Tertiary institutions where business education is offered should provide enabling window and requisite facilities for enhancing digital skills learning as this will reduce the rate at which employment is sought by the graduates owing to the fact that they will be able to organise and manage businesses of their own.

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PERCEPTION OF BUSINESS EDUCATORS ON DIGITAL MARKETING SKILLS NEEDED BY BUSINESS EDUCATION UNDERGRADUATES IN THE DIGITAL ECONOMY

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Abstract

The study examined the perception of business educators on digital marketing skills needed by business education undergraduates in the digital economy. A descriptive survey research design was adopted in the study. A self-designed 4-point rating scale questionnaire tiled: Digital Marketing Skills Inventory" (DMSI) was used for data collection. The instrument was validated by experts and was further subjected to internal consistency testing using Cronbach Alpha which yielded a reliability coefficient of 0.75. The population of the study comprised 59 Business Educators: 29 males and 30 females in 5 public institutions in Ogun State, Nigeria. Data collected were analysed both descriptively and inferentially, using mean and standard deviation to find answers to the research questions, and t-test to test the null hypotheses. Findings revealed that, Business Educators perceived electronic communication and search engine marketing skills as needed by Business Education undergraduates to be successful in the digital economy. Also, there is no significant difference in the mean scores of males and females Business Educators on the electronic communication skills needed by business education undergraduates in the digital economy and there no significant difference in the mean rating of Business Educators on Search Engine Marketing (SEM) skills needed by business education undergraduates in the digital economy based on ownership. It was recommended that Business Education undergraduates should learn and develop skills in search engine marketing to take advantage of opportunities in the digital economy. It was concluded that the future is digital, thus, digital marketing skills are needed to be successful in digital era.

Keywords: Digital Economy, Digital Marketing, Skills and Digital Marketing Skills

Introduction

Digital economy is an economy whose activities are online. It involves the interconnectivity of individuals, organisations and businesses using the Internet, data and mobile devices. Pratt (2017) defined digital economy as the worldwide network of economic activities, commercial transactions and professional interactions that are enabled by information and communications technologies. Bukht and Heeks defined digital economy as that part of economic output derived solely or primarily from digital technologies with a business model based on digital goods or services, which consists of the digital sector plus emerging digital and platform services. Pratt (2017)noted that, these digital goods and services include hyper-connectivity, the internet of things (IoT), Cloud computing, big data, advanced analytics, wireless networks, mobile devices and social media. More so, Hanna (2020) considered digital economy as segments of the economy that are essentially digital and do not have analog equivalent, and the widest scope is the use of ICTs in all economic spheres. It can also be seen as an economy that is remotely operated by peoples at their convenient using ICT.

As a result of the global pandemic, the year 2020 witnessed a dramatic growth in digital transformation in every aspect of human endeavour notably in business and education, and it effectively moved the digital economy into the mainstream. In the assertion of the Asian Development Bank Institute (2022), digital economy permeates all aspects of society, influencing the way people interact and bringing about broad sociological changes. It enhancegrowth, integration, and sophistication of information technology and communications. One area largely influence in the digital economy is the digital marketing.

Digital marketing is often referred to as online marketing, internet marketing or 'web marketing (Bhosale, Raverkar and Tamondkar, 2020). Following this point of view, Gustavsen (2022) noted that, digital marketing encompasses a wide variety of marketing tactics and technologies used to reach consumers online. For Cook, Elmore and Tanenbaum (2019), Digital marketing encompasses all marketing efforts that use an electronic device or the internet. Businesses leverage digital channels such as search engines, social media, email, and their websites to connect with current and prospective customers. In addition, Rihan (2015) noted that digital marketing is an umbrella term for the marketing of products or services using digital technologies, mainly on the Internet, but also including mobile phones, display advertising, and any other digital medium. Digital marketing involves the use of online channels and methods that enable businesses and organisations to monitor the success of their marketing campaigns, often in real time, to better understand what does and does not work.

Digital marketing is popular for its low cost of operation, easy access and a wider audience. Rihan (2015) noted that digital marketing in the digital era not only allows for brands to market their products and services but also allows for online customer support through 24 hours in a week (24/7) services to make customer feel supported and valued. In the opinion of Pratt (2017), as the world moves more fully into the digital economy, forward-thinking retailers now leverage technologies to reach and serve customers through a variety of channels. They do so by using online sales and mobile apps to identify buyers shopping via the internet or in person. Some business have even developed websites to enable online sales. To efficiently participate and benefit in digital marketing it is necessary to possess certain digital skills.

Skill is often regarded as the ability to do something (Attewell, 2018). In the assertion of Knapp in Zhang (2019), skill is the learned ability to bring about pre-determined results with maximum certainty; often with the minimum outlay of time or energy or both. It consist of both mental and physical proficiency to undertake and perform a job successfully with ease. The County College of Morris (n.d) considered skill from three perspectives: functional, self-management and special knowledge. In terms of functional, skills could be defined as the abilities that are inherited or developed through experience and learning. In Self-management, skills are the behaviours one developed in learning to cope and interact with his or her environment and the people and conditions in it. With regards to special knowledge, skills involves mastering a specific body of information related to a particular type of work, profession, occupation, educational, or leisure activity. Similarly, Green (2015) viewed skill as a personal quality with three key features, namely: Productive (it has productive value); Expandable (skills could be enhanced by training and development) and Social (skills are socially determined).

Skill is a must-get success factor in the digital era especially where marketing now requires an evolved set of skills which are rooted in technology. In buttress, the Asian Development Bank Institute (2022) noted that, digital skills are needed to enable marketers collect, store, analyse, and share information digitally and transform social interactions. Some of the digital marketing skills are: Social Media Marketing, Digital and Online Marketing, and Marketing Event Management (LinkedIn and HubSpot, 2015); computer literacy, data entry, social media, Web-based communications and research, Word processing, Email and chat, secure information processing, Programming, web, and

app development, digital business analysis, digital marketing and content creation, digital design and data visualization, digital product management, data science, and user experience design (Salesforce, 2022). For the purpose of this study, attention was given to e-communication skill and Search Engine Marketing (SEM) skill.

Communication is a two-way process of sending and receiving information. When the process is done using electronic media it is referred to e-communication. It is defined by the Connecticut State Colleges and Universities (2015) as any communication that is broadcast, created, sent, forwarded, replied to, transmitted, stored, held, copied, downloaded, displayed, viewed, read, or printed by one or several electronic communications services, including but not limited to email and telephone. By extension e-communication covers the use of instant messaging, text messaging, Websites, blogs, social networking sites, voice and video messaging, and other online media that facilitates communication. Royle and Laing (2014) noted that, in the digital era, the transformation of communication media is challenging for all industries, particularly so for the communication and marketing industries. This could be because each of these media has its specific purpose; thus, it should be selected wisely to enhance effective communication. In addition, irrespective of the media, the message should be clear and simply to understand. E-communication skills involves the abilities to write or create a meaningful online contents; ability to speak and listening to targeted market audience.

There are millions of web pages on the Internet, to find and locate a particular web is possible with the use search engine. Search engine is a special software (like crawler, spider and bot) which collects data about web sites. If the software is design for marketing purposes, then it is Search Engine Marketing (SEM). Terrance, Shrivastava and Kumari (2017) referred to SEM as the marketing process with a goal of obtaining more visibility in search engines either by getting more free traffic or paid traffic. Similarly, Top Floor Tech (2018) viewed SEM as the process of increasing traffic and visibility of your website, products, and services through a search engine. In the assertion of Barry and Charleton (2014), SEM has emerged as the main method firms use to successfully increase the visibility of their Website. More so, Boughton (n.d) noted that, SEM can generate steady traffic levels and tremendous return on investment (ROI). Also, for Eren in YalçÕna and Köse (2010), marketers, who try to reach customers in a fast and effective way with direct marketing method and also reduce customer reaching – costs, aim to reach electronic communities that have big potentials.

Statement of the problem

Digital era has brought about rapid proliferating of the economy and it is touching all aspects, particularly in terms of the way products and services are distributed and consumed, the way transactions are conducted, and how business operations are performed. More so, with the increasing number of people using the Internet today, digital economy is growing at fast pace, especially in developing countries. Asian as Development Bank Institute (2022) rightly pointed out, digitization of the economy creates benefits and efficiencies as digital technologies drive innovation and fuel job opportunities and economic growth. In fact, the future is digital. Unfortunately, research in this area has not been given the much needed attention particularly by Business Educators. It is however, imperative that a research to understand more about the digital economy and the digital marketing skills needed in the digital economy should be conducted. This therefore, is the priority of this study.

Research questions

The following research questions were developed for the study:

1. What are the electronic communication skills needed by business education undergraduates in the digital economy?

2. What are Search Engine Marketing (SEM) skills needed by business education undergraduates in the digital economy?

Research analysis

The following null hypotheses guided the study and were tested at 0.05 Alpha level of significance**:**

1. There is no significant difference in the mean scores of males and females Business Educators on the electronic communication skills needed by business education undergraduates in the digital economy.
2. There is no significant difference in the mean rating of Business Educators on Search Engine Marketing (SEM) skills needed by business education undergraduates in the digital economy based on ownership.

Methodology

A descriptive survey research design was adopted in the study. A self-designed 4-point rating scale questionnaire tiled: Digital Marketing Skills Inventory" (DMSI) was used for data collection. The instrument was validated by experts and was further subjected to internal consistency testing using Cronbach Alpha which yielded a reliability coefficient of 0.75. The population of the study comprised 59 Business Educators: 29 males and 30 females in 5 public institutions in Ogun State, Nigeria. Data collected were analysed both descriptively and inferentially, using mean and standard deviation to find answers to the research questions, and t-test to test the null hypotheses. To agree to any of the research question the criteria mean must not be less than 2.50. Similarly, for any of the null hypothesis to be accepted, the calculated t-value must be less than or equal to the critical t-value otherwiserejected.

Results

Research Questions

Research Question 1

What are the electronic communication skills needed by business education undergraduates in the digital economy?

The descriptive analysis for research question 1 is presented in Table 1

Table 1:*Electronic communication skills needed by business education undergraduates in the digital economy*

S/N	Electronic CommunicationSkill	$\bar{X}$	Std.	Decision
1	Ability to create informative contents for online audience	3.25	0.47	Agree
2	Ability to speak with customers effectively	3.05	0.34	Agree
3	Ability to obtain relevant feedback from customers	3.55	0.50	Strongly Agree
4	Ability to maintain a chat group to connect with customers	3.13	0.34	Agree
5	Ability to effectively engage in online advertising	3.31	0.73	Agree
6	Ability to compose and send Emails to customers	3.62	0.58	Strongly Agree
7	Ability to organize content with clarity	3.28	0.45	Agree
8	Ability to use social networking sites to connect with potential customers	3.03	0.18	Agree
9	Ability to hold video conference with selected audience	3.16	0.42	Agree
10	Ability to use instant messaging to respond promptly	3.05	0.34	Agree
	Grand Mean	**3.24**	**043**	**Agree**

In Table 1, the mean scores of the items range between 3.62 and 3.03; the standard deviation did not varies much as the scores range between 0.73 and 0.18. Furthermore, the ground mean of 3.24 was found greater than the criteria mean of 2.50. This suggest that, the items were perceived by Business Educators as electronic communication skills needed by business education undergraduates in the digital economy.

Research Question 2

What are Search Engine Marketing (SEM) skills needed by business education undergraduates in the digital economy?

The descriptive analysis for research question 2 is presented in Table 2

Table 2: Search Engine Marketing (SEM) skills needed by business education undergraduates in the digital economy

S/N	Search Engine Marketing Skills	$\bar{X}$	Std.	Decision
11	Ability to introduce related company services on the Internet	3.05	0.50	Agree
12	Ability to use keywords that will bring search result of interest	3.03	0.26	Agree
13	Ability to identify which search engines is the related web site you want your site to appear on	3.10	0.30	Agree
14	Ability to identify vital approach used on search engines to take users' attention to your web site	2.89	0.40	Agree
15	Ability to search a product of interest on a search engine quickly	3.25	0.47	Agree
16	Ability to identify online consumers buying habits	3.05	0.34	Agree
17	Ability to attract traffic to your site	3.55	0.50	Agree
18	Ability to identify electronic communities that have big potentials	3.13	0.34	Agree
19	Ability to select a site for advertisement	3.18	0.73	Agree
20	Ability to use search engines to locate online resources	3.62	0.58	Strongly Agree
	Grand Mean	**3.18**	**044**	**Agree**

Table 2 show that, the mean scores of the items range between 3.62 and 2.89 and their respectful standard deviation of 0.58 and 0.40 did not varies much. In addition, the grand mean of 3.18 was found greater than the criteria mean of 2.50. The result suggest that the items are Search Engine Marketing (SEM) skills needed by business education undergraduates in the digital economy.

Hypotheses

Hypothesis 1

There is no significant difference in the mean scores of males and females Business Educators on the electronic communication skills needed by business education undergraduates in the digital economy.

The t-test analysis of the null hypothesis 1 is presented in Table 3

Table 3: t-test results of males and females Business Educators on the electronic communication skills needed by business education undergraduates in the digital economy

ITEM	Gender	N	Mean	Std.	t-cal	t-critical	Decision
1	Male	29	3.27	0.45	0.34	2.00	Accepted
	Female	30	3.23	0.50			
2	Male	29	3.06	0.37	0.39	2.00	Accepted
	Female	30	3.03	0.31			
3	Male	29	3.55	0.50	0.11	2.00	Accepted
	Female	30	3.56	0.50			
4	Male	29	3.13	0.35	0.51	2.00	Accepted
	Female	30	3.13	0.34			
5	Male	29	3.27	0.70	0.92	2.00	Accepted
	Female	30	3.10	0.75			
6	Male	29	3.72	0.52	1.26	2.00	Accepted
	Female	30	3.53	0.62			
7	Male	29	3.34	0.48	0.93	2.00	Accepted
	Female	30	3.23	0.43			
8	Male	29	3.06	0.25	1.46	2.00	Accepted
	Female	30	3.00	0.00			
9	Male	29	3.17	0.38	0.52	2.00	Accepted
	Female	30	3.16	0.46			
10	Male	29	3.06	0.37	0.39	2.00	Accepted
	Female	30	3.03	0.31			
	Grand Mean				**0.68**	**2.00**	Accepted

In Table 3, the grand mean of the calculated-t value of 0.68 was less than the critical-t value of 2.00. The null hypothesis 1 was retained, indicating that, there is no significant difference in the mean scores of males and females Business Educators on the electronic communication skills needed by business education undergraduates in the digital economy.

Hypothesis 2

There is no significant difference in the mean rating of Business Educators on Search Engine Marketing (SEM) skills needed by business education undergraduates in the digital economy based on ownership.

The t-test analysis of the null hypothesis 2 is presented in Table 4

Table 4: t-test results of Business Educators on Search Engine Marketing (SEM) skills needed by business education undergraduates in the digital economy based on ownership.

ITEM	Ownership	N	Mean	Std.	t-cal	t-critical	Decision
11	Federal	25	3.00	0.57	0.65	2.00	Accept
	State	34	3.08	0.45			
12	Federal	25	2.96	0.20	1.91	2.00	Accept
	State	34	3.08	0.28			
13	Federal	25	3.08	0.27	0.46	2.00	Accept
	State	34	3.11	0.32			
14	Federal	25	2.84	0.37	0.95	2.00	Accept
	State	34	2.94	0.42			
15	Federal	25	3.20	0.50	0.74	2.00	Accept
	State	34	3.29	0.46			

16	Federal	25	3.04	0.35	0.20	2.00	Accept
	State	34	3.05	0.34			
17	Federal	25	3.60	0.50	0.53	2.00	Accept
	State	34	3.52	0.51			
18	Federal	25	3.16	0.37	0.46	2.00	Accept
	State	34	3.11	0.32			
19	Federal	25	3.24	0.66	0.48	2.00	Accept
	State	34	3.14	0.78			
20	Federal	25	3.56	0.58	0.75	2.00	Accept
	State	34	3.67	0.58			
	Grand Mean				**0.71**	**2.00**	**Accept**

In Table 4, all the items were accepted; more so, the grand mean of the calculated-t value of 0.71 was less than the critical-t value of 2.00. Based on the decision rule to accept null hypothesis if the calculated-t value is less than the critical-t, the null hypothesis 2 was retained. This implies that, there no significant difference in the mean rating of Business Educators on Search Engine Marketing (SEM) skills needed by business education undergraduates in the digital economy based on ownership.

Discussion

Table 1 indicated that the respondents strongly agreed that electronic communication involves the ability to: obtain relevant feedback from customers and compose and send Emails to customers. They also agreed with the rest items that, it involves the ability to: create informative contents for online audience; speak with customers effectively; maintain a chat group to connect with customers; effectively engage in online advertising; organize content with clarity; use social networking sites to connect with potential customers; hold video conference with selected audience and use instant messaging to respond promptly. More so, the ground mean of 3.24 was found greater than the criteria mean of 2.50. This suggest that, the items are perceived by Business Educators as electronic communication skills needed by business education undergraduates in the digital economy. The noble finding here is that, electronic communication is an essential skill in digital marketing. The finding correspond with Brady, Fellenz, & Brookes in Royle and Laing (2014) that the emergence of digital marketing, including the use of social media, has significantly contributed to the individualisation of marketing where the providers of goods and services are increasingly communicating with individual consumers and users, gaining feedback on a one-to-one basis and providing bespoke solutions for clients.

Similarly, In Table 3, the grand mean of the calculated-t value of 0.68 was less than the critical-t value of 2.00. The null hypothesis 1 was retained, indicating that, there is no significant difference in the mean scores of males and females Business Educators on the electronic communication skills needed by business education undergraduates in the digital economy. The finding indicate that electronic communication is an essential skill needed to by anyone respective of gender to facilitate marketing in the 21st century digital era. The finding agree with Doyle (2019) that electronic communication is a specific skill sets sought after by employers across industries.

Table 2 revealed that, the respondents strongly agree that, search engine marketing requires the ability to use search engines to locate online resources. They also agree to other items that it requires the ability to: introduce related company services on the Internet; use keywords that will bring search result of interest; identify which search engines is the related web site you want your site to appear on; to identify vital approach used on search engines to take users' attention to your web site; search a product of interest on a search engine quickly; identify online consumers buying habits; to

attract traffic to your site; identify electronic communities that have big potentials and select a site for advertisement. Additionally, the grand mean of 3.18 was found greater than the criteria mean of 2.50. The noble finding is that Search Engine Marketing (SEM) skill is needed by business education undergraduates in the digital economy. The finding aligned with Barry and Charleton (2014) who noted that SEM has emerged as the main method firms use to successfully increase the visibility of their Website.

In addition, Table 4, show that all the items were accepted. More so, the grand mean of the calculated-t value of 0.71 was less than the critical-t value of 2.00. Thus, it was concluded that, there no significant difference in the mean rating of Business Educators on Search Engine Marketing (SEM) skills needed by business education undergraduates in the digital economy based on ownership. Business Educators both in the federal and state owned institutions unanimously accepted SEM to be an important skill in the digital era that is promoting online businesses. The finding is in line with Boughton (n.d) who noted that, SEM can generate steady traffic levels and tremendous return on investment (ROI). The finding is also in line with Ambuli and Surendher (2019) that there is a positive relationship between Search Engine Marketing skills and favourably purchasing behaviour of customers.

Conclusion

Digital era is noted by the use ofdigital technologies which have driven innovations in all fields. It has successfully given birth to digital marketing which is touching all aspects, particularly in the way products and services are distributed and consumed, the way transactions are conducted, and how business operations are performed. More so, with the increasing number of people using the Internet today, digital economy is growing at fast pace, especially in developing countries. In fact, the future is digital. It is imperative that every Business Education undergraduates should acquire relevant digital related skills to be successful in the digital economy.

Recommendations

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

1. Business Education undergraduates should be taught skills in electronic communication to be able to interact effectively with online customers.
2. Business Education undergraduates should learn and develop skills in search engine marketing to take advantage of opportunities in the digital economy.

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FACILITY UTILIZATION AND EMPLOYABILITY SKILLS OF BUSINESS EDUCATION STUDENTS

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Abstract

It has been noted that each year, graduates from business education program are not able to find gainful employment and unemployment has a significant negative impact on poverty, homelessness, hopelessness, family cohesion, and other social evils. The study examined how business education students in Adamawa State Nigeria utilized the resources and their employable abilities. The study sought answer to three research questions and two null hypotheses were tested at alpha level of 0.05. Descriptive survey designed was adopted for the study.The population for the study was made up of 430 final-year business education students from three public tertiary institutions in Adamawa State. Using Taro Yammane, a sample of 208 respondents was taken from the population. The 208 were drawn from the entire population of final-year business education students using purposive sampling technique. The Facility Utilization and Students' Employability Skills Questionnaire (FUSESAQ), which has a Cronbach reliability coefficient of 0.83, was used to collect data. Mean statistics and standard deviation were utilized to answer the research questions, and regression analysis was employed to test the study's hypotheses. results of the data analysis showed that business education students at the selected tertiary institutions in Adamawa State rarely used instructional facilities for learning; The study concluded that graduates of business education may acquire inadequate employability skills as a result of inefficient use of instructional facilities for teaching and learning. Therefore, it was recommended that the National Universities Commission, National Board for Technical Education, and National Commission for Colleges of Education should establish standards for facility utilization and strengthen their monitoring and evaluation teams in order to guarantee effective use of instructional facilities by both lecturers and students.

Keywords: Facility utilization, employability skills and business education students

Introduction

Graduates have experienced a tremendous deal of anxiety as a result of the alarmingly high graduate unemployment rate in recent years, as well as widespread concern from the general public. While older graduates prowl the streets looking for employment that hardly exist, many Nigerian higher educational institutions continue to annually produce thousands of new graduates. This circumstance has made the problem of graduate unemployment worse. However, it's crucial to remember that despite these sad events, some firms have continued to complain that the majority of graduates who are available are unable to fill some of their openings because they lack the necessary skills and competencies for performance at work (Ademiluyi, 2019). This indicates that a large number of graduates lack the abilities, knowledge, and skills necessary to function well in work. This suggests that there are gaps in many graduates' educational and training experiences that need to be filled. For example, it is expected that graduates in the twenty-first century would be educated and schooled to

be computer aware, especially students of business education who are required by the design of their curriculum to operate or promote business in today's digitalized commercial environment. (Abdulkarim & Onwuchekwa, 2020).

The use of facilities, such as classrooms, playgrounds, furniture, machinery, and other basic amenities, is referred to as facility utilization. It aims to make it easier for students to acquire the necessary skills, information, attitudes, and competences. The usage of educational facilities sparks student interest and promotes their participation in the teaching and learning process. Additionally, the lack of these facilities will restrict students' knowledge and exposure as well as prevent them from clearly developing their innate talents, which are essential for learning new skills. Utilizing facilities for teaching and learning business education courses is as vital as their provision in order to ensure that students acquire the maximum number of employable skills. (Otum, 2018). According to the Federal Republic of Nigeria (2013), learning facilities are important for the development of the mental, physical, and social abilities and competencies necessary for an individual to live in and contribute to the development of society. Utilizing these instructional and physical resources enhances the lesson's relevance and interest, increases retention, frees up time, gets around classroom obstacles, and enhances students' learning of employability skills for the Business Education program.

A person's capacity to get first job, keep it, and find new employment if necessary is known as employability (Asuquo & Agboola, 2017). Once more, from the perspective of employers, "employability" refers to "work readiness," which is the possession of the skills, knowledge, attitudes, and commercial understanding that will enable new graduates to contribute significantly to organizational goals shortly after beginning employment (Mason, et al., 2016). According to Overtoom (2017), employability skills are vital, practical, and enabling knowledge, skills, and attitudes needed for job success for all Business education students. Employability is seen by Imeokparia and Ediagbonya (2015) from the perspective of the labor market, and they believe that the labor market is a system that connects employers of labor and job seekers. They believe that a job seeker needs a specific set of abilities that will decide his standing in the labor market. These abilities include behaviors and attitudes that help employees get along with their coworkers and managers so they may make wise and thoughtful decisions.

Employers anticipate applicants to have highly developed employability skills so they can contribute right away if hired (Saunders &Zuzel's 2018). They went further to categorize these employable abilities which include interpersonal skills, communication skills, problem-solving skills, customer relation skills, office practice skills, competences skills, core skills, and topic knowledge. These are considered to be career foundational skills. Employability skills are the fundamental knowledge and abilities needed to succeed in the workforce, find a job, grow professionally, and performsuccessfully (Toland, 2014). Chell (2017) said that the Nigerian educational system's skills development through the Business Education program work as a rehabilitator, re-orientation, motivator, and empowerment of students' employable abilities at any level. Omolayole (2014) emphasized that providing students with a variety of employable skills in universities, polytechnics, and institutes of education will help them become independent, relevant, and useful members of the society, whether they work for the government or for themselves. In the same vein, Nwanaka and Amaefule (2017) pointed out that if students are given adequate vocational training skills, raw materials, machinery, and equipment, Nigeria's social and economic problems will be significantly reduced. Only skilled men can harness, handle, and turn raw materials into completed goods.

Due to the current state of the economy, firms are not willing to send their employees or new hires for training any longer. Instead, employers are searching for candidates who have the skills, knowledge, and competencies required to perform at their best in the workplace right out of school. Shafie and Nayan (2020) believed that employers today are concerned with finding good workers who not only love basic academic skills like reading and writing but also higher order thinking skills, like

learning, reasoning, thinking creatively, initiative, decision-making, problem solving, and personal qualities like team spirit, integrity, adaptability, flexibility, self-directed, and self-management, among others. It would seem reasonable to expect schools to prepare students for the workplace; however, a number of employer-sponsored reports have urged tertiary institutions to put more emphasis on teaching students the "key," "core," "transferable," "soft," "employable," and generic skills required in many different types of employment. Nowadays, most firms operate internationally in order to survive the competition that exists among competitive businesses due to the significant technological changes that have taken place in the world. This transformation has had an effect on how business education program is designed, necessitating high levels of technological use in order for students to compete on a global scale (Jailani, et al., 2015).

Business education is the area of education that a person received with the main goal of helping him develop the necessary attitudes, concepts, knowledge, and skills in business activities for his professional use and for a career as a manager, or teacher, or for wherever else he may find himself in the business world (Ubulom, 2013). In addition, business education is a course of study that provides students with the abilities, information, and attitudes required for employment, career growth, and independence. Adelabu et al. (2014).

Business education is designed to create graduates with the necessary abilities, information, and experiences to operate better in both the workplace and in business. This can be accomplished by using qualified and experienced lecturers' proper teaching, learning environments, methods, and abilities that are not developed among business education students. This is attributed to the applicants for business education's poor acquisition of employability skills; however, adequate provision of instructional facilities does not ensure proper utilization of those facilities; availability of facilities is one thing, proper utilization of those facilities is another. It has been noted that each year, graduates from this skilled program are not able to find gainful employment. In general, unemployment has a significant negative impact on poverty, homelessness, hopelessness, family cohesion, and other social evils like crime, violence, family breakup, alcoholism, kidnapping, robbery, and prostitution. Federal Republic of Nigeria (2013), as stated in the National Policy on Education, seeks to develop its youth into highly skilled and competent citizens capable of competing globally and views Technical Vocational Education and Training (TVET), of which Business Education is an integral part. It is recognized that the majority of institutions in Adamawa State struggle with inadequate facilities and inadequate skill development. Thus, it is important to investigate how much the use of learning facilities affects the acquisition of employability skills among 500-level university undergraduates and NCE III Colleges of Education students studying business education in Adamawa State, Nigeria.

Research questions

Three research questions guided the study

1. To what extent are infrastructural facilities utilized for learning in Business Education courses in Tertiary Institutions?
2. To what extent are instructional facilities utilized for learning in Business Education courses in Tertiary Institutions?
3. What is the extent of students' employability skills acquisition in Business Education program in Tertiary Institutions?

Hypotheses

In line with the research questions the researcher tested the following null hypotheses at 0.05 level of significance.

1. Infrastructural facilities utilization has no significant influence on business education students' employability skills.

2. Instructional facilities utilization has no significant influence on business education students' employability skills.

Methodology

Descriptive survey design was used for this investigation. This research designed was found suitable since it allowed the researcher to collect information on students' perceptions of their facility use and employability skills. Sambo (2015) claimed that survey research focuses on individuals, the essential facts about people, their views, opinions, attitude, motivation, and behaviors. This research strategy was deemed ideal because it is cost-effective in the sense that it allows for generalizations about the full population that was the subject of the investigation and allows for inference from representative samples. The study population consisted of 430 final year Business Education students from Modibbo Adama University (MAUTECH), NCE III from Federal College of Education, Yola and College of Education Hong. Taro Yammane was used to calculate the sample size, which was 208, and a purposive sampling technique was used to select only the final year business education students from a population of 430 because they have been in school for 5 and 3 years, respectively, and are mature enough to respond to questions about their employability skills. This is consistent with Saleh's (2013) assertion that the researcher should choose a sample-by-method that enables the production of an impartial and adequately closed estimate of the relevant population characteristics when it is difficult to investigate the complete population of individuals or objects. The researcher created a 45-item questionnaire for the study titled "Facility Utilization and Students Employability Skills Questionnaire"(FUSESQ) A two-section researcher-designed questionnaire was used to collect the data. The respondents' demographics were questioned in the first section. The second segment was divided into 45 items and was organized using a 4-point rating scale. Its purpose was to elicit answers to the research questions that had been developed. The items were placed on the 4-point rating scale of Very Highly Utilize (VHU- 4points), Highly Utilize (HU- 3points), Fairly Utilize (FU-2points), Rarely Utilize (RU- 1point) for Section B was on Very High Extent (VHE-4Points) High Extent (HE- 3 Points), Low Extent (LE- 2Points), and Very Low Extent (VLE-1 Point). The items ware validated by two lecturers in the department of business and entrepreneurship education while Cronbach Alpha method was used to determine the internal consistency of the instrument reliability yielded coefficient of 0.83. The three selected tertiary schools that are providing Business Education courses in the state were given the 208 copies of the questionnaires with the help of two research assistants. Specifically, 43 students from Modibbo Adama University (MAUTECH), 55 students from Federal College of Education Yola, and 110 students from College of Education, Hong. Every item was duly completed and useful for analysis when it was returned. Mean statistics and standard deviation were employed for the analysis of the data to provide answers to the research questions, and regression analysis was performed to test the null hypotheses at the 0.05 level of significance. For the research questions, things with a score of 2.50 and higher were assessed as being highly utilized and having a high extent, respectively, while items with a score of 2.49 and lower were considered being rarely utilized and having a low extent. For the test of hypotheses, if the probability value was less than or equal to the fixed probability value (0.05) level of significance the null hypotheses was rejected, but if otherwise, the hypothesis was accepted.

Results and Data Analysis

Research Question one: To what extent are infrastructural facilities utilized for learning in Business Education courses in Tertiary Institutions?

Table 1: Mean and standard deviation of responses on the extent of students' infrastructural facilities utilization

S/N	Items	Mean	SD	Remark
1.	Spacious lecture rooms	2.63	1.02	Highly utilized
2.	Lecture halls	2.79	0.98	Highly utilized
3.	Model offices	2.89	0.64	Highly utilized
4.	Staff offices	2.64	0.91	Highly utilized
5.	Alternative power supply	2.41	1.01	Rarely utilized
6.	Filling cabinets	2.32	0.90	Rarely utilized
7.	Air conditions system	2.43	1.00	Rarely utilized
8.	Fans to support the air conditions	2.65	0.94	Highly utilized
9.	Lecturer's demonstration stands	2.59	0.61	Highly utilized
10.	Water supply	2.75	0.81	Highly utilized
11.	Rest rooms	2.37	1.03	Rarely utilized
	Weighted Average	**2.59**	**0.90**	**Highly utilized**

Source: Field Survey, 2021

Analysis of data in Table 1 shows that calculated weighted average mean of 2.59 and standard deviation of 0.90, it shows that business education students highly utilized infrastructural facilities for learning in tertiary institutions in Adamawa State. The Table showed that out of the 11constructs, business education students highly utilized 7 infrastructural facilities such as spacious lecture rooms (2.63, 1.02), lecture hall (2.79, 0.98), model offices (2.89, 0.64), staff offices (2.64, 0.91), fans to support the air condition (2.65, 0.94), lecturer's demonstration stand (2.59, 0.61) and water supply (2.75, 0.81) while other constructs are rarely utilized. Business education students highly utilized infrastructural facilities because both the aggregate/item-calculated statistical mean are higher than the criterion mean of 2.50. This implies that Business Education students in tertiary institutions in Adamawa State highly utilized infrastructural facilities for learning in business education courses.

Research Question two: To what extent are instructional facilities utilized for learning in Business Education Courses in Tertiary Institutions?

Table2: Mean and standard deviation of responses on the level of students' instructional facilities utilization

S/N	Items	Mean	SD	Remark
12.	New modern typing pool or standard BED lab	2.01	0.81	Rarely utilized
13.	Chalkboards	2.89	0.67	highly utilized
14.	Slides	2.18	0.53	Rarely utilized
15.	Recording machines	2.43	0.80	Rarely utilized
16.	Bank notes counting machines	2.03	0.93	Rarely utilized
17.	Dictation machines	2.01	0.81	Rarely utilized
18.	Cheque writing machines	2.17	1.01	Rarely utilized
19.	Overhead digital projectors	2.14	0.62	Rarely utilized
20.	Digital cameras	2.28	0.75	Rarely utilized
21.	Instructional televisions	2.25	0.71	Rarely utilized
22.	Fax machines	2.64	1.00	highly utilized
	Weighted Average	**2.28**	**0.79**	Rarely utilized

Source: Field Survey, 2021

Analysis of data in Table 2 shows that calculated weighted average mean of 2.28 and standard deviation of 0.79, it shows that business education students rarely utilized instructional facilities for learning in tertiary institutions in Adamawa State. The Table showed that out of the 11constructs, business education students highly utilized two instructional facilities such as chalkboard (2.89, 0.67), fax machines (2.64, 1.00) and rarely utilized 9 instructional facilities. This means that instructional facilities are rarely utilized for learning in business education because both the aggregate/item-calculated statistical mean are lower than the criterion mean of 2.50. This implies that Business Education students in tertiary institutions in Adamawa State rarely utilized instructional facilities for learning business education courses.

Research Question Three: What is the extent of students' employability skill acquisition in Business Education in Tertiary Institutions?

Table 3: Mean and standard deviation of responses on the extent of students' employability skill acquisition

S/N	**Items**	**Mean**	**SD**	**Remark**
23.	Managerial skills	2.71	0.43	High extent
24.	Technical skills	2.83	0.35	High extent
25.	Accounting skills	2.69	0.43	High extent
26.	Marketing skills	2.77	0.46	High extent
27.	Problem solving skills	2.92	0.51	High extent
28.	Interpersonal skills	2.95	0.52	High extent
29.	Values and attitudes skills	2.53	0.48	High extent
30.	Organizational communication skills	3.26	0.58	High extent
31.	Subject matter skills	3.37	0.51	High extent
32.	Commitment	2.59	0.48	High extent
33.	Adaptability	2.83	0.50	High extent
34.	Integrity	2.71	0.65	High extent
35.	Dependability	2.77	0.46	High extent
36.	Reliability	2.89	0.60	High extent
37.	Customer satisfactions	2.64	0.41	High extent
38.	Research and development	2.71	0.66	High extent
39.	Ability to use office equipments and tools	2.61	0.65	High extent
40.	Decision making	2.57	1.13	High extent
41.	Critical thinking skills	2.55	0.65	High extent
42.	Creativity skills	2.69	0.71	High extent
43.	Innovation skills	2.75	0.72	High extent
44.	Human relation skills	2.91	0.63	High extent
45.	Leadership skills	2.62	0.65	High extent
	Weighted Average	**2.78**	**0.57**	**High Extent**

Source: Field Survey, 2021

Analysis of data in Table 3 shows that calculated weighted average mean of 2.78 and standard deviation of 0.57, it shows that business education students acquired employability skills to high extent in tertiary institutions in Adamawa State. The Table showed that the respondents indicated

high extent for all the constructs with mean ranging from 2.53 to 3.37. All the constructs have standard deviation ranging from 0.35 to 1.13. This means the responses are not widely spread as they are close to the mean. This implies that Business Education students in tertiary institutions in Adamawa State acquired employability skills to high extent.

Hypothesis one: Infrastructural facilities utilization has no significant influence on business education students' employability skills.

Table 4: Summary of Regression Analysis of infrastructural facilities utilization and business education students' employability skills

Model	N	R	R Square	Adjusted R Square
1	208	.058	.004	.003

a. Predictor (constant): Infrastructural facilities

b. Dependent Variable: Employability Skills

Table 5 Test of significance

Model		Unstandardized Coefficients		Standardized Coefficients			95% Confidence Interval	
		B	Std. Error	Beta	T	Sig.	Lower Bound	Upper Bound
1	(Constant)	0.546	.113		4.828	0.000	0.322	0.769
	Infrastructural Facilities	0.856	0.032	0.921	26.84	0.000	0.793	0.919

Dependent Variable: Employability skills

Table 4 summarizes the regression results of infrastructural facilities and business education students' employability skills. The result indicated that there is a positive relationship between infrastructural facilities and students' employability skills (R = 0.058) while R-squared is 0.004 which means that the independent variable (infrastructural facilities) explained 0.03% variations of the dependent variable (employability skills). The test of significance results as presented in Table 5 showed that infrastructural facilities utilization statistically significantly influence Business Education students' employability skills (B = 0.857; $t_{(207)}$ = 0.856, P = 0.000). It indicated that at 5% level of significance there is enough evidence that the regression equation is well specified that infrastructural facilities utilization significantly influence Business Education students' employability skills. Based on this, the null hypothesis was rejected.

Hypothesis two: Instructional facilities utilization has no significant influence on business education students' employability skills.

Table 6: Summary of Regression Analysis of instructional facilities utilization and business education students' employability skills

Model	N	R	R Square	Adjusted R Square
1	208	0.130	0.017	0.012

1. Predictor (constant): Instructional facilities

2. Dependent Variable: Employability Skills

Table 7 Test of significance

Model		Unstandardized Coefficients		Standardized Coefficients			95% Confidence Interval	
		B	Std. Error	Beta	T	Sig.	Lower Bound	Upper Bound
1	(Constant)	70.19	9.331		7.523	0.000	51.789	88.597
	Instructional Facilities	4.85	2.680	0.130	1.809	0.002	10.133	0.439

Dependent Variable: Employability skills

Table 6 summarizes the regression results of instructional facilities utilization and business education students' employability skills. The result indicated that there is a positive relationship between instructional facilities utilization and students' employability skills (R = 0.130) while R-squared is 0.017which means that the independent variable (instructional facilities utilization) explained 0.17% variations of the dependent variable (employability skills). The test of significance results as presented in Table 7 showed that instructional facilities utilization statistically significantly influence Business Education students' employability skills (B = 4.85; $t_{(207)}$ = 1.829, P = 0.002). It indicated that at 5% level of significance there is enough evidence that the regression equation is well specified that instructional facilities utilization significantly influence Business Education students' employability skills. Based on this, the null hypothesis was rejected.

Discussion of Findings

The findings of this study are discussed in line with the research questions. Findings from research question one respondents on business education students imply that they highly utilized infrastructural facilities for learning in tertiary institutions in Adamawa State. This is in line with the agreement of Federal Republic of Nigeria (2013) stated that utilization of these facilities such as infrastructural makes the lesson more meaningful and interesting, improves retention, save time, overcomes classroom barriers, as well as improves students' employability skills acquisition of Business Education courses.

It was also found that Infrastructural facilities utilization has no significant influence on business education students' employability skills regarding the extent of infrastructural facilities utilized for learning in business education program in tertiary institutions. That infrastructural facilities utilization statistically significantly influence business education students' employability skills (B = 0.857; $t_{(207)}$ = 0.856, P = 0.000). Thus, the null hypothesis was rejected. More so, results as regards to research questions two implies that business education students in tertiary institutions in Adamawa State rarely utilized instructional facilities for learning in business education courses and this supported the findings of Asuquo and Agboola (2017) that the instructional facilities in our tertiary education have lost their rigor as many facilities of institutions could not function well. The findings also revealed that there was significant relationship between teaching methods and students' skills acquisition. The test of significance results as presented in Table 7 Instructional facilities utilization has no significant influence on business education students' employability skills which showed that instructional facilities utilization statistically significantly influence business education students' employability skills (B = 4.85; $t_{(207)}$ = 1.829, P = 0.002). Based on this, the null hypothesis was rejected.

Furthermore, results as regards to research question three revealed that business education students in tertiary institutions in Adamawa State acquired employability skills to high extent. This is in line with Shafie and Nayan (2010) viewed that today's employers are concerned about finding good

workers who do not only love basic academic skills such as reading and writing, but higher order thinking skills, like learning, reasoning, thinking creatively, decision making, problem solving, and personal qualities such as team spirit, integrity, adaptability and flexibility, self-directed, self-management etc. In the same spirit, Nwanaka and Amaefule (2017) noted that Nigeria's social and economic problems will be drastically reduced if students are given adequate vocational training skills, raw materials, machineries and equipments. It is only with skilled men that materials can be harnessed, manipulated and transformed into finished products.

Conclusion

Based on the study's findings, the following conclusion was made: Inadequate use of instructional facilities for teaching and learning could result in business education students not developing the employability skills they need. As a result, learning facilities are important for the development of the necessary skills and the mental, physical, and social abilities and competencies needed for business education graduates to live in and contribute to the development of society. therefore, there is need for Proper and effective utilization of infrastructural and instructional facilities significantly influences employability skills acquisition for business education applicants.

Recommendations

The following recommendations were made:

1. In order to provide a more favorable atmosphere for teaching and learning and for more efficient acquisition of employability skills, institutions should continue to build more infrastructure facilities to support the yearly rise in student enrollment.
2. Non-governmental organizations, philanthropies, and alumni should help institutions maintain and distribute educational facilities in an adequate manner to ensure their regular and free use for teaching and learning business education courses and to enhance the development of students' employability skills.
3. The National Universities Commission (NUC), National Board for Technical Education (NBTE), and National Commission for Colleges of Education (NCCE) should establish standards for the effective use of instructional facilities and improve their monitoring and evaluation teams.

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E-COMMERCE COMPETENCIES REQUIRED OF BUSINESS EDUCATION GRADUATES FOR MANAGEMENT OF SMALL SCALE BUSINESSES

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Abstract

The study was conducted to ascertain the e-commerce competencies required of Business Education graduates for management of small scale businesses in Ebonyi State. Descriptive survey design was used in the study. A self-designed 4-point rating scale questionnaire tiled: E-commerce Competencies Questionnaire (ECCQ) was used for data collection. The instrument was validated by experts and was further subjected to internal consistency testing using Cronbach Alpha reliability coefficient which gave a reliability result of 0.78. The population of the study comprised 89 final years Business Education Students: 26 males and 63 females in threepublicinstitutions in Ebonyi State, Nigeria. There was no sample for the study because the population size was manageable. Mean and standard deviation were used to analyse the data and find answers to the research questions, while t-test was used to test the research hypotheses. Findings suggested that electronic communication, e-accounting and e-advertising are among the e-commerce competencies required of Business Education graduates for management of small scale businesses. The test of hypotheses revealed that gender, ownership and location of institutions has no significant difference in the mean responses of Business Education students on e-commerce competencies required for management of small scale businesses. It was recommended that electronic communication, e-accounting and e-advertising competencies should be included in the training programme of Business Education students for effective management of small scale businesses.

Keywords*:* E-Commerce, Competencies, Business Education, Management and Small Scale Businesses

Introduction

Business Education is a programme that seeks to develop vocational knowledge, skills, experiences and attitudes needed in the field of business and teaching career. Njoku in Ajisafe, Bolarinwa and Edeh (2015) considered business education as a programme that equips an individual with functional and suitable skills, knowledge, attitude and value that would enable the individual operates in the environment he or she finds himself or herself. Business education also provide the needed training for recipients to be able to work in an office or any business organization, become

competent consumer and a wise spender of resources, as well as develop functional skills for the management of one's business.

Management is the coordination and administration of tasks to achieve a goal (Indeed Editorial Team, 2021). It requires setting the organization's goals then coordinating the efforts of staff to accomplish those goals through proper utilization of available resources. In this regards, management can be said to be the art of getting things done through and with people. Management also coordinate man, machines, money and materials in the appropriate manner to achieve set goals. Management is an essential tool for the proper functioning of any organization including small scale businesses.

Small scale business as, the name implies, is a business that is not large in size, not complex in operation requires little financial involvement and has small numbers of employees (Obi, 2015). For Micah, Okafor, Idowu and Orija (2017), it is a business unit which requires relatively little capital. In this regards, the Federal Ministries of Industry and Commerce in Ogechukwu, Oboreh, Umukoro and Uche (2013), defined small scale businesses as those enterprises that cost not more than N500, 000 including working capital to set up. Generally, small scale businesses cut across many economic activities such production, distribution of goods and rendering of services to consumers. They play a very crucial role in the socio-economic transformation of every country especially in employment and poverty reductions.

With the emergence of new technology, especially the internet and social media, small scale businesses can now operate from any given location using the e-commerce platform. Electronic commerce or E-commerce as popularly known is the trading in products or services using computer networks, such as the internet (Kutz, 2016). E-commerce involves technologies such as mobile commerce, electronic funds transfer, supply chain management, internet marketing, online transaction processing, Electronic Data Interchange (EDI) inventory management system, and automated data collection systems. Modern e-commerce typically uses the World Wide Web for at least one part of the transaction's life cycle, although it may also use other technologies such as email. With E-commerce, a business can operate online for seven days a week, 24 hours a day from any location, products can be ordered online and delivered at the doorstep of the customers, quick comparison of products and prices can be done by the consumers to decide on the best option, accounting are done online (meaning the consumer have to reduce the risk associated with moving with money for shopping). However, the small scale business operators will requires some competencies to be able to do E-commerce.

Competencies are sets of attributes required to perform a particular activity; in other words, they are a collection of skills that an individual needs to complete a task (Deinen, 2020).In order to demonstrate competence, Lasse (2015), noted that workers must be able to perform certain tasks or skills with a required level of proficiency. Thus, competencies are crucial in assessing an individual's ability to effectively perform a particular task or job position. Competencies covers wide range of areas not limited to an individual's knowledge, skills, attitudes and behaviour. To Roggio (2016), competencies in e-commerce include: content marketing, data analysis, design, advertising, email marketing, marketing automation, and search engine optimization.

Content marketing has to do with the ability to write well and communicate with online audience. As an e-commerce operator, there is every tendency to interact with customers. Creative writing ability will help an operator communicate clearly with existing and potential customers. As the James Cook University (2019) noted, having strong written communication skills will allow one to excel in the online space.

Data analysis is the ability to consider facts and understand the implications of statistics. According to Kaposvery (2020) **the E-commerce manager is able to collect, interpret and implement changes in the sales strategy based on this raw data.**In data analysis, online market

data are collected, tested, interpreted and presented to provide vital information for online marketing decision.

Designs are special characteristics that make a business different from another. It is creativity in ecommerce that makes individuals' marketing materials and store stand out from the rest. Designs in E-commerce comprise the business web site, logo and other unique features that can easily differentiate one business from another.

Advertising is the awareness a business create about its existence, location, contacts and the goods and services available to offer for sale. It is simply a way a business makes itself and its products known to customers. The more customers know about a business the higher the marginal propensity to sell. As Maheshwari (2021)posited, ecommerce advertising must be done across multiple channels and via various forms of media such as pay-per-click ads on search engines and on social media sites, display advertising, native advertising, mobile advertising, pop-up ads, video ads, and more.

Email marketing is a platform used by businesses to communicate directly with existing consumers who indicate interest in the business' products (Roggio, 2016). With the email as a digital name for a business, email marketing is a fast way to reach customers in their different locations. Customers may be added to an email list and contacted where necessary.

Marketing automation involves machine response to human transaction or a request using artificial intelligence. It involves managing basic marketing functions and processes in automated platforms that provide quick feedback. A good example is the Automated Teller Machine (ATM) that dispenses cash without human supervision. Roggio (2016) is of the opinion that marketing automation has the power to significantly reduce marketing expenses, boost conversion rates, increase average order value, and, even improve shopper experience, in some cases.

Search engine optimization (SEO) is a platform used to increase traffic to a business website. Search engine optimization involves the process of making business web pages easy for web crawlers to access and index so that search engines can easily find and catalogue what is on the business' page and makes it easier to locate the website on the appropriate results pages.

For the purpose of this study attention was given to the e-commerce competencies required for management of small scale businesses to include electronic communication, electronic accounting and e-advertising.

Electronic communication can be defined as a form of communication that takes place where physical presence to dialog is not possible. It is a type of communication that is facilitated by ICT facilities. The Connecticut State Colleges and Universities (2015) defined it as any communication that is broadcast, created, sent, forwarded, replied to, transmitted, stored, held, copied, downloaded, displayed, viewed, read, or printed by one or several electronic communications services, including but not limited to email and telephone. In a similar way, Elprocus Communication (2021) defined electronic communication as the communication which uses electronic media to transmit the information or message using computers, e-mail, telephone, video calling, FAX machine, and others. This type of communication allows the sharing data like images, graphics, sound, pictures, and many things. QS Study (2021) noted that it allows the amalgamation of several media, such as data, graphics, video, and sound, into one message. Electronic communication is very important in modern business. It saves time and cost of doing business and enable people to stay in touch with customers using Email, Text and Instant Messaging, Social Networking, Video Chat, Chat and Meeting Tools like zoom.

Accounting is the process of creating, recording, keeping, analysing and presenting financial statements to aid the tracking and control of assets and make proper business decisions. When the process is done using electronic mean, it is referred to as Electronic accounting, or e-accounting. Venegas(2017) defined it as any accounting system which is based on information communication technology for the capture and processing of a business' financial data.

E-accounting covers various areas of accounting including electronic accounting (E-accounting) system which are platforms used to facilitate online payments. In the assertion of Green (2018), there are payments system that allows customers to make cashless payments for goods and services through cards, mobile phones or the internet. By expansion, e-accounting are facilitated by the use of internet and electronic devices, such as computers, smartphones or tablets. Furthermore, Dominic (2021) noted that e-accounting forms are most credit and debit cards; however, there are alternative payment methods, such as bank transfers, electronic wallets, smart cards or cryptocurrency (example bitcoin wallet).

E-accounting is a convenient way of recording, storing, analysing and reporting financial information. It is very relevant in e-commerce transactions because it provides universal access, good collaboration, quick rectification and result, fast record with advance technology, strict control, large scale business record, adjustment with law and accounting standards and modification is possible and easy. It also, reduce the time spent on manual processes, less errors and increased accuracy, real-time financial information, automated invoices, credit notes and receipts, innovative financial technology, save money on resources, faster record-keeping leads to more business.

E-advertising is the act of placing paid contents on an online website, search engine, social media networks, podcast, newsletters, or other interacting online property, such as chat or instant messaging (Newton, 2021). It is also the practice of disseminating paid messages to increase the sales of products online.

Statement of the Problem

With the global trend, e-commerce technology has become more popular in recent years, and it's something every business owners especially small scale businesses need to understand and learn as much about as possible. Business Education students also need to develop competencies in e-commerce to function better in the work place. To prepare the students in this area, e-commerce courses have been integrated into Business Education, precisely the OTM education curriculum (Edokpolor and Chukwu, 2017). However, as it appears, many students are still lacking competent to operate in an e-commerce system. Regarding this development, Edokpolor and Chukwu (2017) stressed that despite the effort to introduce e-commerce in OTM education, students still graduate with little or no e-commerce competencies that would make them to become proficient in modern business organizations. It is based on this unfortunate development that this study was embarked upon to ascertain the e-commerce competencies required of business education graduates for management of small scale businesses.

Research Questions

The following research questions guided the study:

1. What are the Electronic communication competencies required of business education graduates for management of small scale businesses?
2. What are the Electronic accounting related e-commerce competencies required of business education graduates for management of small scale businesses?
3. What are the E-advertising competencies required of business education graduates for management of small scale businesses?

Research Hypotheses

The following hypotheses guided the study and was tested at 0.05 Alpha level of significant:

$H0_1$: There is no significant difference in the mean responses of male and female business education graduates on electronic communication competencies required for the management of small scale businesses.

$H0_2$: There is no significant difference in the mean responses of business education students in federal and state owned institutions on electronic accounting related competencies required for management of small scale businesses.

$H0_3$: There is no significant difference in the mean responses of business education students in urban and rural areas on e-advertising competencies required for management of small scalebusinesses.

Methodology

Descriptive survey design was used in the study. A self-designed 4-point rating scale questionnaire tiled: E-commerce Competencies Questionnaire (ECCQ) was used for data collection. The instrument was validated by experts and further subjected to internal consistency testing using Cronbach Alpha reliability coefficient which yielded a reliability coefficient of 0.78. The population of the study comprised 89 final year Business Education Students: 26 males and 63 females in 3 public institutions (College of Education Ikwo, Ebonyi State University, Abakaliki and Alex Ekwueme Federal University, Ndufu-Alike, Ikwo) in Ebonyi State, Nigeria. There was no sample for the study because the population size was manageable. Mean and standard deviation were used to analyse the data and find answers to the research questions, while t-test was used to test the research hypotheses at 0.05

Results

Research Questions

Research Question 1

What are the electronic communication competencies required of business education graduates for management of small scale businesses?

The result of research question 1using mean and standard deviation is presented in Table 1

Table1: ***Mean and standard deviation result on electronic communication competencies***

S/N	Electronic Communication Competencies Required by Business Education Students include the ability to:	Mean	Std	Decision
1	Build an email list of customers	3.22	0.73	Agree
2	Connect with customers on chat groups	3.70	0.54	Strongly Agree
3	send an instant message to customers using a preferred social networking site	3.73	0.44	Strongly Agree
4	Send personalized messages to potential customers	3.65	0.47	Strongly Agree
5	Close a deal with a customer on phone	3.20	0.40	Agree
6	Share images with customers	3.31	0.46	Agree
7	Send and receive emails from customers	3.58	0.49	Strongly Agree
	Grand Mean	**3.48**	**0.50**	**Agree**

The result in Table 1 show that the grand mean of 3.48 was greater than the midpoint value of 2.50, meaning the respondents agreed to electronic communication as one of the e-commerce competencies required of business education students for management of small scale businesses.

Research Question 2

What are the Electronic accounting related e-commerce competencies required of business education graduates for management of small scale businesses?

The result of research question 2 using mean and standard deviation is presented in Table 2

Table 2:*Mean and standard deviation result on electronic accountingrelated e-commerce competencies*

S/N	Electronic Accounting Related E-Commerce Competencies Required of Business Education Students include the ability to:	Mean	Std	Decision
8	Do bank transfers	3.20	0.40	Agree
9	Use the Internet to distribute financial reports	3.00	0.30	Agree
10	Operate an electronic wallet	3.25	0.44	Agree
11	Use smart cards for easy payments of goods and services	2.82	0.50	Agree
12	prepare electronic financial statements	3.15	0.49	Agree
13	Confirm evidence of payments on e-receipts	3.01	0.23	Agree
	Grand Mean	**3.07**	**0.39**	**Agree**

Table 2 shows that the grand mean of 3.07 was greater than the midpoint value of 2.50 meaning that the respondents agreed that e-accounting are among the e-commerce competencies required of business education students for management of small scale businesses.

Research Question 3

What are the e-advertising competencies required of business education graduates for management of small scale businesses?

The result of research question 3 using mean and standard deviation is presented in Table 3

Table 3: *Mean and standard deviation result on e-advertising competencies*

S/N	E-Advertising Competencies include the ability to:	Mean	Std	Decision
14	Do email campaign with a special offers to customers	3.16	0.37	Agree
15	Improve the quality of pictures, videos and descriptions of products to increase conversions	2.78	0.41	Agree
16	Set up a Google Shopping campaign	3.19	0.49	Agree
17	Set up a Facebook advertising campaign	3.70	0.45	Strongly Agree
18	Use guest blogs to target potential customers from other people's blogs.	3.65	0.47	StronglyAgree
	Grand Mean	**3.29**	**0.43**	**Agree**

Table 3 shows that the grand mean of 3.29 was greater than the midpoint value of 2.50 meaning that the respondents agreed that e-advertising is among the e-commerce competencies required of business education students for management of small scale businesses.

Research Hypotheses

Research Hypothesis 1

There is no significant difference in the mean responses of male and female business education graduates on electronic communication competencies required for the management of small scale businesses.

The result of research hypothesis 1 using t-test is presented in Table 4

Table 4: *t-test result of male and female business education graduates on electronic communication competencies*

ITEM	Gender	N	Mean	Std.	t-cal	t-critical	Decision
1	Male	26	3.26	0.72	0.36	1.99	Accept
	Female	63	3.20	0.74			
2	Male	26	3.73	0.53	0.25	1.99	Accept
	Female	63	3.69	0.55			
3	Male	26	3.76	0.42	0.52	1.99	Accept
	Female	63	3.71	0.45			
4	Male	26	3.65	0.48	0.02	1.99	Accept
	Female	63	3.65	0.48			
5	Male	26	3.23	0.42	0.42	1.99	Accept
	Female	63	3.19	0.39			
6	Male	26	3.34	0.48	0.40	1.99	Accept
	Female	63	3.30	0.46			
7	Male	26	3.65	0.48	0.84	1.99	Accept
	Female	63	3.55	0.50			
	Grand Mean				**0.40**	**1.99**	**Accept**

Table 4 show the Grand Mean of the calculated-t value 0.40 was less than the critical-t value of 1.99. The null hypothesis 1 was retained, suggesting there is no significant difference in the mean responses of male and female business education graduates on electronic communication competencies required for the management of small scale businesses.

Research Hypothesis 2

There is no significant difference in the mean responses of business education graduates in federal and state owned institutions on electronic accounting related competencies required for management of small scale businesses.

The result of research hypothesis 2 using t-test is presented in Table 5

Table 5: *t-test result of business education students in federal and state on electronic accounting related e-commerce competencies*

ITEM	Ownership	N	Mean	Std.	t-cal	t-critical	Decision
8	Federal	26	3.15	0.36	0.73	1.99	Accept
	State	63	3.22	0.41			
9	Federal	26	3.03	0.19	0.77	1.99	Accept
	State	63	2.98	0.33			
10	Federal	26	3.19	0.40	0.90	1.99	Accept
	State	63	3.23	0.45			
11	Federal	26	2.76	0.58	0.74	1.99	Accept
	State	63	2.85	0.47			
12	Federal	26	3.15	0.54	0.42	1.99	Accept
	State	63	3.15	0.48			
13	Federal	26	3.00	0.28	0.28	1.99	Accept
	State	63	3.01	0.21			
	Grand Mean				**0.64**	**1.99**	**Accept**

Table 5 show that the Grand Mean of the calculated-t value 0.64 was less than the critical-t value of 1.99. The null hypothesis 2 was retained, indicating there is no significant difference in the mean responses of business education students in federal and state owned institutions on electronic accounting related e-commerce competencies required for management of small scale businesses.

Research Hypothesis 3

There is no significant difference in the mean responses of business education students in urban and rural areas on e-advertising competencies required for management of small scale businesses.

The result of research hypothesis 3 using t-test is presented in Table 6

Table 6: *t-test result of urban and rural areas business education students on e-advertisingcompetencies*

ITEM	Location	N	Mean	Std.	t-cal	t-critical	Decision
14	Urban	38	3.13	0.34	0.79	1.99	Agree
	Rural	51	3.19	0.40			
15	Urban	38	2.86	0.31	2.18	1.99	Disagree
	Rural	51	2.70	0.46			
16	Urban	38	3.15	0.54	0.54	1.99	Agree
	Rural	51	3.21	0.46			
17	Urban	38	3.68	0.47	0.41	1.99	Agree
	Rural	51	3.72	0.45			
18	Urban	38	3.60	0.49	0.78	1.99	Agree
	Rural	51	3.68	0.48			
	Grand Mean				**0.94**	**1.99**	**Agree**

Table 6 show that the Grand Mean of the calculated-t value 0.94 was less than the critical-t value of 1.99. The null hypothesis 3 was retained, revealing there is no significant difference in the mean responses of Business Education students in urban and rural areas on e-advertising related competencies required for management of small scale businesses.

Discussion

The result in Table 1 shows that the grand mean of 3.48 was greater than the midpoint value of 2.50. This suggest that the respondents agreed to electronic communication as e-commerce related competencies required of business education students for management of small scale businesses. Similarly, in testing null hypothesis 1 in Table 4, the Grand Mean of the calculated-t value 0.40 was less than the critical-t value of 1.99. The null hypothesis 1 was retained, revealing that there is no significant difference in the mean responses of male and female business education graduates on electronic communication competencies required for the management of small scale businesses. By extension, there is no gender difference in electronic communication competencies needed to function well in e-commerce as Business Education graduates. Every students, male or female need to know how to build an email list of customers, send a message to customers using email or preferred social networking site, and receive feedback from customers using the online communication platforms. As Marjotie (2021) noted, that these platforms enables users to instant message and connect with each other through their computers or mobile devices. The findings align with Edokpolor and Chukwu (2017) that here was no significant difference between mean ratings of male and female OTM education students on the extent to which they have acquired competencies in fundamental word processing applications needed for e-commerce.

Table 2 shows that the grand mean of 3.07 was greater than the midpoint value of 2.50 meaning that the respondents agreed that e-accounting is among the e-commerce competencies required of Business Education graduates for management of small scale businesses. In addition, Table 5 shows that the Grand Mean of the calculated-t value 0.64 was less than the critical-t value of 1.99. The null hypothesis 2 was retained, indicating there is no significant difference in the mean responses of business education graduates in federal and state owned institutions on electronic accounting related e-commerce competencies required for management of small scale businesses. With these findings, it can be explain that taking advantage of the ecommerce is not limited to a learning institution. This is because, with technology, the world has become a global village. It is more rewarding therefore, to take advantage of the internet even in doing small scale business. Išoraitė and Miniotienė (2018), never missed words when they opined that electronic commerce is a business in which information technology is used to increase sales, business efficiency and provide a basis for new products and services. These findings are contrary to Edokpolor and Chukwu (2017) that the OTM students in Federal institutions are more competent than the OTM students in State owned institutions. There cannot be difference after all, when the same ecommerce course contents are taught to students in both institutions.

Table 3 shows that the grand mean of 3.29 was greater than the midpoint value of 2.50 meaning that the respondents agreed that e-advertising are among the e-commerce competencies required of business education students for management of small scale businesses. Also, Table 6 shows that the Grand Mean of the calculated-t value 0.94 was less than the critical-t value of 1.99. The null hypothesis 3 was retained, revealing there is no significant difference in the mean responses of Business Education graduates in urban and rural areas on e-advertising related competencies required for management of small scale businesses. By expansion, ecommerce can be operated from any place whether urban or rural areas provided there are internet connectivity and the competencies to use it. The findings agreed with Roggio (2016) that e- advertising is one of the competencies in e-commerce. E-advertising is essential in business as it causes existing and potential customers to be informed of the products the supplier have for sales. Having the competencies to advertise online with huge users could be rewarding, especially when they get to know what products are available for sale and where to get the products.

Conclusion

Business Education as a programme that seeks to develop vocational knowledge, skills, experiences and attitudes needed in the field of business and teaching career must continue to provide the needed training for recipients to be able to work in an office or any business organization, become competent consumer and a wise spender of resources, as well as develop functional skills for the management of one's business. The preparation of the students must therefore meet the needs of the changing society. Such preparations should cover electronic ways of doing business which is a new normal. To this end, emphasis must be place by institutions of learning offering Business Education programme on e-commerce competence for the management of businesses especial the small scale business.

Recommendations

Based on the findings of the study, it was recommended that:

1. Electronic communication competencies should be included in the training programme of Business Education students for effective management of small scale businesses.
2. Electronic accounting related e-commerce competencies should be part of Business Education programmein order to help students manage their businesses.

3. Business Education students should develop the necessary e-advertising related competencies to enhance the management capability of small scale businesses.

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NATIVE LANGUAGE PRESENTATION OF MARKETING TRAINING AS A PANACEA TO INORDINATE APPLICATION OF AFRICAN TRADITIONAL SALES ENHANCER (ATSE) BY OSUN STATE MICRO-ENTREPRENEURS

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Abstract

Inaccessibility to marketing education or training by micro-entrepreneurs who are majorly non-educated people might be one of the reasons why micro-entrepreneurs engage in the inordinate application of spiritual forces to enhance sales. This application of spiritual manipulation of consumers has been marked as African Traditional Sales Enhancer and was identified as one of the problems affecting entrepreneurial durability and success in Nigeria. This study is premised on examining marketing training delivery using native language presentation as a panacea to the inordinate application of African Traditional Sales Enhancer by Osun State micro-entrepreneurs. The study made use of descriptive survey research design. The population comprised 229 business education professionals. The sample for this study comprised 47 experts in six different tertiary institutions in Osun State. Structured questionnaire was used to collect primary data from respondents. Relevant works of authorities in related fields were reviewed.Data were presented in tabular form and analyzed using mean rating and standard deviation. Results show that native language presentation of marketing training is a veritable instrument of reducing or controlling the inordinate application of African Traditional Sales Enhancer by micro-entrepreneurs, and that controlled application of African Traditional Sales Enhancer will influence micro-entrepreneurship durability. The study recommended that Government should design a compulsory and special marketing training in native language presentation for micro-entrepreneurs which will serves as one of the prerequisites for would be micro-entrepreneur. Government through National Orientation Agency should commence various multilingual orientation programmes to encourage micro-entrepreneurs to desist from total application and reliance on African Traditional Sales Enhancer.

Keywords: African Traditional Sales Enhancer, Entrepreneurship Durability, Native Language Presentation, Marketing Training, Micro-entrepreneur

Introduction

The inordinate application of African Traditional Sales Enhancer (ATSE) has been adjudged as one of the problems militating against entrepreneurship durability in Nigeria. Sangodapo, Ademiluyi, Nwabufo and Popoola (2022) submitted that the ability of micro-entrepreneurs to withstand and survive unfavorable economic waves and pressures as occasioned by recent and persisting upward trend of inflation rate is threatened by inordinate belief and application of African Traditional Sales Enhancer (ATSE) by micro-entrepreneurs in Osun State Nigeria

In the context of this study, micro-enterprises are mostly one-man businesses/sole proprietorships, controlled and managed by micro-entrepreneurs. This category of enterprise has limited number of employees ranging between one and three, initial capital outlay less than two million naira and sales turnover of not more that five million naira annually. Artisan, traders, producers of local goods are common withing this category of enterprise. Most micro-enterprises specialize in providing goods or services for their local areas thereby contributing their quota to economic development of Nigeria.

Micro-enterprises are essential to Nigeria's economic growth. and are seen as the primary driver of economic expansion. Ademiluyi (2007) asserted that micro-entrepreneurs are crucial element in fostering private sector collaboration and development as they foster competition, raise living standards, and produce jobs. Ebitu Basil, and Ufot (2016) emphasized that micro entrepreneurs are typically in charge of ensuring that goods and services get to the final consumers, encouragement of entrepreneurship, and second-hand repairs products. Conversely, realities on ground in terms of contributions of micro-entrepreneurship fall-short of expectations in terms of micro-entrepreneurial durability, profitability and sustenance. This, based on researchers assumption, might be occasioned by inordinate reliance of micro-entrepreneurs on application or usage African Traditional Sales Enhancer to induce sales.

African Traditional Sales Enhancer (ATSE) is a ancient technique that micro-entrepreneurs in Nigeria engaged in as a way to increase sales or patronage by spiritually influencing potential customers to buy their products. Awure (fortune booster), Aworo (customer dragger), Asina (way opener), Osole (money drawer), OseItaja (sales enhancer soap) are some of the numerous names for spiritual sales enhancer in Yoruba land.

ATSE is an African cultural metaphysical method of clouding consumers' ability to appraise products and services objectively, leading nearly all potential customers to act on impulse that may have been sparked by African spiritual control intended to increase sales. The preparation of African Traditional Sales Enhancer varies based on the user, the circumstances in which it will be utilized, and the level of effectiveness required. The researcher observed that some of African spiritual manipulations are prepared in form of soap, magical powder, water, perfume and other items.

Awoniyi (2011) was of the opinion that the three main types of religion: Islam, traditional religion, and Christianity, particularly those of African descent provide these for their adherent in one way or the other. Despite the fact that there is a dearth of literature on the idea of African Traditional Sales Enhancer (ATSE), the researcher based his explanations the little that was available, as well as his long-time inquiries and observations.

The researchers' observation revealed that micro-entrepreneurs in Nigerians place a high value on their cultural heritage and spiritual belief, and regardless of whether they are identified as Christians, Muslims, or Traditional believers, Adetunmbi (2017) explained that it is very common for micro-traders to seek spiritual advice and guidance whenever they are in difficulties, like when sales are down, or when their businesses face unforeseen difficulties. Due to these, a lot of micro-enterprise owners put more trust in traditional African sales enhancing methods than the application of modern methods and techniques of marketing. The study conducted by Sangodapo, Ademiluyi, Nwabufo, and

Popoola, (2022) emphasized that micro-entrepreneurs in Osun State use of apply spiritual methods of enhancing sales regardless of their religion.

Marketing training in the context of this study is an informal training programme specially designed for who be micro-entrepreneurs, and conducted in micro-entrepreneurs' native language which will afford micro-entrepreneur the opportunity to learn basic ideas on the process and fundamentals of product development, pricing methods and purposes, integrated marketing communication, product distribution, and basics marketing decisions on how products and services move from concept to consumer. The reason for marketing training in native language is for better understanding and application of marketing techniques because majority of micro-entrepreneurs in Osun State jump into venture establishment without adequate marketing training. This has probably denied them benefits derivable from application of marketing tactics. Kapkiyai, and Kimitei, (2016) revealed that micro-entrepreneurs' low marketing skills and high failure rates in sales are both caused by lack of marketing education and training.

Adefulu and Adebowale (2019) examined the following as the general goals of marketing traning in Nigeria: to provide a meaningful marketing instructive understanding and practice, equip micro-entrepreneurs with the marketing, sales, and advertising expertise they need to achieve entrepreneurial durability. studies at their localities or places provided by the facilitators, develop micro-entrepreneurs capable of sustaining their own businesses, provide micro-entrepreneurs with basic/advanced marketing concepts to efficiently promote marketing management and to produce knowledgeable and capable marketing professionals.

Considering the goals of marketing education in Nigeria as considered by Adefulu and Adebowale, it is the opinion of the researchers that there may be a clear shift or replacement of inordinate application of ATSE by micro-entrepreneurs with basic marketing practices in south-west Nigeria, if micro-entrepreneurs are exposed to informal training in marketing education in the language they understand best. Sangodapo, Ademiluyi, Nwabufo and Popoola (2022) established the relationship between application of ATSE by micro-entrepreneurs and application of product promotion strategies to be inverse. This indicates that majority of micro-entrepreneurs are blinded to the application of product promotion as a result of their unwarranted belief in the efficacy of ATSE. However, their inability to see the benefits of applying sales /product promotion is not without attendant negative effects on sales volume declining. No wonder the micro-entrepreneurship durability is difficult to achieve and sustain.

Statement of Problem

In April, 2022, inflation rate has increased to 16.82%, the highest level in eight months according to the National Bureau of Statistics (Punch Editorial Board, 2022). In June, 2022 Central Bank of Nigeria pegged the inflation rate at 18.60% (CBN, 2022). One of the obvious eventualities of this upward trend of inflation rate is high cost of production inputs. Although, many researchers have severally proposed a producing economy through entrepreneurship as a way out of depending economy, this has not yielded expected results as micro-entrepreneurship lack durability and sustenance in the face of little or no challenges. Integrated Marketing Communication is discarded for belief in spiritual manipulation of consumers through ATSE perhaps because of lack of training in marketing. This has resulted in lack of both local and international awareness of locally produced goods by our micro-entrepreneurs. This, the researchers guess as one of the reasons why Nigeria economy depends on importation rather than exportation that will boost the value of Nigeria currency. This study therefore intends to evaluate the opinions of experts on native language presentation of marketing training as a panacea to inordinate belief and application of African Traditional Sales Enhancer by Osogbo micro-entrepreneurs. Hence, reason for this study.

Research Questions

The following research questions were raised to guide this study:

1. What is the relevance of native language presentation of marketing training in controlling the application of African Traditional Sales Enhancer by Osun State micro-entrepreneurs?
2. What is the influence of controlled application of African Traditional Sales Enhancer on micro-entrepreneurship durability in OsunState.

Methodology

This study adopted the survey research design and obtained its data from both primary and secondary sources. The primary data were obtained through questionnaire. The population size for the study is 229. Questionnaire was administered on a sample size of 70 experts who are specialized in business, marketing, and entrepreneurship education in Osun State. These experts were randomly selected from six government higher institutions in Osun State (ObafemiAwolowo University, Ile-Ife was excluded because of ASUU strike) namely, Osun State University, Okuku Campus, Federal Polytechnic, Ede; Osun State Polytechnic, Iree, Osun State College of Technology, Esa-Oke, Osun State College of Education, Ilesa, and Osun State College of Education, Ila-Orangun, using stratified random sampling. The researcher was able to retrieve 47 copies of the questionnaires from the respondents making approximately 67% returns. Therefore, 47 stands as the actual sample size. The questionnaire was structured based on 4 points Likert scale as Strongly Agreed (4), Agreed (3), Disagreed (2) and Strongly Disagreed (1). The instrument contains 17 items. The face and content validity of instrument of data collection was done by two experts from the Department of Business Education, Ekitistate University, Ado-Ekiti, and Department of Business Management, LadokeAkintola University of Technology, Ogbomosho. The reliability of the instrument was determined by statistical analysis of the data collected from the pilot study which was conducted in Kwara State Polytechnic, Ilorin which is outside the study area. The correlation between data of test-retest was calculated using Pearson Product Moment Correlation (PPMC). The reliability index obtained is 0.86 which shows that the instrument is reliable, according to Shuttleworth (2009) a test re-test correlation of +0.75 or greater is considered to indicate good reliability. Mean rating and standard deviation were used as descriptive statistics to analyze the primary data. Mean score of 3.50 and above was taken to be strongly agreed, between 2.50 and 3.49 is agreed, 2.0 to 2.49 is disagreed, while below 2.0 is strongly disagreed.

Results

The results of data analysis were presented according to the research questions.

Research Question 1: What is the relevance of native language presentation of marketing training in controlling the application of African Traditional Sales Enhancer by Osun State micro-entrepreneurs?

Table 1: Respondents opinions on the relevance of native language presentation of marketing training in controlling the application of African Traditional Sales Enhancer

Items	Mean	Std. Deviation	Remarks
Presentation of Marketing training in native language will expose micro-entrepreneurs to marketing skills that will generate better sales	4.00	.000	SA
Integrated marketing communication of micro entrepreneurs will be boosted through understanding			

marketing tactics not through usage of spiritual control	3.96	.204	SA
Marketing training in native language will expose micro-entrepreneurs to online marketing and enhance internationalization of local product	3.96	.204	SA
Marketing training in native language will provide adequate experience for micro-entrepreneurs on promotion and product awareness	3.96	.204	SA
Giving adequate marketing training in native language will discourage micro-entrepreneurs from relying on spiritual means of enhancing sales	3.91	.282	SA
Marketing training in local language will enhance micro-entrepreneurs' distribution strategies	3.89	.312	SA
Marketing training in native language will enhance achievement of entrepreneurial success	3.85	.360	SA
Marketing training in native language will improve micro-entrepreneurs' marketing and business decisions that will enhance sales better than application of sales through spiritual means	3.85	.360	SA
Marketing training in native language will equip micro-entrepreneurs with pricing strategies	3.79	.414	SA
Marketing training in native language will expose micro-entrepreneurs to strategies of product development	3.66	.479	SA
Average mean and standard deviation	**3.88**	**0.282**	**Agree**

Table 1 shows that majority of respondents were unanimous in their answers to the items on the Table, majority of them agreed to all items. This agreement is obvious as all the mean scores are above the fixed decision value of 2.50. The standard deviation on the Table ranged from 0.000 to 0.479, this indicates that there is low variability in the respondents' responses. The average mean and standard deviation of 3.88 and 0.282 respectively are indicators to this fact. The implication of this is that marketing education is relevant in controlling the application of African Traditional Sales Enhancer by Osun State micro-entrepreneurs.

Research Question 2: What is the influence of controlled application of African Traditional Sales Enhancer on micro-entrepreneurship durability in OsunState

Table 2: Respondents opinions on the influence of controlled application of African Traditional Sales Enhancer on micro-entrepreneurship durability

Items	Mean	Std. Deviation	Remarks
Controlled African Traditional Sales Enhancer will enhance the profitability of micro-entrepreneurs	3.96	.204	SA
Reduction of reliance on spiritual manipulation of consumers will assist micro-entrepreneurs to withstand hash economic situation	3.96	.204	SA
Reduced application of spiritual sales enhancer by micro-entrepreneurs will enhance usage of marketing skills	3.94	.247	SA
Controlled African Traditional Sales Enhancers improve on micro-entrepreneurs' sales volume	3.94	.247	SA
Reduction of total reliance on spiritual sales enhancer will encourage micro-entrepreneurship to make use product promotion	3.85	.360	SA
Controlled application of African Traditional Sales Enhancer will enhance entrepreneurship durability	3.81	.398	SA
African Traditional Sales Enhancer is a factor to monitor for the success of micro entrepreneurs	3.62	.491	SA
Average mean and standard deviation	**3.87**	**0.307**	**Agree**

Table 2 shows widely held opinion of respondents in their unanimous responses to the items on the table, majority of them agreed to all items. This agreement is obvious as all the mean scores are above the fixed decision value of 2.50. The standard deviation on the table ranged from 0.204 to 0.491, this indicates that there is low variability in the respondents' responses. The average mean and standard deviation of 3.87 and 0.307 respectively are indicators to this fact. The implication of this is that controlled application of African Traditional Sales Enhancer by micro-entrepreneurs has influence on micro-entrepreneurship durability in Osun State.

Discussion

Findings on research question one show that marketing training in native language will expose micro-entrepreneurs to marketing skills that will generate better sales, boost usage of integrated marketing communication of micro entrepreneurs so as to discourage them from relying on usage of spiritual manipulation of customers to buy product, encourage our micro-entrepreneurs to make use of online marketing tactics and enhance internationalization of our local products. It was further revealed that marketing training in native language will provide adequate experience for micro-entrepreneurs on product awareness and promotion, and will discourage micro-entrepreneurs from relying on spiritual means of enhancing sales, it will also enhance micro-entrepreneurs' usage of distribution strategies. The findings show further that marketing training in native language will enhance achievement of

entrepreneurial success, and will improve micro-entrepreneurs' marketing and business decisions that will enhance sales better than application of spiritual means of enhancing sales, it will also equip micro-entrepreneurs with pricing strategies. Marketing training in native language will expose micro-entrepreneurs to strategies of product development. These findings are consistent with the findings of Etonyeaku, and Ezeji (2013) established that entrepreneurs are generally positive about the marketing education as marketing trainings are instrumental to business preparation and advancement.

Findings on research question two show that controlled application of African Traditional Sales Enhancer will enhance the profitability of micro-entrepreneurs, and that minimal reliance on spiritual manipulation of consumers will assist micro-entrepreneurs to withstand hash economic situation. It was also found that reduced application of spiritual sales enhancer by micro-entrepreneurs will enhance application of marketing skills and assist micro-entrepreneurs to improve on their sales volume, and at the same time encourage micro-entrepreneurs to make use product promotion. Further to the above, it was revealed that controlled application of African Traditional Sales Enhancer will ensure entrepreneurship durability because African Traditional Sales Enhancer is a factor to monitor for the success of micro entrepreneurs. These findings are consistent with the findings of Sangodapo, Ademiluyi, Nwabufo and Popoola (2022) the objective of their study was to evaluate the influence of Africa Traditional Sales Enhancer on the utilization of product promotion techniques for increasing sales volume. The result shows that there is inverse relationship between uncontrolled usage of ATSE and application of product promotion by micro-entrepreneurs.

Conclusion

This study was designed to evaluate the relevance of marketing training presented in native language in controlling or discouraging the reliance of micro-entrepreneurs on spiritual means of enhancing sales which was conceptualized as 'African Traditional Sales Enhancer'. The opinion of experts and professionals from seven public higher institutions is Osun State were analyzed and it was found that marketing training presented in native language will be a good instrument in controlling or discouraging micro-entrepreneurs from relying on application of spiritual means of enhancing sales. Further to this, it was found that controlled usage or application of African Traditional Sales Enhancer through marketing education will influence micro-entrepreneurship durability.

Recommendations

The following are recommended:

i. Previous study by the researchers has established an inverse relationship between the usage of African Traditional Sales Enhancer and application of product promotion and that reliance on this spiritual means without the usage of marketing strategies by micro-entrepreneurs is falsely perceived to increase sales volume. Therefore, this study recommends that Federal Government of Nigeria should design a compulsory and special marketing training programme in native languages for micro-entrepreneurs. This programme should be one of the conditions or prerequisites for establishing micro-enterprise in Nigeria.

ii. Entrepreneurship durability will contribute to economic development of a nation provided its survival in the face of economic hardship is not threatened by total reliance or uncontrolled application of African Traditional Sales Enhancer which has been found to be preventing entrepreneurs from using marketing strategies appropriately. It is therefore recommended that Government, through National Orientation Agency (NOA) should orientate micro-entrepreneurs through electronic, print and online media on the need to abrogate spiritual means of enhancing sales. This will serve as a way of controlling the reliance of micro-entrepreneurs on African Traditional Sales Enhancer.

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PROMOTING ENTREPRENEURIAL SKILLS ACQUISITION THROUGH BUSINESS EDUCATION PROGRAMME OF PUBLIC TERTIARY INSTITUTIONS IN ENUGU STATE FOR SELF-EMPLOYMENT

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Abstract

This research work dwelt on promoting entrepreneurial skills acquisition through Business Education programme of public tertiary institutions in Enugu State. Descriptive survey research design was used for the study. The population for the study comprised of 62 Business Educators in public tertiary institutions offering Business Education programme in Enugu State. The entire population was used hence, no sampling was done. Two research questions and two null hypotheses guided the study. Self-structured questionnaire validated by three experts was the instrument for data collection. The instrument was subjected to reliability text and a co-efficient of 0.76% was got using Crombach Alpha. Mean and standard deviation were used to answer the research questions while t-test was used to the null hypotheses at 0.05 level of significance. Only 57 copies of the instrument distributed were recovered (25 from universities, 32 from colleges of Education), giving 91.9% return rate. The findings indicated that Business Educators agreed with all the items enumerated as government-related and lecturers-related strategies for promoting entrepreneurial skills acquisition through Business Education programme of public tertiary institutions in Enugu state for self-employment (= 2.87, = 2.79). There was no significant difference between the mean ratings of Business Educators in universities and those in colleges of Education with respect to government and lectures-related strategies for promoting entrepreneurial skills acquisition through Business Education programme for self-employment (P = 0.604 >70.05, P = 0.748 > 0.05). Based on the findings, it was recommended among others that lecturers in tertiary institution should as a matter of fact device ways to ensure that students are provided with data and materials necessary for entrepreneurial skills acquisition.

Key words: Entrepreneurial skills, Business Education, self-employment

Introduction

Unemployment is seen as epidemic ravaging the whole corners of Nigeria. Unemployment is a situation where people have the ability and are willing to work but do not have the work to do. Yusuf and Buhari (2017) refers to unemployed people as people who have the willingness and ability to work but the job is not there for them. The inability to get young people employed creates sense of vulnerability, idleness and attraction of illegal activities. The remedy to such deplorable situation is to

equip the youths with requisite skills needed for them to make positive changes, be self-employed, better their living and help develop the economy. This is made possible through functional education.

The Nigerian nation needs an educational system which impacts the relevant skills, knowledge, capacities, attitudes and values for wealth creation, poverty reduction for value re-orientation and empowerment. Agu (2016) opined that Education remains a vital transformational tool and formidable instrument for socio-economic empowerment, wealth creations, employment generation, poverty alleviation and value re-orientation. This kind of educational system can only be achieved through Business Education programme in tertiary institutions.

Business Education is an educational programme that embraces basic education for teaching career, entrepreneurship, business understanding, office environment and vocational practices. According to Ezeabii (2017), Business Education is an aspect of Vocational Education which equips individuals with the necessary skills and theoretical knowledge needed for performance in the business world either for job occupations or for self-employment. Business Education is taught by male and female lecturers in tertiary institutions. Ezeabii (2017) observed that there is no gender bias in teaching and learning of the course in the university as both male and female students enroll for the programme and are exposed to the same skills. In essence, well planned Business Education programme should be able to produce male and female graduates armed with necessary skills for them to be self-employed.

Self-employment means you are involved in economic activities of production and distribution of goods and services but you are your own boss. Onoh (2013) defined self-employment as the promotions of free enterprise and self-sufficiency by creating and spreading wealth to the grass root level as a contribution to economic growth, employment generation and social process. However, the self-employment in question can only be achieved through Business Education programme via entrepreneurship education.

Entrepreneurship education is a programme aimed at training individuals on how to acquire skills and knowledge in order to apply available resources to start business and make success. Ekoh-Nweke, Mkpa and Ezeabii (2020) defined entrepreneurship training/education as a systematic, conscious and goal-oriented process, through which non entrepreneur individuals who have the necessary potentials are creatively trained. Entrepreneurship is seen as a tool for skills acquisition and job creation in any nation.

The Nigerian government through her Federal Ministry of Education introduced entrepreneurship education into the curriculum of tertiary institutions which include universities, polytechnics and colleges of education through their regulatory and supervisory agencies. These regulatory and supervisory agencies are Nigerian Universities Commission (NUC) National Board for Technical Education (NBTE) and National Commission for Colleges of Education (NCCE). The objectives of entrepreneurship education at the tertiary level include:

1. Providing graduates with adequate training and initiatives in identifying noble business opportunities.
2. Providing functional education for youths so as to enable them to be self-employed and self-reliant.

Entrepreneurship education is taught in tertiary institutions in Enugu state. Enugu state is one of the 36 states in Nigeria and in the South-East geopolitical zone. The state has public and private tertiary institutions offering Business Education programme which labours entrepreneurship education as a course. The public ones are owned, run and controlled by the federal and state governments while the private ones are owned, run, and controlled by private individuals and organizations. The tertiary institutions in Enugu state offering Business Education are universities and colleges of education. The universities award Decree and post-graduates degrees in Business Education while the colleges of Education awards National Certificate of Education (NCE). It is expected that the

entrepreneurship education in those tertiary institutions will arm the students with entrepreneurial skills for job dexterity and self reliance.

Skill is the ability to perform expertly well, facility in performance with dexterity and tact through what one has learnt and practiced in training (Onoh 2013). Tertiary institution students need entrepreneurial skills. Ezeabii, Ekoh-Nweke and Agbo (2020) defined entrepreneurship skills as those human attributes and dexterity used for establishment, management and controlling of investment opportunities for economic gain.

Nevertheless, for the aim of entrepreneurship education to be achieved in tertiary institutions in Enugu state and in the lives of the graduates, the programmehas to be promoted. Promotion involves improvement of the programme by all concerned. Business Education programme and entrepreneurial skills acquisition has to be promoted by all stakeholders by their being actively involved in playing their parts very well. The stakeholders include the government, the institutions administration, the lecturers, the students themselves and the community the institutions are situated in. With respect to this study, the government and lecturers as stakeholders were discussed.

The Nigerian government as a stakeholder through appropriate agencies should enforce the implementation of the policies with respect to entrepreneurship in tertiary institution. The government should provide the fund needed for the implementation as entrepreneurship involves a lot of fund. Also, the government should make provisions for training of lecturers on practical entrepreneurial skills, provide facilities and employ technical assistants needed by tertiary institutions for entrepreneurship education. To buttress the above, Olaitan (2017) opined that proper funding is very essential if the goals and objectives of entrepreneurship education are to be achieved. Quality and relevant equipment should be acquired and there is need for proper monitoring and adequate maintenance of such equipment.

Secondly, the government should provide incentives to lecturers and students to motivate them. Also, entrepreneurial mindsets can be awakened in the students and lecturers alike when the government provide school based enterprises which will help entrepreneurial attributes to them. Acceding to Kehinde (2019) government should established students enterprise centres for the students at all levels of education to provide business advice, mentorship and other practical support towards the realization of self-employment aspirations of the students.

Further, the objectives of entrepreneurship cannot be achieved in tertiary institutions for students skills acquisition towards self employment if the lecturers who are also stakeholders do not play their part very well. Most of these lecturers are Business Educators who have degrees and Post – graduate degrees in Business Education. It is expected that these lecturers should combine teaching methods and use more of students centred interactive approach to teach for conceptualization of facts by students. They should try and cover the curriculum set and provide adequate practical experiencies for the students. Obaji Anosike and Ezeji (2019) concored that for teaching entrepreneurship, teachers should use leaner- centred teaching methods that are activity-based during Business Education curriculum implementation to promote active participation of all learners so as to enhance acquisition of entrepreneurial skills for job and wealth creation. In essence, lecturers should make sure that students are provided with the right data and materials necessary to focus their thinking and interaction in the lesson for the process of information analysis.

From the foregoing, mentoring and monitoring of the students learning experiences to checkmate the achievement of the set objectives are expected of the lecturers. Nevertheless, the lecturers cannot achieve the above if they are not trained and retrained. Hence, they need to avail themselves for workshops and seminars towards capacity building. Owaji, Dambo and Owaji (2017) affirmed that for achievement of entrepreneurship education, teacher training and retraining packages should be provided and university authorities should endeavour to organize workshops and in-service training programmes for Business Educators.

Despite all these inevitable necessities for the acquisition of entrepreneurial skills it has been observed that there is a mis-match between the education acquired by the graduates of Business and display of competency. Hence, some of them roam about the streets in search of non existing jobs. Ezeabii (2017) observed that some Business Education graduates join other graduates in roaming about the streets looking for paid employment. These ought not to be so and the situation must not be left unattended. Upon this backdrop, there is need to ascertain the strategies for promoting entrepreneurial skills acquisition through Business Education programme of public tertiary institutions in Enugu state for self employment.

This research work anchored on Need for Achievement Theory (NAT) by McChell and (1965). The theory shows the functionality of strong relationship between need for achievement, economic development and entrepreneurial activities. The theory states that there would be relatively greater amount of entrepreneurial activities in the society, where the average level of need achievement is relatively high. This theory is related to the current study in that when students are taught/motivated to have high need for achievement is life through entrepreneurship education, there is greater tendency for them to set up their own businesses after graduation and be self-employed.

Purpose of the Study

The main purpose of this study was to determine strategies for promoting entrepreneurial skills acquisition through Business Education programme of public tertiary institutions in Enugu state for self-employment. Specifically, the study sought o determine the:

1) Government – related strategies for promoting entrepreneurial skills acquisition through Business Education programme of public tertiary institutions in Enugu state for self-employment.
2) Lecturers – related strategies for promoting entrepreneurial skills acquisition through Business Education programme of public tertiary institutions in Enugu State for self-employment.

Research Questions

The following research questions guided the study.

1) What are the government-related strategies for promoting entrepreneurial skills acquisition through Business Education programme of public tertiary institutions in Enugu State for self-employment?
2) What are the lecturers-related strategies for promoting entrepreneurial skills acquisition through Business Education programme of public tertiary institutions in Enugu State for self-employment?

Null Hypotheses

The following null hypotheses tested at 0.05 level of significance guided the study:

1) There is no significant difference between the mean ratings of Business Educators in universities and those of colleges of education with respect to government related strategies for promoting entrepreneurial sills acquisition through Business Education programme of public tertiary institutions in Enugu State for self-employment.
2) A significant difference does not exist between the mean ratings of Business Educators in universities and those of colleges of education with respect to lecturers related strategies for promoting entrepreneurial skills acquisition through Business Education programme of public tertiary institutions in Enugu State for self-employment.

Method

The design of the study is descriptive survey research design which focuses on the observation and perception of existing phenomenon and allows for the collection of data with the use of questionnaire. The area of study is Enugu State. The population for the study is 62 Business Education (27 from universities, 35 from colleges of education) in four public tertiary institutions offering Business Education programme in Enugu State. The population was manageable hence, no sampling.

The instrument was self-structured questionnaire which was validated by three experts. The instrument was subjected to reliability lest using Chrombhach Alpha and a coefficient of 0.76 was realized. Five copies of the questionnaire were not retrieved, hence 57 copies (25 from universities and 32 from colleges of education) were used for data analyses. This resulted to 91.9 percent return rate. Mean and standard deviations were used to answer the research questions while t-test was used to test the null hypotheses at .05 level of significance using spss version23.0. Upper and lower limits of the mean were used for decision making. Hence: 3.50 - 4.00 = strongly Agree, 2.50 – 3.49 = Agree, 1.50 – 2.49 = Disagree, 1.00 – 1.49 = Strongly Disagree. For the test of hypothesis, the null hypothesis was not significant where the calculated p value was greater than .05 level of significance otherwise it was significant

Results

Research Question 1

What are government –related strategies for promoting entrepreneurial skills acquisition through Business Education programme of public tertiary institutions in Enugu State for self-employment.

Table 1: Mean ratings and standard deviations on government-related strategies for promoting entrepreneurial skills acquisition through Business Education programme of public tertiary institutions in Enugu State for self-reliance.

S/NO	Government related strategies for promoting entrepreneurial skills acquisition include:	Universities n =25		Colleges of Education n = 32		Aggregate Scores n = 57		
			SD		SD	G	SDG	Decision
1	Government should provide the find needed for implementation of entrepreneurship skills acquisition	2.88	1.05	3.31	0.95	3.12	0.98	Agree
2	Government should provide quality and relevant equipment for entrepreneurship skills acquisition in these institutions.	2.88	1.17	3.25	1.02	3.09	1.09	Agree
3	Government should make proper provisions and establishment of school based enterprises for business advice, mentorship, other practical supports towards	2.72	1.06	3.31	1.00	3.05	1.06	Agree

	acquisition of entrepreneurial skills.							
4	Government should provide incentives to lecturers to motivate them for entrepreneurship skills impartation in students	2.56	0.87	2.50	1.11	2.53	1.00	Agree
5	Government should enforce the implementation of the policies with respect to entrepreneurship in tertiary institutions	3.12	1.17	2.97	1.15	3.04	1.15	Agree
6	Government should train lecturers towards entrepreneurial skills acquisition through workshops and seminars.	2.60	1.00	2.66	1.10	2.63	1.05	Agree
7	Government should employ and post technical assistants for entrepreneurial programme in tertiary institutions.	3.20	1.12	3.12	1.07	3.16	1.08	Agree
8	Government should ensure proper monitoring and maintenance of entrepreneurship equipment in tertiary institutions.	2.76	1.05	2.66	0.92	2.70	1.00	Agree
9	Government should supply tertiary institutions libraries with current entrepreneurial textbooks with local background.	2.88	1.09	2.69	1.12	2.77	1.10	Agree
10	Government should incorporate in the entrepreneurial curriculum of tertiary institutions that students acquire entrepreneurial skills in particular vocational area on graduation.	2.80	1.04	2.41	1.27	2.58	1.18	Agree
	Grand Mean and Standard Deviation	**2.84**	**1.06**	**2.89**	**1.07**	**2.87**	**1.07**	**agree**

Result on table 1 indicates that the respondents agreed with items 1-10 with aggregate mean ranging from 2.53 to 3.16 as government related strategies for promoting entrepreneurial skills acquisition through Business Education programme in public tertiary institutions in Enugu State for

self-employment. The cluster aggregate mean of 2.87 confirms that. Also, the aggregate standard deviations ranged from 0.98 – 1.18 with a cluster standard deviation of 1.07. this depicts homogenous opinion of the respondents.

Null Hypothesis 1

There is no significant difference between the mean ratings of Business Educators in universities and those in colleges of education with respect to government-related strategies for promoting entrepreneurial skills acquisition through Business Education programme of public tertiary institutions in Enugu state for self-employment.

Table 2: t-test analysis on the mean scores of Business Educators in universities and colleges of education with respect to government-related strategies for promoting entrepreneurial skills acquisition through Business Education programme of public tertiary institutions in Enugu state for self-employment.

Group	N	Mean	SD	t	Df	sig	Decision
Universities	25	2.84	1.06	0.52	55	0.604	NS
Colleges of Education	32	2.89	1.11				

From the spss output on table 2, the P value is greater than the significant level (0.604 >0.05). The null hypothesis is not rejected. Therefore, there is no significant difference between the mean ratings of Business Educators in universities and those in colleges of education with respect to government-related strategies for promoting entrepreneurial skills acquisition through Business Education programme of public tertiary institutions in Enugu State for self-employment.

Research Question 2

What are the lecturers-related strategies for promoting entrepreneurial skills acquisition through Business Education programme of public tertiary institutions in Enugu State for self-employment?

Table 3: Mean ratings and standard deviations on lecturers-related strategies for promoting entrepreneurial skills acquisition through Business Education programme of public tertiary institutions in Enugu State for self-employment.

S/NO	Lecturers-related strategies for promoting entrepreneurial skills acquisition include:	Universities n =25		Colleges of Education n = 32		Aggregate Scores n = 57		
			SD		SD	G	SDG	Decision
11	Lecturers should provide students with data and materials necessary to focus their thinking and interactions in the class	2.32	1.15	2.16	0.95	2.23	1.04	Disagree
12	Lecturers should use learner-centered teaching methods in teaching for conceptualization	3.00	1.00	3.19	0.97	3.11	0.98	disagree

	of facts.							
13	Lecturers should arouse the interest of the students in the class	2.64	1.00	2.63	1.01	2.63	0.99	Agree
14	Lecturers should enforce that students attend teaching and practical sessions	3.16	1.03	3.19	1.06	3.18	1.04	Agree
15	Lecturers should try and cover the entrepreneurship curriculum before end of semester	2.76	1.13	2.53	1.19	2.63	1.16	Agree
16	Lecturers should give students adequate analytical and practical assignments	3.16	0.99	2.94	1.13	3.04	1.07	Agree
17	Lecturers should liaise with government and private establishments for students to visit and acquire entrepreneurial skills	3.08	0.91	3.13	0.94	3.11	0.92	Agree
18	Lecturers should mentor the students in entrepreneurial skills	2.48	1.23	2.72	1.02	2.61	1.11	Agree
19	Lecturers should avail themselves for knowledge in entrepreneurial skills through seminars and workshops.	2.56	1.12	2.97	1.15	2.79	1.15	Agree
20	Lecturers should monitor the student learning experiences in entrepreneurship programme to checkmate the achievement of set objectivs	2.96	1.10	2.28	1.11	2.58	1.15	Agree
	Grand Mean and Standard Deviation	**2.81**	**1.06**	**2.77**	**1.05**	**2.79**	**1.06**	**Agree**

The result on table 3 indicates that respondents agreed with items 12-20 with aggregate mean ranging from 2.58 to 3.18 as lecturers related strategies for promoting entrepreneurial skills acquisition through Business Education programme of tertiary institutions in Enugu state for self-employment. The respondents disagreed with item 11 with mean score of 2.23. However, the cluster mean of 2.79 indicates agreed. The standard deviations range from 0.92 to 1.16 indicating that the opinions of the respondents are not divergent.

Null Hypothesis 2

A significant difference does not exist between the mean ratings of Business Educators in universities and those of colleges of education with respect to lecturers-related strategies for promoting entrepreneurial skills acquisition through Business Education programme of public tertiary institutions in Enugu State for self-employment.

Table 4: t-test analysis on the mean scores of Business Educators in universities and colleges of education with respect to lecturers-related strategies for promoting Business Education programme of public tertiary institutions in Enugu State for self-employment.

Group	N	Mean	SD	t	df	sig	Decision
Universities	25	2.81	1.09	0.32	55	0.748	NS
Colleges of Education	32	2.77	1.10				

From the spss output on table 4, the p value is greater than the significant level (0.748 > 0.05). The null hypothesis is not rejected. Therefore, a significant difference does not exist between the mean ratings of Business Educators in universities and those of colleges of education with respect to lecturers-related strategies for promoting entrepreneurial skills acquisition through Business Education programme of public tertiary instructions in Enugu State for self-employment.

Discussion of Findings

From the findings of research question one, it was discovered that in order to promote entrepreneurial skills acquisition through Business Education programme of tertiary institutions, government should provide fund needed for implementation, provide quality and relevant equipment, make proper provisions and establishment of school-based enterprises for business advice and provide incentives to lecturers to motivate them. Also the government should enforce the implementation of entrepreneurial policies, train lecturers, monitor and maintain entrepreneurship equipment among others. These are in agreement with Olaitan (2017) who opined that proper funding is very essential if the goals and objectives of entrepreneurship education are to be achieved. Also, it concurs with the observations of Kehinde (2019) that government should establish students enterprise centres for the students at all levels of education to provide business advice, mentorship and other practical support towards the realization of self-employment aspirations of the students.

Subsequently, the findings of research question two revealed that in order to promote entrepreneurial skills acquisition through Business Education programme of tertiary institutions, lecturers should provide students with data and materials necessary to focus their thinking and interactions in class, use learner-centred teaching method in teaching, arouse the interest of the students in the class and enforce that students attend teaching and practical sessions, cover entrepreneurship curriculum before end of semester, mentor students in entrepreneurial skills, avail themselves for knowledge update among others. This is in line with the suppositions of Obayi, Anosike and Ezeyi (2019) that for teaching entrepreneurship, teachers should use learner-centred teaching methods that are activity based during Business Education curriculum implementation to promote active participation of all learners so as to enhance acquisition of entrepreneurial skills for job and wealth creation. The findings are also in agreement with the opinions of Owaji Dambo and Owaji (2017) that for the achievement of entrepreneurship education, teacher training and retraining packages should be provided and university authorities should endeavour to organize workshops and in-service training programmes for Business Educators.

The null hypotheses results indicates that there are no significant differences between the mean ratings of Business Educators in universities and those in colleges of education with respect to government and lecturers related strategies for promoting entrepreneurial skills acquisition through Business Education programme of public tertiary institutions in Enugu State for self-employment. This implies that institution status is not a determinant factor for strategies to be used in promoting entrepreneurial skills acquisition in tertiary institutions.

Conclusion

Government and lecturers related strategies can be used to promote entrepreneurial skills acquisition through Business Education programme of tertiary institutions in Enugu state for self-employment. Tertiary institution status is not a determinant factor for the strategies to be applied. Hence when the strategies identified are applied, they will go a long way towards helping our tertiary institutions products acquire entrepreneurial skills, be self-employed and employ others. It will help reduce unemployment rate and vices in the society.

Recommendation

The following recommendations are hereby made:

1. Lecturers in tertiary institutions should as a matter fact device ways to ensure that students are provided with data and materials necessary for entrepreneurial skills acquisition.
2. Government should liaise with tertiary institutions authorities to provide and maintain entrepreneurship equipment for students use and proper skills acquisition.

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AUDIO-VISUAL RESOURCES FOR EFFECTIVE INSTRUCTIONAL DELIVERY OF BUSINESS STUDIES IN UPPER BASIC EDUCATION FOR ENHANCING SKILLS ACQUISITION

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Abstract

The need to improve instructional delivery in teaching Business Studies for skills acquisition necessitated this study. The study determined the audio-visual resources for effective instructional delivery of business studies in upper basic education for enhancing skills acquisition. Two research questions guided the study while two null hypotheses were tested at .05 level of significance. The study adopted survey research design with a population of 52 Business studies teachers in public secondary schools in Enugu East LGA without sampling because the population was manageable. Structured questionnaire containing 30 items were used for data collection. The instrument was validated using three experts in the field of Business Education and Measurement and Evaluation from Chukwuemeka Odumegwu Ojukwu University, Igbariam. The reliability of the instrument was calculated with Cronbach Alpha which yielded correlation coefficient of 0.82.Mean, standard deviation and t-test were used for data analysis. Findings revealed that audio-visual resources for effective instructional delivery of business studies in upper basic education for enhancing skills acquisition were available to a low extent and also utilized to a low extent. It was also found out that there were no significant difference in the mean rating of male and female business education teachers on extent audio visual resources were available and utilized in instructional delivery of business studies for skills acquisition. Based on the findings of the study, it was concluded that most of the audio-visual resources were not available for effective instructional delivery of business studies in upper basic education for enhancing skills acquisition in schools and not well utilized because they were not available and adequate. It was recommended that; Government and school management should try as much as possible to provide audiovisual resources in schools for instructional delivery, and skills acquisition. Curriculum planners and policy makers should realize the importance and effectiveness of audio-visual resources and integrate them in teacher education programs so that teachers will be trained on proper use of audio visual resources for instructional delivery and skills acquisition.

Keywords: Audio-visual, Resources, Business Studies, Instructional Delivery, Skills Acquisition.

Introduction

Access to Audio-visual resources has made it possible for information and communication technology to have impact on instructional delivery in our educational system. The evolution of audio-visual resources has made it very possible for learners to become more involved in learning activity. With audio-visual, the communication of information can be done in a more effective manner and it can be an effective instructional medium for delivering information. They are the product of advanced

technology, some of which require special equipment to operate. Non-printed resources can be grouped into three (that is, audio, visual and audio-visual). Audio-visual materials and devices are means of providing rich, concrete experiences to learners instead of direct experiences. It however emerged as a discipline in the 1920s when film technology was developing rapidly. A visual instruction movement arose, which encouraged the use of visual materials to make abstract ideas more concrete to students. As sound technology improved, the movement became known as audio-visual instruction. In the 1950s and 1960s, developments in communication theory and system concepts led to studies of the educational processes, its elements, and their interrelationships.

Aina and Adekanye (2013) explained that audio-visual resources are non-print instructional materials that command the attention of dual sense organs to promote effectiveness in teaching and learning process.Audio-visual resources include television, computer and films and the like. These resources are capable to ensure effective teaching which improves skills acquisition and retention among learners. The use of audio-visual resources in instructional delivery moves teaching method from rote method known as teacher centred method to a more innovative and enriched method known as student centred method (Ojobor, Babarinde, &Fagbemi, 2020.).

The power of audio-visual lies in the fact that it is multisensory, stimulating the many senses of the audience. It is also interactive, enabling the end users of the application to control the content and flow of information. This has introduced important changes in the educational system and instructional delivery on the part of teachers' communication knowledge to the students. Similarly, Ogunbote and Adesoye in Idris, Shamsuddin, Arome and Aminu (2018) expressed that audio-visual resources adds new dimension to learning experiences because concepts were easier to present and comprehend when the words are complemented with images and animations. Stating further, it has been established that learners retain more when a variety of senses are engaged in impacting knowledge; and the intensity of the experience aids retention and recall by engaging social, emotional and intellectual senses.The evolution of audio-visual resources has made it very possible for learners to become more involved in learning activity. With audio-visual technologies, learners can create audio-visual applications as part of learning projectrequirements. This would make the learners active participant in the learning process, instead of just being passive learners of the educational content. Audio-visual involves processing, storage, generation,manipulation and retention of audio visual system, and the resources could include text files, pictures, video, audio,databases, archives, library catalogs, course notes, relevant links to various websites and easy access to search engines available on the Internet (Idris, Shamsuddin, Arome and Aminu, 2018). Audio-visual resources are emphasized as the only methods which can help students in improving their speaking skills among other techniques. He said audio-visual materials support the sound and sight in teaching by enabling more than one sensory channel to promote students learning. Samreen, Sufiana and Malik (2012) classified audio-visual resources under two headings as project and non-project aids. Projected aids involves an enlarge image of the material or text projected on a screen which is at a distance from the projector. While using projected aids (film strips, slide projector, overhead projection, opaque projection) the room is either totally dark or may be partially dark. The bright colors and images on the screen catch the attention; sound and motion will make presentation more dynamic as compared to non-projected aids. Projected aids are equally effective for every age group as well as small or large group. Equipment used for projection requires electric power. A clean white wall can be effectively used for front projection.Audio-visual resources are technology-based strategy that has gotten many positive results in development of skills among students (Madhuri, 2013).

Skills acquisition refers to the ability to be trained on a particular task or function. It is a form of training of individuals to acquire skills needed for self- sustenance. It requires the gathering of various abilities that enhance task execution through the coordination of both theoretical and practical form of knowledge (Idoko, 2014).Chikwe and Oguegbule (2016), also stated that skill acquisition focuses on

learning and development of mental physical and social abilities and competencies which would enable a person to live in and contribute to the development of his or her society. These imply that skills acquisition makes a person to develop cognitive, psychomotor and effective skills that would make them to become a functional member of their society and contribute towards its development. Skill acquisition is vital to educational system and our country Nigeria in other to grow economically for nation building in this era of economic recession. Equipping students with relevant skills is an important mandate of business studies programme at secondary education in Nigeria (FRN, 2013).

According to Olowodum (2016), business studies is the sum total of knowledge, skills and attitude that are required to successfully prepare the students for different vocations and the use of instructional materials are so important in business studies to develop the skills and knowledge of the students. Business studies are skill-oriented, decision making subject that equip learners with skills and knowledge which will help them to be self –employed and at the same time contribute effectively to the socio-economic development of the family and the society. Furthermore, Gbaranene and Amaewhule (2019) explained that business studies is primarily to produce competent, skillful and dynamic business teachers, office administrations and business men and women that will effectively compete in the world of work. Business studies is a programme designed to enable students acquire practical vocational skills, attitudes, knowledge and competencies in the society. It equip its recipients with personal skill, consumer skills and knowledge for clerical and managerial abilities needed to adapt to changing economic and business realities and these skills made them to the wealth and job creators rather than wealth and job seekers (Okolocha, 2016).In the same vein, Igboke (2012) explained that the general objective of the Junior Secondary school business studies in Nigeria are: to enable the student, acquire the basic knowledge of business studies; develop the basic skills of office occupation; provide orientation and basic skills with which to start a life of work for those who may not undergo further training, provide basic skills for personal use in future and relate the knowledge and skills to national development. Business studies is taught in upper basic educational level as a vocational subject. Upper basic education is unique because apart from complementing the educational already received by a child at the primary level, it completes the required nine-year basic educational cycle. It is a stage where the vocational thrust of basic education is consolidated and where core, vocational, non-prevocational and academic subjects are offered and taught. It is expected to: provide an increasing number of primary school pupils with the opportunity for education of higher quality; diversify its curriculum to cater for deficiencies in talents, opportunities and roles; equip students to live effectively in our modern age of science and technology; develop and project Nigerian culture; raise a generation of people who can think for themselves, respect the views and feelings of others as well as have respect for dignity of labour, foster the unity of Nigeria; and inspire its students with a desire for achievement and self-improvement (FRN, 2013).

Instructional delivery refers to the interaction among the student, the teacher, the content, and the knowledge, skills and dispositions students will need for learning and collaborating with others in a diverse society and rapidly changing world. Instructional delivery is seen as every effort that the teacher makes in order to have a fruitful time with the students by exposing the contents, employing methods, strategies, the students' interaction with the environment, resources available and even the evaluation process sums up to mean instructional delivery (Lukman, 2021). Instructional delivery at this level requires that the students be exposed to some forms of stimulation such as the use of instructional resources like audiovisual resources, radio, charts, maps, film etc by a teacher. The use of audiovisual provides the teacher with interesting and compelling platforms for conveying information since they motivate learner to learn more. Business studies teacher is a person who has undergone approved professional training in business education at appropriate levels capable of imparting knowledge, attitudes and skills to the learner. In recent times, there has been an increasing concern for effectiveness and efficiency in the learning process. If any success must be achieved in attaining

the educational objectives, the teacher must know the audiovisual resources that are available for teaching business studies and be able to utilize them. Business studies teachers are made up of male and female gender. Gender refers to those roles, behaviours and activities approved by the society for the two sexes (male and female). According to Peace-woman (2013) gender is the political, social, and cultural significance attached to biological difference between male and female with certain traits or attributes. These different attributes for males and females may bring about a distinction in classroom achievement following the use of audiovisual materials in teaching business studies.

The theory that supports this study is constructivism theory propounded by Jerome Bruner in 1966. The theory holds the view that the process of learning is activity and involves transformation, deriving meaning from experience, forming hypotheses, and decision making. Constructivism gave rise to the idea that learners are not passive recipients of information, they construct new knowledge and meaning through authentic experiences. It emphasized the importance of image and symbols in every instruction. Audiovisual resources enhances effectiveness in teaching and learning process which promote skill acquisition and retention among learners thereby improving the overall academic performance of students. In order to develop and progress in business studies, there is need to emphasize the actual practical performance in business studies using different instructional materials like audiovisual resources. Therefore the study focused on the availability and utilization of audiovisual resources for effective instructional delivery of business studies in upper basic education in Enugu East LGA for enhancing skills acquisition.

Statement of Problem

Business studies is a course of study that equip its recipients with personal skills, consumer skills, and knowledge for clerical and administrative abilities needed to adapt to changing economic and business realities. The use of audiovisual in instructional delivery of business studies arouses the interest, sustains learning ,simplifies abstract concepts and makes instructional delivery easier for teachers to impart knowledge to the learners. However, despite the roles of audio-visual resources in teaching and learning, most schools are yet to enjoy its potentials probably due to insufficient fund to provide the resources, inadequacy and incompetency in its usage (Ojobor, Babarinde & Fagbemi, 2020). The poor performance of students in business studies subjects has been recorded for years now by the examination bodies of Junior School Certificate Examination (JSCE). It is against this background that this study aims at investigating the availability and utilization of audio-visual resources for effective instructional delivery of business studies in upper basic education in Enugu East LGA for enhancing skills acquisition

Research Questions

The following research questions that guided the study are as follows:

1. To what extent are audio-visual resources available for instructional delivery of business studies in upper basic education in Enugu East LGA for enhancing skills acquisition?
2. To what extent are audio-visual resources utilized for instructional delivery of business studies in upper basic education in Enugu East LGA for enhancing skills acquisition?

Hypotheses

The hypotheses of the study will be stated in null form and will be tested at 0.05 level of significance.

1. There is no significant difference in the mean ratings of male and female business studies teachers on the extent of availability of audio-visual resources in instructional delivery of business studies in upper basic education in Enugu East LGA for enhancing skills acquisition.
2. There is no significant difference in the mean ratings of male and female business studies teachers on the extent of utilization of audio-visual resources in instructional delivery of business studies in upper basic education in Enugu East LGA for enhancing skills acquisition.

Method

The descriptive survey research design was used in this study. The population of the study was all 52 (14 male and 38 female) business studies teachers in all public upper basic education level in Enugu East Local Government Area, Enugu State. No sample was used because the population is manageable. A four point rating scale questionnaire titled: Audio-visual in business studies for enhancing skills acquisition (ABSESA) containing 30 items in two sections with Very high extent (VHE), High extent(HE), Very Low Extent (VLE) and Low Extent (LE) were used for data collection. The instrument was validated by experts in business education and measurement and evaluation from Chukwuemeka Odumegwu Ojukwu Univeristy, Igbariam. Test-re-test method was used to ascertain the reliability of the instrument. A reliability coefficient value of 0.82 was obtained using Cronbach Alpha. Data were collected by researchers with the help of five research assistants. Mean and standard deviation were used to answer the research questions and determine the homogeneity of the respondents' ratings. The decision was based on the cluster mean score in relation to the boundary mean score of 2.50. A cluster with mean score equal to or above 2.50 was agree while the one with mean score less than 2.50 was disagree. t-test was used to test the hypotheses at 0.05 level of significance. The null hypothesis was not rejected where the calculated value is less than the significant level of 0.05 and rejected if the calculated value is equal to or greater than the significant level of 0.05.

Results

Research Question1: To what extent are audio-visual resources available for instructional delivery of business studies in upper basic education in Enugu East LGA for enhancing skills acquisition?

Table 1: Respondents' Mean ratings and Standard Deviation Scores on the extent audio-visual resources are available for instructional delivery of business studies for enhancing skills acquisition.

S/N	ITEMS	X_M	SD_M	$X_F SD_F$	Remarks	
1	Computer	2.61	0.90	2.87	0.80	**High Extent**
2	Photocopying machine	2.30	0.36	2.15	0.46	Low Extent
3	Television	2.22	0.53	2.21	0.63	**Low Extent**
4	Flim/slide show	1.96	0.45	2.35	0.45	Low Extent
5	Interactive white board	2.45	0.90	2.32	0.50	**Low Extent**
6	Textbook	2.96	0.92	3.02	0.92	High Extent
7	Audio and Video tapes recorder	2.30	0.82	1.75	0.82	**Low Extent**
8	Maps	2.86	0.42	2.81	0.62	High Extent
9	Projector	2.12	0.42	1.85	0.82	**Low Extent**
10	Diagram/Real Objects/Pictures	2.63	0.49	2.51	0.69	High Extent
11	Graphs/Charts	2.89	0.56	2.95	0.56	High Extent
12	Newspapers/Magazines	2.21	0.87	2.12	0.87	Low Extent
13	Calculating machines	2.24	0.79	2.03	0.49	Low Extent
14	Stapling machines	2.11	0.86	2.44	0.56	Low Extent
15	Typewriters	2.32	0.61	2.19	0.61	Low Extent
	Cluster Mean	2.41	0.64	2.37	0.65	

The analysis of data in Table 1 shows that the respondents agreed that the items No. 2,3,4,5,7,9,12,13,14,15 were available to a low extent while they agreed that items No.1,6,8,10,11 were available to a high extent. The cluster mean of 2.39 showed that audio-visual resources available for instructional delivery of business studies in upper basic education in Enugu East LGA for enhancing skills acquisition is available to a low extent. The standard deviation scores ranging from 0.45 – 0.92shows that there is homogeneity amongst responses indicating a greater consensus of opinion.

Research Question 2: To what extent are audio-visual resources are utilized for instructional delivery of business studies in upper basic education in Enugu East LGA for enhancing skills acquisition?.

Table 2: Respondents' Mean ratings and Standard Deviation Scores on the extent audio-visual resources are utilized for instructional delivery of business studies for enhancing skills acquisition.

S/N	ITEMS	X_M	SD_M	$X_F SD_F$		Remarks
16	Computer	2.51	0.90	2.77	0.80	**High Extent**
17	Photocopying machine	2.10	0.36	2.05	0.46	Low Extent
18	Television	2.12	0.53	2.11	0.63	**Low Extent**
19	Flim/slide show	1.86	0.45	2.05	0.45	Low Extent
20	Interactive white board	2.35	0.90	2.22	0.50	**Low Extent**
21	Textbook	2.76	0.92	3.22	0.92	High Extent
22	Audio and Video tapes	2.10	0.82	1.85	0.82	**Low Extent**
23	Maps	2.96	0.42	2.51	0.62	High Extent
24	Projector	2.42	0.42	1.95	0.82	**Low Extent**
25	Diagram/Real Objects/Pictures	2.23	0.49	2.61	0.69	High Extent
26	Graphs/Charts	2.69	0.56	2.85	0.56	High Extent
27	Newspapers/Magazines	2.21	0.87	2.42	0.87	Low Extent
28	Calculating machines	2.14	0.79	2.03	0.49	Low Extent
29	Stapling machines	2.01	0.86	2.04	0.56	Low Extent
30	Typewriter	2.32	0.61	2.36	0.61	Low Extent
	Cluster mean	2.32	0.66	2.34	0.65	

The analysis of data in Table 2 shows that the respondents agreed that the items No. 17, 18, 19,20, 22,24,27,2829,30 were utilized to a low extent while they agreed that items No.16,21,23,25,26 were utilized to a high extent. The cluster mean of 2.33 showed that audio-visual resources for instructional delivery of business studies in upper basic education in Enugu East LGA for enhancing skills acquisition are utilized to a low extent. The standard deviation scores ranging from 0.36 – 0.92 shows that there is homogeneity amongst responses indicating a greater consensus of opinion.

Hypothesis 1: There is no significant difference in the mean ratings of male and female business studies teachers on the extent of availability of audio-visual resources in instructional delivery of business studies in upper basic education in Enugu East LGA for enhancing skills acquisition.

Table 3: Summary of t-test analysis of the difference between the mean ratings of male and female business studies teachers on the extent of availability of audio-visual resources in instructional delivery of business studies for enhancing skills acquisition.

SN	Groups	X	SD	N	Df	t- cal	t-tab	Level of Sig	Rmk
1.	Male	2.41	0.64	14	50	1.06	2.021	0.05	Not significant
2.	Female	2.37	0.65	38					

The t-test analysis presented in Table 3 revealed that the t-calculated (t-cal) value of 1.06 is less than the t-table (t-tab) value of 2.021 at P≤ 0.05 levels of significance and at 50 degree of freedom (df). This showed that, there is no significant difference in the mean ratings of male and female business studies teachers on the extent of availability of audio-visual resources in instructional delivery of business studies in upper basic education in Enugu East LGA, Enugu State for enhancing skills acquisition Therefore, the null hypothesis of no significant difference is accepted.

Hypothesis 2:There is no significant difference in the mean ratings of male and female business studies teachers on the extent of utilization of audio-visual resources in instructional delivery of business studies in upper basic education in Enugu East LGA for enhancing skills acquisition.

Table 3: Summary of t-test analysis of the difference between the mean ratings of male and female business studies teachers on the extent of utilization of audio-visual resources in instructional delivery of business studies for enhancing skills acquisition

SN	Groups	X	SD	N	Df	t- cal	t-tab	Level of Sig	Rmk
1.	Male	2.32	0.66	14	50	1.14	2.021	0.05	Not significant
2.	Female	2.34	0.65	38					

The t-test analysis presented in Table 4 revealed that the t-calculated (t-cal) value of 1.14 is less than the t-table (t-tab) value of 2.021 at P≤ 0.05 levels of significance and at 50 degree of freedom (df). This showed that, there is no significant difference in the mean ratings of male and female business studies teachers on the extent of utilization of audio-visual resources in instructional delivery of business studies in upper basic education in Enugu East LGA, Enugu State for enhancing skills acquisition. Therefore, the null hypothesis of no significant difference is accepted.

Discussion

Findings of the study in research question one revealed that audio-visual resources available for instructional delivery of business studies in upper basic education in Enugu East LGA for enhancing skills acquisition is available to a low extent.The findings showed that only computers, textbooks, maps, diagrams, graphs and charts were greatly available while the majority of the audio-

visual resources listed are lowly available for use in schools. The findings of this study could be attributed to poor performance of upper basic education level students in business studies in Enugu East LGA, Enugu State due to abstract teaching. In agreement,Gbaranen and Amaewhule (2019)noted in their study that the percentage of resources available did not depict a very high state of availability and not adequate. The study also revealed that there is no significant difference in the mean ratings of male and female business studies teachers on the extent of availability of audio-visual resources in instructional delivery of business studiesin upper basic education in Enugu East LGA, Enugu State for enhancing skills acquisition.

Findings of the study in research question two revealed that audio-visual resources available for instructional delivery of business studies in upper basic education in Enugu East LGA for enhancing skills acquisition is utilized to a low extent. The findings showed that only computers, textbooks, maps, diagrams, graphs and charts are greatly utilized while the majority of the audio-visual resources listed are not available for use in schools. This is in line with the study of Idris, Shamsuddin, Arome, &Aminu (2018) which stated that integration of audio-visual aids in the teaching and learning of classification of living things in the study area suffer from inadequate computer infrastructure in schools, ill equipped and overburdened teaching force and overstretched school budgets incapable of sorting out the financial challenges that the schools face relative to computer integration in the teaching and learning process. There is need to address those factors affecting audio-visual aids usedin order to integrate its use in the teaching and learning in schools. Similarly, Samrent et al (2012) in their study revealed that teachers do not make use of audio-visual aids in teaching-learning process thereby loosing interest in their teaching and also fail to stimulate andencourage the students towards learning hence they are unable toachieve desired learning outcomes.The study also revealed that there is no significant difference in the mean ratings of male and female business studies teachers on the extent of utilization of audio-visual resources in instructional delivery of business studies in upper basic education in Enugu East LGA, Enugu State for enhancing skills acquisition.

Conclusion

Based on the findings of the study, it was concluded that audio-visual resources for instructional delivery of business studies in upper basic education in Enugu East LGA, Enugu State are available to a low extent as well as being utilized to a low extent for enhancing skills acquisition. However, the use of audio-visuals in instructional delivery has a positive and constructive change in the learning achievements of the students and skills acquisition, makes difficult concepts and abstract ideas crystal clear to students and motivates them to learn in other to achieve desired outcome.

Recommendations

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

1. Government and school management should try as much as possible to provide audio-visual resources in schools for instructional delivery and skills acquisition.
2. Curriculum planners and policy makers should realize the importance and effectiveness of audio-visual aids and integrate them in teacher education programs so that teachers will be trained on proper use of audio visual resources for instructional delivery and skills acquisition.

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INTEGRATION OF NEW TECHNOLOGIES IN BUSINESS EDUCATION INSTRUCTIONAL DELIVERY: KEY FOR FUNCTIONAL SKILLS IN BUSINESS EDUCATION

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Abstract

Business education has been recognized to play an important role not just in the production of business teachers but also in the production of workers who have the requisite skills needed to occupy various positions in the work place. These skills are updated from time to time in order to meet up with the demand of business and industry. The emergence of new technologies has made the work of office workers more sophisticated. To meet up with these present technological challenges, there is therefore need for effective integration of these new technologies in business education instructional delivery. When this is done, learners will be equipped with functional skills that will enable them face the challenges of the digital era. The paper dealt on the integration of new technologies in business education instructional delivery as key for functional skills in business education. It x-rayed concepts such as technology, new technology, technology integration, business education, instructional delivery and skill. The paper also highlighted the impact of new technologies in business education instructional delivery among which is integrating new technologies in business education instructional delivery will help produce business education graduates who are confident, effective, independent and equipped to face the challenges of the work place of today rather than producing business education graduates who are not abreast with current technological changes. Factors that will enhance effective integration of new technologies in business education instructional delivery were discussed. The paper concluded that achievement of the objective of any educational programme can be determined by the way instruction is delivered to the recipients of such programme. To these, it requires that implementers of business education adopt appropriate techniques, materials and machines that will enable the learners understand what is being taught. The paper recommended among others that new technological facilities should be made available to institutions and departments offering business education by the authorities concerned.

Keywords: Technology, new technology, technology integration, business education, instruction delivery, skill.

Introduction

Business education is known as education or training system that encourages the beneficiary to acquire skills that fit into the world of work. One of its characteristics is to update skills of the workforce. If this is true, business education should prepare its recipients in such a way that they can fit into the kind of work which presently exists. Observation has shown that the traditional method is now being replaced by new and emerging technologies. The era of typing with the typewriter and duplicate with the duplicating machine had faded away and is now replaced by word processors, computers and reprographic machines.

Today, the whole world is coming to terms with the invasion and intrusion of information technology. Almost all formal and organized offices have in recent times witnessed changes in their areas of operation because of the emergence of new technologies. The majority of jobs of the secretaries and accountants have become more sophisticated than they were. This was why Azih (2011) affirmed that the revision of the programme is enhanced by the fact that the knowledge, attitude and skills previously acquired in the course of the study were inadequate to equip the graduates with the competencies needed to adjust to the rapidly changing needs of the office. Therefore, for graduates of business education to be relevant in this era and also adapt to the workplace of now, the need to fully integrate new technologies in business education instructional delivery becomes imperative. Since business education trains and retrains workers to fit in with changes in technology, the need to effectively implement its information and communication technology (ICT) programme becomes a thing of concern.

Business today has become highly competitive and for any business to survive, it has to queue into what is presently obtainable. Emergence of new technologies has ushered in changes cutting across all human spheres and boundaries. As a result of these, business education has to rise to this challenge by making sure that these new technologies are effectively integrated in the teaching and learning of business education courses which will lead to proper preparation and graduation of skilled individuals who can function effectively in the present technological driven economy.

Technology

Technology is the practical use and application of science in a knowledgeable way to make life pleasant. Bryant (2015) defined technology as a broad concept that has come to refer to breakthrough in science that allows for a better or automated solution.

According to Ezenwafor and Okeke in Njoku, Dikeocha and Onwuagboke (2020) technology is the process by which machines and equipment are introduced in the work place to facilitate administrative processes. Buttressing more on the meaning of technology, Odesanya, Maikano, Mohammed and Uche (2014) noted that it is an aspect of managing and processing information through the use of electronic computers and computer software to convert, store, protect, process, transit and retrieved information. Technology simply involves the use of electronic and communication equipment such as telephone, computers, fax, digital cameras, audio, video, DVDs and other hard and software in service delivery.

New Technologies

New technologies are automated gadgets or computerized machines that radically change the way something is performed or work is done. They provide methods different from what is previously used. The methods provided by these computerized machines offers significant improvement in production and performance.

According to Timya, Moris and Bewaran (2019), new technologies imply new exploration and application of concepts, principles and processes for the improvement of human life. They are set of

productive technique which offer a significant improvement over the established "technology" for a given process in a specific historical context (Olayanju, 2016). New technologies consist of computers, scanners, power point, software, internet facilities, slide projectors, mobile/cellular phones, reprographics interactive whiteboard, electronic board, overhead projector, CD Rom and video diskette.

Ezenwafor in Ile, Udegbunam, Odimmega (2015) listed the following as new technologies in teaching business education:

a. Using broadcast materials or CD Rom for information collection and storage.
b. Using micro-computers with software applications to write or produce documents.
c. Skillful keyboarding
d. E-mail and messaging
e. Internet browsing using search engine, windows messenger, yahoo chartroom and so on.
f. Using opaque projectors, slide projectors and multimedia projectors.
g. Utilizing e-banking, e-commerce, e-economics and so on and
h. Utilizing different computer software and applications such as word processors, spreadsheets, power-point, desktop publishing and graphics among others.

Technology Integration

Integration which can otherwise be called incorporation is the act of process of uniting or combining different things. In the context of this work, integration can be viewed as combining theoretical teaching (contents) of business education with practical use and manipulation of new technological gadgets in business education. Technology integration is therefore defined as the use of technology to enhance and support the educational environment (Wikipedia). Reigebuth and Joseph in Ile, Udegbunam and Odimmega (2015), view technology integration as focusing on 'how' to use technology to support the way teaching and learning is currently being done in schools. Technology integration in the classroom can also support classroom instruction by creating opportunities for students to complete assignments on the computer or other new technological equipment rather than writing with pencil and paper. Since business education emphasizes more on learning by doing, classroom materials, machines and equipment that meet the standard of business education new curriculum is required during instructional delivery. This is necessary because by its nature, business education is skill oriented.

Business Education

Business education can be defined as an educational process or context which has, as its primary aim, the preparation of people for roles in enterprise: such as an employee, entrepreneur, employer or simply as self employed. It is education for vocation.

Udo (2015) viewed business education as an aspect of vocational and technical education which is designed to develop competencies in accounting, business management, banking and finance, administration, marketing, book-keeping, accounting, office technology and information communication technology, business law, economics for business, business web page design, desktop publishing, shorthand, keyboarding, digital business application, word processing among others. Business education is a comprehensive activity based education that is concerned with the acquisition of practical skills, understanding, attitudes, work habits and competencies that are requisite to success in a chosen business occupation.

Business education equips individuals with practical skills such as provision of competencies in the operation of office machines, understanding and knowledge relating to occupation in various sectors of the economic life.

Instructional Delivery

Instructional delivery refers to the interaction among the students, the teacher, the content and the knowledge and skills student will need to learn. It can as well be referred to as methods, strategies, approaches or techniques that a teacher employs to deliver his/her lesson to the learners.

It is a representation of pattern in which a lesson is to be presented (Lukeman, 2021). Meziobi in Wordu and Akor (2018) opined that every effort that the teacher makes in order to have a fruitful time with the students by exposing the contents, employing methods, strategies, the pupils' interaction with the environment, resources available and even the evaluation process sums up the meaning of instructional delivery.

According to Etuk and Umoh in Wordu and Akor (2018), instructional delivery is the knowledge of teaching techniques and their application for learning to take place in such a flexible manner that would not distort the original intent of the teacher for being in the classroom. Simply put it is the provision of instruction to learners by the teacher. The teacher builds on existing knowledge, differentiates instruction and integrates technology into lessons. The teacher who is the key factor in instructional delivery demonstrates to the learners' successful use of the knowledge and skills through modeling. In delivery business education courses, utilizing up to date teaching materials, multi media and technology becomes imperative. Business education students should be prepared in such a way that they can be able to fit in, in the present technological era, possessing the ability to function in the sophisticated office of today and as well in the digital business world.

Skill

Skill involves a physical demonstration of the ability to perform a given task successfully with a result that has pleasant value. Okafor and Ogbazi in Okafor, Nwoye, Nwaigwe and Nwarieji (2020) defined skill as a physical, mental or social ability that is learned through practices, repetition and reflection and in which it is probably always possible for the individuals to improve. Mshelia (2019) view skill as a quality of performance which does not depend solely upon a person's fundamental innate capacities but be developed through training, practice and experience. Buttressing more on the meaning of skill Chell (2013) defined skill as proficiency in performance that may be enhanced by practice and training. It is the ability to do something well, usually gained through training or experience that is needed.

Functional skills therefore are skills that help an individual to perform tasks which have practical utility on the job. They are skills that will make the human person functional in a given task. For the purpose of this work, functional skills are skills in information and communication technology that allow graduates of business education to operate confidently, effectively and independently in business and industry.

Impact of Integrating New Technologies in Business Education Instructional Delivery

The impact of integrating new technologies in business education instructional delivery are cannot be overemphasized. Integrating new technology in business education instructional delivery will provide business education students a platform for technological excellence in the face of the globalization of the world economy. Employment requirements in many establishments are changing as a result of technological impact. With this reality on ground, business education students need to be equipped with the required information and communication technology skills that will prepare them for future career. Integrating new technology in business education instruction delivery will also enable the students make critical connection to contents. It will not only improve students learning process and outcomes but will also enable them have deeper understanding of the use of the new technologies and how to apply them in the world of work. Integrating new technologies in business education will help in producing graduates who are confident, effective, independent and equipped to face the

challenges of the work place of today. When students are exposed and made to acquire skills in these new technologies, it will go a long way to sustain the relevance of the programme by providing the needs of individuals and society rather than producing business education graduates who are not abreast with current technological changes nor can make meaningful impact in their specialized area.

Again, integration of new technology in business education instruction delivery will not only prepare business education students for future employment but will also help them acquire skills that they need to survive as self-employed. This is because opportunities in information and communication technology are numerous.

Factors that will Enhance Effective Integration of New Technologies in Business Education Instructional Delivery

To enhance effective integration of new technologies in business education instructional delivery attention should be given to the following factors:

i. Adequate ICT facilities
ii. Training and retraining of teaching personnel
iii. Lecturer student ratio
iv. Funding

Adequate ICT Facilities: ICT facilities include computers, photocopiers, audio-visual aids, magnetic boards, projectors, hardware and software, internet services, digital versatile disk recorder and player, internet modem, overhead and slide, projectors, uninterrupted power supply and mobile telephones. Studies have shown that one of the challenges hindering effective integration of new technology in business education instructional delivery is inadequate ICT infrastructure. This is in support with the study by Onejetah and Utoware (2019) where they noted that there are dearth of new tehchnologies equipment in teaching business education in universities in the South-East. Ekwue, Anyegbunam and Okpanachi (2016) also noted in their study that most of the requisite new technology facilities in tertiary institutions have not been adequately provided in business education departments in tertiary institutions.

Training and Retraining of Teaching Staff: Business education lecturersshouldbe trained and retrained in the application of new technologies. They should be updated with knowledge of use of modern technologies as to make them fit to deliver instruction on the new technologies. Study by Nwolake and Chukwuma (2019) revealed that lack of technological skills on the part of business educators constrains integration of new technologies in teaching business education courses. If business education teachers cannot deliver business education curriculum effectively as a result of lack of necessary technological skills how then can business education graduates compete favourably in the global world and as well be relevant in the e-world. Training is necessary because well trained academic staff acquire new and improved skills that enable them perform better on their jobs. That was why Nwosu and Mbeazie in Timya, Wetnwan and Youngsunshikfu (2019) noted that most of the teachers were not effectively taught with new technologies, therefore they have to be retrained in the proper use of new technologies in instructional delivery.

Lecturer-Students Ratio

This involves the number of students a lecturer is meant to teach at a time. For practical courses like word processing, the national commission for colleges of education stipulated that lecturer-student ratio should be 1:20. But it is unfortunate to note that practical classes in various departments and schools offering business education are overcrowded. As a result of this, it becomes so difficult for the lecturer/teacher to give individualized attention to the students. To ensure effective integration of new technologies in business education instructional delivery, the number of students

assigned to a lecturer/teacher in ICT courses should be such that will be manageable. Team teaching should be adopted in ICT courses and students grouped, in order to allow for adequate usage of the machines by students in each class period. This will also enable the teacher monitor students' performances during teaching and learning and as well give individualized attention to them.

Funding: Funding is another important factor to be given attention. ICT facilities require maintenance, regular power supply, fueling of generator etc. Nwaiwu, Dikeocha and Nwagu (2015) stressed that poor funding of business education programme has resulted to lack of adequate laboratory, equipment and machines. Oguejiofor and Okeke– Ezeanyanwu (2019) in their study also confirmed that poor funding is one of the challenges confronting implementation of new technologies in business education.

Conclusion

Achievement of the objective of any educational programme can be determined by the way instruction is delivered to the recipients of such programme. The objective of business education is the production of skilled manpower who will be able to function effectively in the workplace and in the business world. Owing to these, schools and implementers of business education are expected to adopt appropriate techniques, materials and machines that will enable the learners understand what is being taught and as well be able to apply the knowledge, skill and experience gained from such instructions in the world of work after graduation.

Recommendations

1. New technological facilities should be made available to institutions and departments offering business education by the authorities concerned.
2. Institutions should provide in-service training for business education lecturers on the application of new technologies in instructional delivery.
3. Manageable number of students should be assigned to lecturer/teachers as to enable individualized teaching and learning of ICT courses.
4. Government and management of institutions should make fund available for department offering business education programme for maintenance of the available facilities.

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USING BUSINESS EDUCATION: AS AN INSTRUMENT FOR ENTREPRENEURSHIPAND SUSTAINABLE ECONOMIC DEVELOPMENT IN KWARA STATE

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Abstract

The study examined the business education as an instrument for entrepreneurship and sustainable economic development in Kwara State. Two research questions were raised for the study. Descriptive survey research design was used for the study. The population for the study comprised seventy one business educators in the nine colleges of education offering business education in Kwara state. The entire population was used for the study because of its manageable size, hence, there was no need for sampling. The data for the study were collected using a structured questionnaire which was duly validated with a Cronbach alpha reliability, coefficient of 0.85 for the study. Seven one copies of the questionnaire administered were retrieved and used for the study. The data collected to answer the research questions were analyzed using mean and standard deviation. Two hypotheses were formulated. The hypotheses were tested using independent samples t-test. The study found among others that business education is very relevant in achieving sustainable development in Kwara state because business educates individuals for and about business and also it provides the needed manpower in industry. Based on the findings, the following were recommended among others; thatcurriculumplannersshouldensurethattheschoolcurriculumcontentisrelevantto the skill required of industry because of the relevance of the programme in providing the needed manpower in industries for sustainable economic development. The study also recommended that Business education curriculum should be widened to accommodate more maximum practical skills and knowledge than theories to enable the learners contribute to nation's building.

Keyword: Business Education, Entrepreneurship, Sustainable, Economic Development, Business Educators

Introduction

Education is an important input for the growth of a person. It plays a major role in capital formation which connects the productive part of the country. It is in recognition of the pivotal role of education that the Federal Government of Nigeria, in her National Policy on Education (2014), declared that education is an instrument per-excellence for effective national development (Ajash&

Kummer, 2018). In Nigeria, government at the three tiers of governance, corporate bodies, philanthropists, donor agencies and even religious organizations have and are continuing to make enormous contributions towards the growth of education in the country. Owing to growing interest and the demand for education by children, youths, parents, communities, industries and commercial houses, the number of educational institutions has increased tremendously in Nigeria in recent years, one of which are colleges of education.

Colleges of Education are established in Nigeria by law to provide knowledge, skills and training to students who shall be enterprising and self-reliant on graduation. Federal Government of Nigeria (2014) described College of Education as one of the tertiary institutions that provide knowledge, skills and training to students for the production of teachers and skilled personnel who shall be enterprising and self-reliant. Hence, the goals of Colleges of Education as highlighted by Federal Government of Nigeria (2014) include to: encourage further the spirit of enquiry and creativity in teachers; provide teachers with the intellectual and professional background adequate for their assignment and make them adaptable to changing situations; provide the technical knowledge and skills necessary for agricultural, industrial, commercial, economic, and educational development of Nigeria; and give training and impart necessary skills for the production of technicians, technologists and other skilled personnel who shall be self-reliant and enterprising.

One of the vocational courses in Nigerian colleges of education where students can enroll and be equipped with saleable skills for self-reliant and paid job on graduation is Business Education. Mamman (2020) submitted that the demand for technological competence in the educational system and reduction in the unemployment rate gave birth to the idea of vocational and technical education programme in Nigeria, of which Business Education is a part. He went further to add that business education is an integral part of Vocational and Technical Education which prepares students for careers in business.

Business education is a programme of study that exposes individuals to different spectrum of economic activities that are necessary for sustainability. Business education is a programme of instruction which offers specialized instruction for office occupations and general business orientation (Mamman, 2020). It is education for office occupation, accounting, distributive and marketing occupation, purchasing, teaching, business administration and entrepreneurship development. In view of this, Maumako (2017) affirmed that business education covers a wide range of spectrum of economic activities in any society, as well as the desirable business competencies appropriate for self-employment which is particularly pertinent in the present global economic situation, by equipping individuals with lifelong skills for self-reliance. Business education is, in fact, education for and about business and is geared towards economic sustainability. It is education for sustainability in that it supports long term economic growth without negatively imparting social, environmental and cultural prospects of the community.

Therefore, in order to ensure sustainability with a view to catering for the present economic needs of the general public without compromising the ability of the future generation to provide for their own needs, a sustainable business education should infuse into its curriculum innovations that equip individuals with critical knowledge and skills needed in the contemporary business world. That is why the United Nations General Assembly cited in Nwabufo and Ezeani (2020), contended that sustainability is the process of people maintaining change in a balanced environment, in which the exploitation of resources, the direction of investments, the orientation of technological development and institutional change are all in harmony and enhance both current and future potentials to meet human needs and aspirations. In other words, it is the process of living within the limits of available physical, natural and social resources in ways that allow the living system in which humans are embedded to thrive in perpetuity.

Development is a gradual change that brings about advancement in a society. According to Meier in Mbaegbu (2016), development is the process of enhancing the economic, socio-cultural, political, legal and technological living standards of a people through the exploitation of natural resources. Development is also seen as a purposeful change in a society that contributes to social and economic wellbeing and advancement of its people without creating any disharmony (UNESCO cited in Emeasoba& Igwe, 2016). Development empowers individuals, increases their purchasing power, enhances the quality of the life of people and improves the wellbeing of the society and, hence, economic development. As a concept, economic development is the general and sustainable improvement, growth, advancement or increase in economic standard of a nation. It was on this reality that the unless, at different times come up with the millennium development goals which later was advanced to the 7 points agenda for sustainable development goals (Ademiluyi, 2014).

According to Amoor (2010), business education plays a significant role in economic development by providing knowledge and skills to the learners, thereby enabling them to adequately impart knowledge into others, and handle sophisticated office technologies and information systems. In view of this, Mamman (2020) stated the goals of business education include: to produce business education lecturers who will handle business and related courses in colleges of education; prepare people for self-employment in situations where there is no available paid employment; develop in the student's requisite skills and expertise in management of both private and public enterprise and arm them with the analytical ability needed to meet the growing challenges of present and future Nigerian and international environment; produce efficient and effective management, accounting, secretarial and marketing managers; expose the students via the available courses to the limitless horizon of the business world and prepare them for roles as qualified administrators and managers in business organization, among others.

Furthermore, the main aim of sustainable economic development is to balance our economic, social and environmental needs(Ademiluyi, 2014). In support of this, Ukairo (2017) noted that for sustainable economic development to be achieved in any nation, there must be a balance between environmental, societal and economic considerations needed to maintain and improve the quality of generations to come. Appreciating the role business education play in economic and social development of the nation, Federal Republic of Nigeria (2013) identified that one of the objectives of business education is to help the recipient to appreciate the world around him and contribute maximally to the social and economic development of the nation. In order to fully achieve the sustainable economic development goals of ending extreme poverty including hunger and also promoting economic growth in Kwara State, integrating some of the sustainable economic development issues into the curriculum should be one of the top priorities of educational planners. Also, Government shall take necessary measures to ensure that quality of instruction at all levels of education shall be oriented towards acquisition of functional skills and competencies necessary for self-employment which will eventually lead to sustainable economic development in Kwara State.

Williams (2011) asserts that entrepreneurship is a learnable process that can be taught, nurtured, supported and enhanced through various types of education and training. Drucker (1985) adds that entrepreneurial process involves a systematic search for and analysis of opportunities which have the potential to generate innovation. These opportunities can be transformed into a 'new-value' within the dynamic bundle of broad public enterprise and, inevitably, educational objectives.

In all of these, strategy, a broad basic plan of action by which individuals or organizations intend to reach their goals, is important. These, according to Okoye and Ashibogwu (2018), are techniques or mechanisms put in place to maintain degree of quality of excellence of a product or service. These are same as methods and procedures of attaining a goal. According to Ghemawat and Pankjet in Ikelegbe (2020), strategy is viewed as the direction and scope of an organization over the long-term, which achieves advantage for the organization through its configuration of resources within

a changing environment and fulfils stakeholders' expectations. That is, it is a set of goals and objectives of an organization including major programmes of action chosen to reach those goals and objectives.

Besides, one basic concept in education today is the issue of gender. Gender denotes differences in sex, that is, male and female and how this differences influence this study. According to Mukoro (2014), gender is a term that describes social contrition of female and male individually, and can be viewed as more than biological classification between male and female. It depicts the manner in which those variations whether actual or imagined are cherished, used and dependent upon in grouping male and female to assigned roles and responsibilities. In the context of this study, therefore, strategies are mechanisms or techniques set aside to maintain degree of excellence in business education programme.

Statement of the Problem

In Nigeria, the educational activity should be centered on the students in order for them to acquire maximum skills acquisition for self-development and fulfillment in the labour market (FRN, 2013). According to Yusof et al in Mamman (2020) the new market demands caused many graduates with various certificates to be unemployed, due to poor quality of education, business education inclusive, as the level of practical skills acquired by students is nothing to compare with demands of labour market and technological advancement.

Recent reports revealed that presently there are 152 Colleges of Education in the country. Federal government owns 21, states own 49 and there are 82 privately owned out of this Kwara state has nine private colleges of education (Myschoolgist, 2020). The above account is to confirm the fact that on the whole, our education system is on a steady rise quantitatively. The challenge however lies on whether the same thing could be said about the quality. The quality of education is measured in terms of its utility, that is, the extent to which the knowledge, skills, attitudes, habits and beliefs acquired from education can improve the wellbeing of its recipient in particular and as well advance the wellbeing of society. For any education system to achieve this, its programme should be designed to meet the current needs, aspirations and values of the society it is meant to serve.

Today, most countries of the world are facing economic problems due to the COVID-19 pandemic. At a critical time like this, what the nation needs is a theoretical and skill orientedprogramme that can equip the products with skills relevant for sustainable economic development. This will help to end extreme poverty, hunger, create jobs and promote economic growth and finally achieve sustainable development. Without a functional education programme like business education, achieving the sustainable development goal of ending extreme poverty including hunger and promoting economic growth and decent jobs within the planetary boundaries will be a mirage.

Purpose of the Study

The general purpose of the study is to examine business education as an instrument tool for entrepreneurship and sustainable economic development in Kwara State. Specifically, the study intended to:

1. Examine the relevance of business education for entrepreneurship and sustainable economic development in Kwara State.
2. Determine the quality of curriculum strategy for entrepreneurship and sustainable business education in Kwara state.

Research Questions

The following research questions guided the study.

1. What is the relevance of business education for entrepreneurship and sustainable economic development in Kwara state?
2. What are the quality curriculum strategies for entrepreneurship and sustainable economic development in Kwara state?

Hypotheses

The following hypotheses were formulated and tested at 0.05 level of significance

Ho1: There is no significant difference between the mean responses of male and female business educators on the relevance of business education programme for entrepreneurship and sustainable economic development in Kwara State.

Ho2: Thereis no significant difference in the mean ratings of male and female business educators on the quality curriculum strategies for entrepreneurship and sustainable economic development in Kwara state.

Methodology

The study adopted descriptive survey research design. A survey method is relevant when the researcher is interested in studying the opinions, feelings, and thoughts of the respondents about a particular situation (Creswell, 2012). This design, therefore, was considered appropriate for the study as it collected data on the opinions of business educators in Kwara state. The study was carried out in public and private colleges of education in Kwara state. The population for the study comprised seventy one (71) business educators in the nine colleges of education offering business education in Kwara state. The entire population was used for the study because of its manageable size, hence, there was no need for sampling. The data for the study were collected using a structured questionnaire. The instrument scale for assessment consist of four-points response mode of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) with a corresponding numerical value of 4, 3, 2, and 1, will be assigned to the response scales for the items. The questionnaire was validated by three experts in Department of business education in Kwara state university, Malete. The questionnaire has a reliability index of 0.85 which was established through a pilot test on 10 business education lecturers in Niger state college of education, Minna. The internal consistency was determined using Cronbach Alpha procedure. Copies of questionnaire were administered and collected by the researcher with the help of two research assistants after proper briefing on the purpose of the study. A total of 71 copies of questionnaire were distributed to the respondents. However, a total of 68 (93%) were retrieved and found usable. Data collected were analyzed using mean and standard deviation for the research questions, while the independent t-test was used to test the hypotheses. The mean rating of 2.50 was used for decision rule regarding the research questions. This was calculated based on the 4 point rating interval used in the study. Items with mean values of 2.50 and above were considered as agreed while items with mean values below 2.50 were considered as disagreed. For the null hypotheses (Ho), if the observed p-value is less than the fixed p-value, the null hypotheses was rejected, if otherwise, the null hypotheses was not rejected.

Result

Research Question one: What is the relevance of business education for entrepreneurship and sustainable economic development in Kwara state?

Table 1: Mean Rating and Standard deviation of Business Educators on the relevance of business education for entrepreneurship and sustainable economic development in Kwara state.

S/N	Items on Relevance of Business Education	Mean	SD	Remarks
1.	Provides the recipients' with necessary skill for transition into labour market	3.04	0.68	Agree
2.	Produce graduates that are job creators	3.04	0.69	Agree
3.	Increase the overall productivity of the labour force	3.28	0.66	Agree
4.	Provides the needed manpower in industries	3.06	0.70	Agree
5.	Help the recipients to make judicious socio-economic decisions as citizens	3.31	0.71	Agree
6.	Meet the labour market needs of business and industries	3.42	0.67	Agree
7.	Promote economic growth and entrepreneurship	3.13	0.72	Agree
8.	Help the recipients to contribute maximally to the social and economic development of his/her nation	3.19	0.73	Agree
Total	**Weighted Mean**	**3.18**	**0.70**	**Agree**

From table 1, it was revealed that all the respondents agreed in their responses to all constructs in the Table. This agreement was very evident as all the mean scores are well above the fixed decision value of 2.50. The standard deviation ranged from 0.66 to 0.73 which indicated low variability in the respondents' responses. This implied that the relevance of business education listed can lead to entrepreneurship and sustainable economic development in Kwara state.

Research Question Two: What are the quality curriculum strategies for entrepreneurship and sustainable economic development in Kwara state?

Table 2: Mean Rating and Standard Deviation of Business Educators on Quality Curriculum Strategies for Entrepreneurship and Sustainable Economic Development in Colleges of Education in Kwara state.

S/N	Items on Quality Curriculum Strategies	Mean	SD	Remarks
1.	Ensure that key competencies are integrated into business education curriculum and develop appropriate means of assessment	3.14	0.76	Agree
2.	Business education curriculum should adherent to accreditation requirement	3.25	0.73	Agree
3.	Business education curriculum should be result-oriented and more responsible to labour market needs	3.08	0.68	Agree
4.	Business education curriculum should give learners access to appropriate up-to-date technical equipment, teaching materials and infrastructure.	3.07	0.78	Agree
5.	Appropriate business education curriculum design.	3.22	0.70	Agree
6.	Review of existing business education curriculumto accommoda maximum practical skills.	3.21	0.65	Agree
7.	Business education curriculum should encourage Practical activities and provision of high quality work-based learning enterprise.	3.20	0.71	Agree
8.	Appropriate implementation of business education curriculum content	3.44	0.65	Agree
Total	**Weighted Mean**	**3.20**	**0.71**	**Agree**

Table 2 above showed that all the items agreed to by business educators. This implies that, the quality curriculum strategies stated can promote entrepreneurship and sustainable economic development in Kwara state.

Hypotheses One

Ho1: There is no significant difference between male and female business educators on the relevance of business education for entrepreneurship and sustainable economic development in Kwara state.

Table 3: t-test analysis of Male and Female Business Educators on the relevance of the business education for entrepreneurship and sustainable development in Kwara state.

Gender	N	Mean	SD	Df	t-Cal	P-value	Decision
Male	53	3.21	0.26	69	0.62	0.49	Not significant
Female	18	3.22	0.28				

Sources: Field Survey 2021 **P>0.05**

The data presented in Table 3 revealed that there are 53 male lecturers and 18 female lecturers as respondents for the study. Male business educators had mean score of 3.21 and standard deviation of 0.26 (x =3.21; SD = 0.26) and Female (X = 3.22; SD = 0.28). The calculated t-value is 0.62 (t_{69} = 0.62). The observed p-value is 0.49 which is greater than the fixed p-value of 0.05 (p>0.05). Since the observed p-value is greater than the p-value (t_{69} = 0.62; p = 0.49), the null hypothesis that stated that there is no significant difference between male and female business educators on the relevance of business education for entrepreneurship and sustainable economic development was therefore not rejected. This implied that male and female business educators did not differ significantly in their response on the relevance of business education for entrepreneurship and sustainable economic development in Kwara state.

Hypotheses Two

Ho2: Thereis no significant difference in the mean ratings of male and female business educators on the quality curriculum strategies for entrepreneurship and sustainable economic development in Kwara state.

Table 4: t-test analysis of Male and Female Business Educators on the quality curriculum strategies for entrepreneurship and sustainable development in Kwara state.

Gender	N	Mean	SD	t-Cal	Df	P-value	Decision
Male	53	3.17	0.34	1.059	69	0.293	Not significant
Female	18	3.27	0.34				

Sources: Field Survey 2021 **P>0.05**

The data in Table 4 revealed that there are 53 male business educators and 18 female business educators as respondents for the study. Male business educators and female business educators had mean score of 3.17 and standard deviation of 0.34 (x =3.17; SD = 0.34) and Female (X

= 3.27; SD = 0.34). The calculated t-value is 1.059 (t_{69} = 1.059). The observed p-value is 0.293 which is greater than the fixed p-value of 0.05 (p>0.05). Since the observed p-value is greater than the p-value (t_{69} = 1.059; p = 0.293), the null hypothesis that stated that there is no significant difference between male and female business educators on the quality curriculum strategies for entrepreneurship and sustainable economic development was therefore not rejected. This implied that male and female business educators did not differ statistically in their response on the quality curriculum strategies for entrepreneurship and sustainable economic development in Kwara state in colleges of education.

Discussion of Findings

The result of the findings in table 1 revealed that business education is very relevant for entrepreneurship and sustainable development in Kwara state because business educates individuals for and about business and also it provides the needed manpower in industry. According to Osuola (2004), education for business is for technology and vocational education students. It helps them to develop personal skills such as recording retrieving, coordinating, analyzing, organizing and reporting data used for business decisions. It also help business education student s to develop personal use skills related to business occupation. The skills acquired in business education can help the recipients to establish small scale business and run it successfully. By doing this, it may likely end poverty and hunger leading to good health and sustainable economic development in Kwara state.

Nwokike (2015) Citing Azih& Nwosu (2012) noted that business education at all levels is aimed at providing training that will equip the recipients with business skills that will enable them function optimally in their working environment. Equally, Federal Republic of Nigeria (2013) affirmed that one of the objectives of TVET is to produce manpower required in industry, commerce and agriculture. From the findings of the study, it is therefore worthy to note that business education programme is an effective tool for economic development.

The findings in table 2 that both male and female business educators agreedthatsomeofthe quality curriculumstrategiesforachieving sustainable economic development through business education programme include among others, to ensure that the school curriculum is relevant to the skills required of industry and also improving the programme through upgrading of facilities or equipment. The findings is in uniformity with the findings made by Nwokike and Okoli (2015) that one of the ways of improving the quality and relevance of business education programme in colleges of education is by institutions laying more emphasis on the manpower need of the industry. Nwokike and Okoli (2015) affirmedthatqualitymechanismshouldbeputinplacesothatstudentsarenottaughtwith outdated equipment. The researcher is with the opinion that if the recipients are taught with modern technological equipment, the graduates of the programme will acquire the relevant skills required of industry and forself-employment.

Conclusion

From the findings of the study, it could be concluded that business education is an effective tool in achieving sustainable economic development because of its relevance in providing the needed manpower in industries. The skill acquired by the recipient could prepares learners for self-employment, career aspiration and general knowledge either for production or consumption to enable the learners function effectively in the world of work and to contribute to sustainable economic development. By doing so, the sustainable development goalsofendingpovertyandpromotingthewell-beingofindividualscouldbeachievedthrough business education programme which will eventually lead to sustainable economic development in Kwara state.

Recommendations

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

1. Thecurriculumplannersshouldensurethattheschoolcurriculumcontentisrelevantto the skill required of industry because of the relevance of the programme in providing the needed manpower in industries for sustainable economic development.
2. Business education curriculum should be widened to accommodate more maximum practical skills and knowledge than theories to enable the learners contribute to nation's building.
3. The three tiers of government, education stakeholders and employers should give massive support to Business Education programmes, by investing in the programmein order to achieve the aims and objectives of business education towards sustainable economic development.

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INFLUENCE OF DIGITALIZATION ON SKILLS ACQUISITION OF BUSINESS EDUCATION STUDENTS IN PUBLIC UNIVERSITIES IN SOUTH EAST NIGERIA

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Abstract

This study examined the influence of digitalization on skills acquisition of Business Education students in public Universities in South East Nigeria. Descriptive survey research design was adopted. The population of the study is 230 business education students in the Universities under study. Two research questions and two null hypotheses guided the study. A 4-point scale questionnaire designed by the researchers containing 20 items was used. Reliability coefficient of 0.87 was obtained using Cronbach Alpha statistics test. Mean and standard deviation was used to answer the research questions, though the standard deviation was used to ascertain the homogeneity of the responses. The t-test statistics was used to test the hypotheses at 0.05 level of significance. The result of the study showed that digitalization highly influences entrepreneurial and managerial skills acquisition of Business Education students. Based on the findings, the study concludes that digitalization influences skills acquisition which compasses entrepreneurial and managerial skills of Business Education students. These are very crucial and relevant for students to acquire in this digital world. These skills as x-rayed would enable and enhance business education student to function appropriately in the society. Based on the findings, recommendations were proffered which include among others that **Business education students should develop keen interest in acquiring viable skills digitally to enable them fit into the digital world we are in now.**

Keywords: Digitalization, Skills Acquisition, Entrepreneurial skills, Managerial skills.

Introduction

Digitalization has been identified as the most significant technological trend that is changing both society, business and education at all levels. Nowadays, education institutions, firms, industries and even individuals are constantly under pressure to use digital technologies and to adapt their academic activities and business models to this new reality. However, although going digital evokes many benefits, it also requires investments and associated costs. Given the noticeable progress of digital technologies, the question is how digitalization is being employed by practitioners and into what

extent this progress is being followed by scholars and academics. Digitalization is radically interfering and changing the fundamental assumptions of the way of life and organization of work in a postmodern society, which is becoming more globalized and more digitalized than ever before. Therefore, it is becoming increasingly important for institutions to quickly, efficiently, and appropriately plan the digital transformation to achieve flexibility and to maintain global academic competitiveness. Digitalization refers to the development and implementation of Information and Communication Technology (ICT) systems and concomitant organizational change, it involves the transformation of socio-technical structures formerly mediated by non-digital artefacts into ones mediated by digitized artefacts (Marlene et al, 2020). Digitalization is simply the process of converting information into a digital format. The result is the representation of an object, image, sound, document, or signal obtained by generating a series of numbers that describe a discrete set of points or samples**.**

Digitalization is the use of digital technologies to change a business model and provide new revenue and value-producing opportunities; it is the process of moving to a digital business. In agreement, Endouware and Yusuf (2021) posited that, it is essential for academic staff in Nigeria universities to acquire digital skills, business education students inclusive; to enable them utilize modern technologies for effective instructional delivery and acquisition of viable skills. According to Abas, Yahaha and Din (2019), digital skills are needed by every graduate to fit into the 21st century society. Digital skills include: video creation skills, audio content creation, computer skills, graphic skills, internet skills, communication skills, word processing skills and information processing skills among others. However, despite the importance of digital skills on instructional delivery especially as it concerns acquisition of viable skills by students, Ajike (2015) regretted that Nigeria is faced with lack of skills development among its skilled labourworkforce. **Digitalization** refers to enabling or improving processes by leveraging digital technologies and digitized data. Digitalization increases productivity and efficiency while reducing costs. Digitalization improves an existing business process or processes but does not change or transform them. That is to say, it takes a process from a human-driven event or series of events to software-driven (Mark, 2020).

Skill acquisition is the significant factor for building a successful career. Acquiring skills can happen in different ways – by personal experiments in a certain field, by creative search and constant practicing, by repeating some actions automatically without implying any thinking processes. Skill acquisition in Nigeria is even more important taking into account the levels of unemployment. Skill acquisition is the art of learning to do something in order to earn a living and or to survive or rather fit into the unemployed environment. Skill is the ability to acquire practical knowledge in new conditions and on the basis of the abilities and experiences a person had previously. Skill acquisition is the process of mastering skills characterized by applying them in particular situations. It is the possibility to learn. Our entire life is based on skills acquisition, which is the constant process. We are getting involved in the skill acquisition processes from the time we learn how to walk as toddlers. With time, the set of skills just get more complex (Ekoh-Nweke, 2017). A skill is an activity, which is developed by a person with time and becomes automatic in terms of performing it. A certain skill can be considered acquired when a person can perform it without thinking about the technique of performing this action or dividing a process into conventional parts. Every person will find personal reasons for skill acquisition. Nevertheless, there are obvious benefit of skill acquisition process and results. To acquire skills means to become an expert in a chosen field. To become an expert means to deliver high-quality work and become a sought-after specialist. There are important things to remember when pursuing a skill according to (Inna, 2018). They include the following; skill acquisition is not the expense; it is the investment;it helps you to adjust to the realities of the employment market; you acquire skills that meet immediate requirements; you acquire the basis for adjusting for the future needs; the possible is flexible and teaches you to be flexible, too; experts acquire knowledge, and then they acquire power; other people trust experts, and they will trust you; and experts earn more and have broader career

prospects. Skill acquisition encompasses viable skills that enables individuals fit into unemployment world and become self-reliance. These skills include among others; entrepreneurial skills, information and communications skill, managerial skills and communication skills.

Entrepreneurial skills are those skills that are normally associated with being an entrepreneur, although anyone can develop them. Being an entrepreneur usually means starting and building your own successful business, but people with entrepreneurial skills can thrive within larger organizations, too.Entrepreneurial skills simply encompass a broad range of various skill sets like technical skills, leadership, communication, digital, problem-solving, creative thinking and business management skills. Because entrepreneurial skills can be applied to many different job roles and industries, developing your entrepreneurial skills can mean developing several types of skill sets. For instance, to be a successful business owner, you may need to develop your business management skills. To build and maintain successful project teams you might need to improve your leadership and communication skills (Ekoh-Nweke & Victor-Igwe, 2020). Inna (2018) asserted that entrepreneurial skills can encompass a large range of both soft and hard skills. Because of the many business roles entrepreneurs may take on, they may also develop a variety of different skill sets to accommodate the growth of their businesses and brands and as well operate their businesses effectively. Inna further declared that developing the following skill sets can also help individual in developing entrepreneurial skills. The following set of skill according to Inna are; business management skills; teamwork and leadership skills; communication and listening; customer service skills; financial skills; analytical and problem-solving skills; critical thinking skills; strategic thinking and planning skills; technical skills; time management and organizational skills; marketing and networking skills.

According to Ekoh-Nweke and Izuagba (2018), entrepreneurial skills are understood as the knowledge, attitudes, and skills that enable someone to be successful in developing original and valuable projects, products, or services, based on the needs of a company—target population and, as a result, the fulfillment of functional, social, or emotional objectives.A “skill” is defined as the ability to operationalize, in a concrete situation, a set of knowledge, attitudes, and competence to be successful. This concept highlights that a skilled person in a given area has an analytical, creative, and practical savoir-faire, more than simply an uprooted knowledge of performance circumstances. Furthermore, it shows a specific competence when successfully operationalizing its knowledge in specific situations (Jacinto, 2021). According to Simeon-Fayonu in Ekoh-Nweke and Ezeabii (2020), entrepreneurship training is a programme that promotes entrepreneurship awareness and skills for career purposes and provides skill training for business creation and development. They further emphasized that introducing entrepreneurship training into the undergraduate curriculum especially for business education students from the point of entry will positively affect their mindset towards the recognition and acceptance of self-employment as a viable career option.

Management is a very exciting and dynamic field which has a special appeal to people who love to get things done and at the appropriate time. There is no human endeavor that does not require proper management for its proper functioning. Every organization whether profit and nonprofit making require good management to function effectively and achieve their objectives. Management is not a simple task. It needs knowledge and experience. Because of that, there is the existence of hierarchy and organizational structure. This allows each employee with adequate knowledge, experience, and skills to move from the bottom to the middle and top levels of the managerial pyramid.According to Victor-Igwe (2015), management is the process of combining and utilizing, or of allocating an organization’s inputs by planning, organizing, directing and controlling for the purpose of accomplishing the organizational goals. Management skills can be defined as certain attributes or abilities that an executive should possess in order to fulfill specific tasks in an organization. They include the capacity to perform executive duties in an organization while avoiding crisis situations and promptly solving problems when they occur. Management skills can be developed

through learning and practical experience as a manager. The skills help the manager to relate with their fellow co-workers and know how to deal well with their subordinates, which allows for the easy flow of activities in the organization.Good management skills are vital for any organization to succeed and achieve its goals and objectives. A manager who fosters good management skills is able to propel the company's mission and vision or business goals forward with fewer hurdles and objections from internal and external sources.Management and leadership skills are often used interchangeably as they both involve planning, decision-making, problem-solving, communication, delegation, and time management (Agbo, Isiaku&Anikene , 2015).

Good managers are almost always good leaders as well.In addition to leading, a critical role of a manager is to also ensure that all parts of the organization are functioning cohesively. Without such integration, several issues can arise and failure is bound to happen. Management skills are crucial for various positions and at different levels of a company, from top leadership to intermediate supervisors to first-level managers. Simply, managerial skills are the knowledge and ability of the individuals in a managerial position to fulfil some specific management activities or tasks. This knowledge and ability can be learned and practiced. However, they also can be acquired through practical implementation of required activities and tasks. Therefore, you can develop each skill through learning and practical experience as a manager. When we talk about managerial skills, we talk about the skills of a manager to maintain high efficiency in the way how his or her employees complete their everyday working tasks. Because of that, managers will need skills that will help them to manage people and technology to ensure an effective and efficient realization of their working duties (Corporate Finance Institute, 2022). Managerial skills can be defined as certain abilities that a manager/executive should possess in order to fulfill specific tasks in an organization (Gauraw, 2021). According to Katz in Gauraw (2021), if managers have the necessary management skills, then they will probably perform well and be relatively successful. On the other hand, if managers do not have the necessary management skills, they will probably perform poorly and be relatively unsuccessful in their careers. **Managerial skills** are essential skills for any person whose mission is to manage a team. These skills are varied and determine the manager's ability to lead his employees, to manage the **human dimension**, to mobilize the **technical skills** of each person and to put them to good use for the company, or to make the right decisions.

Statement of the Problems

Digitalization is one of the most important technological trends that permeate all human endeavor. The rate digitalization changed our ways of doing things both at home, school and place of work is very overwhelming. Digitalization has been so useful both in school and businesses. It helps to improve efficiency of its process, consistency, and quality. It improves and facilitate a better information exchange. It helps students in recording lectures, connecting learning, self-directed study and so many others. The importance of digitalization in human activities and as regards to its influence in skills acquisition cannot be overemphasized. Unfortunately, there is dearth of this wonderful technological trend in our public universities, thereby depriving the student acquisition of viable skills that will enable them fit into the unemployment environment we are in. This ugly situation prompted the researchers in determining the influence of digitalization in public universities.

Research Questions

The following research questions guided this study.

1. How does digitalization influence entrepreneurial skills acquisition of business education students in public Universities?

2. How does digitalization influence managerial skills acquisition of business education students in public Universities?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance

Ho_1: There is no significant difference in the mean ratings of business education students in federal and state-owned universities on the influence of entrepreneurial skills acquisition in public Universities.

Ho_2: There is no significant difference in the mean ratings of business education students in federaland state-owned universities on the influence of managerial skills acquisition in public Universities.

Method

A descriptive survey design was adopted for the study. The area of the study was South East, Nigeria. The population of the study comprised 250 Business Education students in Universities in South East Nigeria. The entire population was sampled since the population is manageable. The researchers developed instrument titled "Influence of digitalization on skills acquisition of Business Education students" (IDOSABE) was used for data collection. The questionnaire has two sections; A and B. Section A was on respondent's personal data. Section B has two clusters containing 20 items which sought information on each of the two research questions. The items were structured on a 4-point rating scale response style of highly influenced, Influenced, fairly influenced not influenced, weighted 4, 3, 2 and 1 respectively. The instrument was face validated by three validates. The reliability of the instrument was ascertained using Cronbach Alpha and it yielded reliability co-efficient of 0.88 and 0.86 for clusters one and two respectively and the overall coefficient of the entire instrument was 0.87. The researchers with the help of three briefed research assistants collected data for the study. Two hundred and fifty copies of the questionnaire were administered, 230 collected and used for data analysis. Mean and standard deviation were used in answering the research questions. Items that scored 2.50 or above were accepted while those that scored below 2.50 were rejected. T-test was used in testing the two null hypotheses at 0.05 level of significance. The hypothesis was accepted where significant p-value was greater than alpha value of 0.05 level of significance otherwise the null hypothesis was rejected.

Result

Research Question 1

How does digitalization influence entrepreneurial skills acquisition of business education students in public Universities?

Table 1: Mean ratings of business education students in federal and state-owned universities

S/N	Entrepreneurial Skills	$\bar{X}$	SD	Remark
1.	Business management skills	3.48	1.03	HI
2.	Teamwork and leadership skills	2.95	0.79	HI
3.	Communication and listening	2.88	0.87	HI
4.	Customer service skills	3.43	0.80	HI
5.	Financial skills	2.75	1.27	HI
6.	Analytical and problem-solving skills	3.09	1.05	HI
7.	Critical thinking skills	3.10	0.95	HI

8.	Strategic thinking and planning skills	2.79	0.75	HI
9.	Technical, marketing and networking skills	2.85	0.94	HI
10.	Time management and organizational skills	3.38	0.87	HI
	Cluster	**3.07**	**0.93**	**HI**

Table 1 shows that the respondents agreed on the item numbers 1 to 10 as highly influenced hence, their mean scores ranged from 2.75 to 3.48 respectively. This indicates that digitalization influences entrepreneurial skills acquisition of business education students in universities and the cluster mean of 3.07 concords to that. Also, the table shows the standard deviation ranging from 0.79 to 1.27 signifying the closeness of their opinion to their mean response and the cluster standard deviation of 0.93 supports this assertion.

Research Question 2

How does digitalization influence managerial skills acquisition of business education students in public Universities?

Table 2: Mean ratings of business education students in federal and state-owned universities

S/N	Managerial Skills	$\bar{X}$	SD	Remark
11.	Conceptual skills	3.28	0.75	HI
12.	Human and interpersonal skills	3.50	0.95	HI
13.	Leadership and Teamwork skills	3.60	0.83	HI
14.	Technical skills	3.88	0.55	HI
15.	Communication and negotiation skills	3.72	1.25	HI
16.	Problem-solving skills	3.29	0.47	HI
17.	Decision-making skills	3.65	1.27	HI
18.	Planning and organizing skills	3.73	0.54	HI
19.	Delegation and time management skills	3.84	0.67	HI
20.	ICT and Digital skills	3.70	0.85	HI
	Cluster	**3.62**	**0.81**	**HI**

Table 2 shows that the respondents agreed on the item numbers 11-20 as highly influenced hence, their corresponding means ranged from 3.28 to 3.88. This implies that digitalization influences managerial skills acquisition of business education students in universities and the cluster mean of 3.62 supports that. Also, the Table shows the standard deviation ranging from 0.47 to 1.25 indicating the closeness of their opinions. The cluster standard deviation of 0.81 also supports the assertion.

Hypothesis 1

There is no significant difference in the mean ratings of business education students in federal and state-owned universities on the influence of digitalization on entrepreneurial skills acquisition in public Universities.

Table 3: t-test analysis of mean ratings of business education students in federal and state-owned universities

Status	N	$\bar{x}$	Sd	Df	t-cal	P-value	Remark
Federal	150	3.20	2.69	0.82 228	0.83	1.96	NS
State	80	3.41	0.81				

Result in Table 3 shows that there was no significant difference on the mean ratings of business education students in federal and state-owned universities on the influence of digitalization on entrepreneurial skills acquisition in public Universities. The calculated t-value of 0.83 was less than the p-value of 1.96 at 228 degrees of freedom. Therefore, the null hypothesis was not rejected.

Hypothesis 2

There is no significant difference in the mean ratings of business education students in federal and state-owned universities on the influence managerial skills acquisition in public Universities.

Table 4: t-test analysis of mean ratings of business education students in federal and state-owned universities on influence of digitalization on managerial skills acquisition in public Universities.

Status	**N**	$\bar{x}$	**Sd**	**Df**	**t-cal**	**P-valueRemark**
Federal	150	3.66	0.50	0.87 288	1.96	Not significant
State	80	3.69	0.62			

Result of Table 4 shows that there was no significant difference in the mean ratings of business education students in federal and state-owned universities on the influence of digitalization on managerial skills acquisition in public Universities. The calculated t-value of 0.87 was less than the p-value of 1.96 at 288 degrees of freedom. Therefore, the null hypothesis was not rejected.

Discussion of Findings

The result in Table 1 shows that all the items as regards to influence of digitalization on entrepreneurial skills acquisition are highly influenced. The findings were in agreement with Inna (2018) who declared that developing the following skill sets can also help individual in developing entrepreneurial skills. The following set of skill according to Inna are; business management skills; teamwork and leadership skills; communication and listening; customer service skills; financial skills; analytical and problem-solving skills; critical thinking skills; strategic thinking and planning skills; technical skills; time management and organizational skills; marketing and networking skills. Supporting this,Ekoh-Nweke and Izuagba (2018) asserted that entrepreneurial skills are understood as the knowledge, attitudes, and skills that enable someone to be successful in developing original and valuable projects, products, or services, based on the needs of a company—target population and, as a result, the fulfillment of functional, social, or emotional objectives.

Result in Table 2 shows that all items as regards to influence of digitalization on managerial skills acquisition are highly influenced. The findings are in agreement withGauraw (2021) who stated that managerial skills are certain abilities that a manager/executive should possess in order to fulfill

specific tasks in an organization. In support, Agbo, Isiaku and Anikene (2015) which stated thatmanagement and leadership skills are often used interchangeably as they both involve planning, decision-making, problem-solving, communication, delegation, and time management. Similarly, Victor-Igwe (2015) who maintained that management is the process of combining and utilizing, or of allocating an organization's inputs by planning, organizing, directing and controlling for the purpose of accomplishing the organizational goals. These buttressed that for students to acquire these skills, digitalization is of paramount importance in preparing them for the task ahead.

The result from the corresponding hypothesis in Table 3 implies that business education students in federal and state universities do not differ significantly in entrepreneurial skills acquisition as influenced by digitalization. This is in line with Simeon-Fayonu in Ekoh-Nweke and Ezeabii (2020) which emphasized that entrepreneurship training is a programme that promote entrepreneurship awareness and skills for career purposes and provide skill training for business creation and development. They further emphasized that introducing entrepreneurship training into the undergraduate curriculum especially for business education students from the point of entry will positively affect their mindset towards the recognition and acceptance of self-employment as a viable career option. The result from hypothesis in Table 4 implies that business education students in federal and state universities do not differ significantly in managerial skills acquisition as influenced by digitalization. This is in line with Katz in Gauraw (2021) who emphasized that if managers have the necessary management skills then they will probably perform well and be relatively successful. On the other hand, if managers do not have the necessary management skills, they will probably perform poorly and be relatively unsuccessful in their careers. **Managerial skills** are essential skills for any person whose mission is to manage a team. These skills are varied and determine the manager's ability to lead his employees, to manage the **human dimension**, to mobilize the **technical skills** of each person and to put them to good use for the company, or to make the right decisions. These findings buttressed that skills acquisition is a must acquire by all and sundry. This implies that for one to function appropriately in the society, acquisition of viable skills is of paramount importance.

Conclusion

Digitalization has come to stay and there is nothing anyone can do to stop it from taking over every aspect of human endeavor. The earlier the management of public universities and government begin to internalize it the better for them. There are no human activities within and across the globe that is barely performed or carried out undigitized. For business education students to acquire viable or rather employable skills that will enable them to be self-reliance, preparing and equipping them with those skills in schools has to be digitally executed. That is where digitalization in every aspect of knowledge impartation and skills acquisition in schools plays out. This implies that digitalization plays a very important role in skills acquisition, hence the influence on the acquisition of entrepreneurial and managerial skills which are among the viable skills business education students are expected to acquire.

Recommendations

Based on the findings the following recommendations were proffered;

1. University management should ensure that every aspect of instructional delivery as it concerns managerial skills acquisition should be performed digitally.
2. Business education students should develop keen interest in acquiring viable managerial and entrepreneurship skills digitally to enable them fit into the digital world we are in now.

3. Government should make adequate provision of digital facilities to enhance teaching and learning of digitalization skills on entrepreneurship to students, to equip her students with viable and employable skills that will enable them function appropriately in the society.

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PERCEIVED DIGITAL SKILLS REQUIRED BY BUSINESS EDUCATORS FOR EFFECTIVE INSTRUCTIONAL DELIVERY IN COLLEGES OF EDUCATION, DELTA STATE

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Abstract

The study examined the perceived digital skills required by Business Educators for effective instructional delivery in colleges of education, Delta State. Two research questions and a null hypothesis guided the study. Descriptive survey research design was adopted for the study. The population was 86 Business Educators in the three colleges of education in Delta State. The entire population was studied because of the manageable size. A 29 item structured questionnaire were used to gather data. The instrument was validated by three experts. The reliability test yielded a coefficient of 0.78. Mean and standard deviation were used to answer research questions while t-test statistics was used to test the null hypothesis at 0.05 level of significance. The findings revealed that; digital skills are highly required by Business Educators for enhancing and evaluating classroom instruction delivery in Colleges of Education in Delta State and that Business Educators' gender did not significantly influence the ratings of the respondents. Based on the findings, it was recommended amongst others that; Business educators, as a matter of remaining relevant in the profession should engage on digital skills training and re-training for capacity building and should strive to utilize those digital skills in instructional delivery so as to produce graduates for the 21st century workplace.

Keywords: Digital Skills, Business Educators, Instructional Delivery, Colleges of Education.

Introduction

Globally, the world is gradually being digitalized. Automation has taken the place of manual tasks, in business and government offices, politics, medicals, engineering, and the education sector is not left out. The introduction of computer and information and communication technology in the education programme, right from the pre-primary through tertiary institution is an indication that the conventional method of teaching and learning has taken a u-turn and the teacher who is the instructional expert must brace up with the trend, by possessing the digital skills needed for effective learning to take place.

Digital skills refer to exhibiting proficiency in creating, managing and successfully completing a task through digital technologies. In educational delivery, it is the task of the teacher to develop their own digital skills that would be adequate for them to carry out their instructional process effectively and can positively impact on their students' learning. Selwayn (2016) posits that digital technology should have a significant presence in higher education to enhance teacher's pedagogical digital skills and provide online platforms in order to increase collaboration and communication between students as well as between students and their teachers. Digital skills are broadly defined as those competences demonstrated in using digital devices, online communication applications and networks to access and manage information. According to Akanne (2022), digital skill is the ability to use digital devices (computers and smartphones) and software packages to create useful information. The author listed digital skills to include:

1. Basic computing: which covers the ability to use Microsoft Word, Excel, PowerPoint, internet usage (create online account; send and check e-mail; fill out an online form and use social media.
2. Graphics Design: this include the ability to use computer application package like CorelDraw, Inkspace, Adobe Photoshop, etc, to create graphic images such as logos, posters, flyers, letterheads amongst others, and which can be printed as hard-copy or published online.
3. Content Creation: this include blogging, graphics design, video editing and production, audio editing and production, infographic designs, data visualization abilities, etc.
4. Computer Coding: the ability to create computer programming for digital solution to problems associated with computer automation and security outfit.
5. Word-Press Web Design: ability to design websites, for blogging, portfolio, corporate, e-commerce websites, etc.
6. Digital Marketing: ability to use the internet and online based technologies to promote goods and services via online platforms like blogs, email and social media
7. Copywriting: ability to use appropriate written text on product for the purpose of advertisement or marketing. Copywriting engages catchy words to convince buyers.
8. Data Science: this involves the ability to collect, evaluate and process data in order to support decision-making using sophisticated software like a programming language in handling big data.
9. Block-Chain Technology: this is a digital ledger of transactions that duplicate and distribute across the entire network of computer systems on that block-chain. This makes it almost impossible to change or cheat the system.

Digital skills are considered important as educational technology tools and software solutions are deeply fixing its roots and branches into the fabrics of the society, as educational sector is not left behind. There are a lot of benefits accruing to teaching and learning with the digital skills application, which are: the learner can participate from long physical distance teaching during online class without being physically present with the teacher in the classroom. While the teacher can deliver the lecture at any comfortable time and place when connected to the internet with the right technology and software. Also, in a case of unforeseen closure of schools as experienced during the corona-virus pandemic (COVID-19). Professor Eva Cendon from Fernuniversitat in Hagen asserted that such unpredicted situation has shown us that we need to be equipped – apart from adequate infrastructure and bandwidth, that, teachers need digital skills and competencies to transform our well established face-to-face teaching into teaching in a virtual environment. The author empathically emphasized that, it is not a question of digital skills becoming part of education and teaching, but of education and teaching becoming more strongly part of a digitalizing world. Hence, a digitally skillful teacher is required to have the ability to use computer application packages such as Microsoft Word, Excel, PowerPoint, the Google Classroom application to send out notice, carryout discussion, create classes, submit assignment, write examinations, grade marks and for sharing ideas among students. Equally, the

ability to use Zoom Cloud Meeting application to share lesson plan, give instruction, swap files with students, communicate directly with the group or individuals as they all see each other and enables synchronous learning. Other social media platforms such as WhatsApp, to stimulate collaborative works, sharing of audio lessons, sending of documents (Ms-Word, PDF, video and audio files) and for communication between teacher and student through audio and video calls. Furthermore, the teacher's ability to use interactive whiteboard (which works with computer and a digital projector to display what's on the screen, while using electronic stylus pen or finger to interact with the computer by interacting with the image on the whiteboard. Others include ability to use Cloud-based collaboration tools, like Google-Drive, Drop-Box, Microsoft Team Viewer. Consequently, in other to ascertain the teaching and learning outcome through evaluation, the teacher needs digital skill in creating online quiz and displaying results through computer-based test (CBT). Also, evaluate web contents, link and apply rightly, online citations.

Business educators are specialized teachers who have undergone professional training in teacher education programme, equipped with the pedagogical competencies to teach business subjects in educational institutions (Obi &Arhueremu, 2020). Therefore, business educators who teach in colleges of education, which is one of the tertiary institutions are expected to have the requisite literacy and pedagogical digital skills and maximally utilize them in the course of teaching and learning, so as to achieve the mandate of business education programme as enshrined in the National Commission for Colleges of Education (NCCE, 2020). The objectives include: to produce well qualified and competent NCE graduates in business subjects who will be able to teach business subjects in secondary schools and other related educational institutions; to equip students with necessary competencies so as to qualify them for a post-NCE degree programme in business education and to equip graduates with the right business competencies to enable them engage in a life of work in the office as well as for self-employment, amongst others. This is in line with the assertions of Bupo (2011), that effective utilization of digital skills, helps to expand access to education, strengthen the relevance of education to increasingly digital workplace and raises educational quality by making teaching and learning process more engaging to real life practices. Salin and Mahmor (2018) affirms that educators' applying digital technologies in instruction, enhances students' responsibility, cooperation and activity in learning.

An instruction embraced all activities engaged in by the teacher with the aim of facilitating change in learner's behaviour using different delivery mechanism approach. Instructional delivery is seen as the process showing every activity the teacher and the learner does in a classroom setting. It means every effort the teacher makes in order to have a fruitful time with the students by exposing the contents, employing methods, strategies, the students' interaction with the environment, resources available and even the evaluation process. Also when a teacher consciously utilizes his training, knowledge, skills and values and relays it in order to change the behavioural position of the learner, he is carrying out instructional delivery (Wordu, Akor &Ojorka, 2018).

It is no news that digital technology has become a pedagogical tool for teachers of higher education in recent times. A teacher's digital competence can consist of "a set of skills, abilities, and attitudes that the teacher must develop to incorporate digital technologies into their practice and professional development". According to Esteve-Mon, Cela-Ranilla and Gisbert-Cervera (2016), Digital competence is not only having certain abilities, knowledge and attitudes but also the capacity to put these in action and mobilize them in certain educational context. Insteford and Munthe (2017) asserted that educators are expected to enhance their pedagogical digital skills and that of their students. Regrettably, Pangrazio (2020) stated that despite the popularity of digital devices and educational tools, educational institutions and teachers are still struggling on how to integrate technologies into the curriculum and prepare students for their digital futures. Therefore, teachers

require pedagogical digital skills to be able to integrate technologies successfully into their teaching and conduct online classes with their students.

Statement of the Problem

Websites, social media and virtual walk-throughs have improved the tertiary institutions educational hunt. Some tertiary institutions are actively putting technology of all sorts in the hands of students and using digital learning more than before, because of its capability to positively transform teaching and learning processes. The effective use of digital learning tools in classrooms can increase students' or learners' engagement, help teachers improve their lecture delivery and facilitate personalized learning. Besides, it can help students build essential 21st century skills. More so, virtual classrooms, video, and other technology tools cannot only make class livelier, but also create more inclusive learning environments that foster collaboration, inquisitiveness and enable teachers to collect data on students' performance at any time. But the challenge is that, many lecturers in tertiary institutions (colleges inclusive) are yet to fully harness and employ the potentials of modern technology in instructional delivery in its full capacity. It appears the reason may be lack of digital competence or inadequate digital skills as postulated by Esteve-Mon, Cela-Ranilla and Gisbert-Cervera (2016), who all opined that digital competence is not only having certain abilities, knowledge and attitudes but also the capacity to put these in use and mobilize them in certain educational context. It is on this premise that the researchers decide to embark on this study; to determine the digital skills required by business educators for effective instructional delivery in colleges of education in Delta State.

Research Questions

1. What are the digital skills required by business educators for enhancing classroom instructional delivery in Colleges of Education in Delta State?
2. What are the digital skills required by business educators for evaluating classroom instruction in Colleges of Education in Delta State?

Research Hypothesis

The following null hypothesis was tested at 0.05 level of significance:

H_o: There is no significant difference in the mean responses of male and female Business Educators on the digital skills required for effective instructional delivery in colleges of education in Delta State.

Method

Descriptive survey research design was adopted for the study. The total population for the study was 86 business educators from the three colleges of education in Delta State, namely: Federal College of Education (Technical), Asaba (59); Colleges of Education, Warri (13) and Colleges of Education, Mosogar (14). The instrument used for data collection was a structured and validated questionnaire with 29 items, structured on a five points rating scale of Very Highly Required (VHR); Highly Required (HR,4); Moderately Required (MR,3); Rarely Required (RR, 2) and Not Required (NR, 1). The reliability of the instrument was determined using split half method and subjected to Cronbach Alpha statistics, which yielded reliability coefficient scores of 0.83. The researchers distributed 86 copies of the questionnaires to the respondents with the help of two research assistants who were duly briefed on what to do. All the 86 questionnaires were correctly completed, returned and used for analysis. Mean and standard deviation were used to answer the research questions while the null hypothesis was tested using t-test statistics at 0.05 level of significance. The decision rule was based on the condition that any questionnaire item with mean score of 4.50 – 5.00 is very highly required; 3.50 – 4. 49 is highly required, 2.50 – 3.49 is moderately required, 1.50 – 2.49 is rarely required and 0.50 – 1.49 is not required. The cumulative mean of 3.00 and above denotes "Required (R)" while

mean less than 3.00 means "Not Required (NR)". The null hypothesis was rejected if the calculated value exceeds the table value or otherwise accepted.

Results

Research Question 1: What are the digital skills required by business educators for enhancing classroom instructional delivery in Colleges of Education in Delta State?

Table 1: Respondents' Mean Ratings onthe digital skills required by business educators for enhancing classroom instructional delivery in Colleges of Education in Delta State?

(N = 86)

S/N	Skills in Online Instructional Delivery:	Mean	SD	Remark
1.	Ability to use Google Duo to communicate individuals as they see each other	4.21	0.86	HR
2.	Ability to use Skype in sharing ideas among students and many more.	3.62	0.62	HR
3.	Ability to use video conferencing to conduct classes with a good number of students from different locations at the same time.	4.60	0.49	VHR
4.	Ability to use Facebook messenger to make learners share ideas and solve problems collectively.	4.37	0.61	HR
5.	Ability to use WhatsApp to present voice notes	4.23	0.68	HR
6.	Ability to use Keynote to make presentations using smart phone instead of computers to create animations.	3.74	0.75	HR
7.	Ability to use PowerPoint to present lectures. Seminars, etc.	4.60	0.49	VHR
8.	Ability to use Slidebean to separate content creation from the slide design during presentation.	4.42	0.62	HR
9.	Ability to use Polymersearch to transform data from spreadsheet into intelligently generated visualizations.	3.47	0.81	MR
10.	Ability to use Flowvella to embed text, images, PDFs videos gallery objects in easy linkable	3.53	0.68	HR
11	screens.	4.44	0.63	HR
12	Ability to use Grammarly check for spellings and pronunciations.	3.35	0.72	MR
	Ability to use ProWriting aid to analyze your writing and highlight potential.			
13.	Ability to use Adobe Premiere Rush to shoot, edit and share online videos anywhere.	4.27	0.62	HR
14	Ability to use inShot App to create high quality, 360 degree videos with phones to share on social	4.09	0.76	HR
15	media.	4.47	0.66	HR
16	Ability to use plagiarism Checkers like Turnitin to check possible sources of researchers.	4.20	0.73	HR
	Ability to use Google Keep to record plain-text notes and organize, edit and share them with			

17	others using suite of collaboration tools.	4.35	0.65	HR
18	Ability to use icloud drive to store notes and other data for future use.	3.65	0.75	HR
19	Ability to use Microsoft Team to stimulate collaborative work	3.73	0.85	HR
20	Ability to use Digital visualizers to swap files with students	3.14	0.56	MR
21	Ability to use Dropbox to enhance involvement in public discussions.	3.88	0.79	HR
22	Ability to use Google drive to create and edit document online while collaborating in real-time with other users. Ability to use cloud-meeting to share lesson plans, give instruction and synchronous learning.	4.37	0.70	HR
	Cluster Mean/SD	**4.03**	**0.68**	**HR**

Table 1 shows that items 3 and 7 were rated very highly required by the respondents with mean scores of 4.60 respectively. Items 1-2, 4-6, 8, 10-11, 13-19, 21 and 22 with mean scores ranging between 4.47 and 3.53 were rated as highly required while items 9, 12 and 20 with mean scores of 3.47, 3.35 and 3.14 respectively were rated by the respondents as moderately required. The grand mean of 4.03 indicates that the items in the table are accepted by the respondents as digital skills required by business educators for enhancing instructional delivery in colleges of education in Delta State.

Research Question 2: What are the digital skills required by business educators for evaluating classroom instruction in Colleges of Education in Delta State?

Table 2: Respondents' Mean Ratings on the digital skills required by business educators for evaluating classroom instruction in Colleges of Education in Delta State?

(N = 86)

S/N	Statement:	Mean	SD	Remark
1..	Ability to use online survey tools to identify individual learning styles.	3.87	0.81	HR
2.	Ability to use Google forms to get opinion on any topic.	3.24	0.61	MR
3.	Ability to use Socrative to create the choice to ask a multiple choice, true/false, or a short answer quizzes.	4.60	0.49	VHR
4.	Ability to use Spring Suite to build quizzes with 14 question templates, branching and flexible scoring	4.30	0.65	HR
5.	Ability to use Survey Anyplace to create a multi-question survey before or after the chat.	2.24	0.78	RR
6.	Ability to post test/exam into the online platform and apply password.	4.40	0.64	HR
7.	Ability to make adjustments and follow timing for quiz.	4.08	0.75	HR
	Cluster Mean/SD	**3.82**	**0.68**	**HR**

The results in Table 2 reveals that item 3 was rated very highly required with mean score of 4.60. Items 1, 4, 6 and 7 with mean scores ranging between 3.87 and 4.40 were rated as highly required. Item 2 has mean score of 3.24, which is moderately required while item 5 has a mean score of 2.24 as rarely required. All the items except item 5 were accepted by the respondents as digital skills required by business educators for evaluating online teaching in colleges of education in Delta State. While the grand mean of 3.82 indicates that the skills are highly required by business educators.

Test of Null Hypothesis

Table 3: Summary of t-test Analysis of Male and Female Business Educators' Mean Ratings on digital skills required for effective instructional delivery in colleges of education in Delta State

Variable	N	Mean	SD	Df	α-Level	t-cal	t-crit	Decision
Male	37	3.31	0.43					
				84	0.05	-1.265	0.210	Not
Female	49	3.22	0.26					Rejected

The data in Table 3, indicates that the t–calculated value is -1.253 and the t-critical value is 0.011, at 0.05 level of significance and 84 degree of freedom. This means that there is no significant difference between the mean ratings of business educators on the digital skills required for effective instructional delivery in colleges of education in Delta State based on gender. Since the t-calculated value is less than t-critical value, the null hypothesis is therefore retained.

Discussion of Findings

Findings from research question one revealed that the respondents considered all the constructs in Table 1 as digital skills required by business educators for effective instructional delivery. This means that business educators should acquaint themselves with the skills to use Google Duo, Skype, Facebook messenger and WhatsApp for sharing information with students, video conferencing to conduct classes, PowerPoint to present lectures and be able to separate content creation from the slide design during presentation. Furthermore, business educators should be able to use Flowvella App to embed texts, images, video and apply Grammarly to checkmate spellings and pronunciations on lesson contents. It is required of business educators to have the ability to apply plagiarism checker, use diverse range of online collaboration tools like Microsoft Team, so as to stimulate collaborative teaching and learning in an online platform. Ability to use Cloud-meeting to share lesson plan, pass instructions and synchronize learning is also required of business educators in order to enhance teaching and learning process in a digital era. This corroborates with the findings of Ajie-Uche, Efughi and Ajaero (2018), who asserted that business education lecturers in south-south Nigeria need capacity building in the following internet skills: ability to create web page for teaching, ability to upload lecture notes or other materials on the web, skills in slide presentation, retrieving and replying email and ability to display teleconferencing skills among others. When these digital skills are in place, according to Bupo (2011), it helps to expand access to education, strengthen the relevance of education to increasingly digital workplace and raises educational quality by making teaching and learning process more engaging to real life practices.

Findings from research question two on digital skills required by business educators for evaluating classroom instruction, indicates that ability to use online survey tool, Google forms, Socrative and Spring suite applications, post/or send tests/examination online and protect it with password and make adjustments for timing of already scheduled quiz are all required as rated by the respondents. Online assessment or evaluation has to do with the use of technology to manage and deliver assessment on students' academic performance within a fixed time schedule and internet

coverage location. Some of the most widely used forms of online assessment according to Bupo and Ohaka (2020) are students' response system, self and peer-assessment, e-submission and e-marking, e-test, e-quizzes and e-exams to mention, but a few. It should be noted that the essence for the use of online platforms for student's assessment is to provide a more convenient, objective and reliable medium for the gathering of relevant information about students' educational and academic performance; determine the level of interest of a student about a particular academic endeavor and to pass objective judgement regarding their learning (Lynch in Bupo&Ohaka, 2020). It behooves the researchers to state that digital skills on evaluation is a requirement for every 21st century teacher so as to compliment and achieve the purpose of online teaching and learning.

Finally, the results of the findings on hypothesis formulated, revealed that no significant difference exists between male and female business educators on digital skills required for effective instructional delivery in colleges of education in Delta State. This result is in line with the findings of Tang (2018) who submitted that irrespective of gender, digital skills is sine qua non for all lecturers to be effective in teaching.

Conclusion

Based on the findings, it was concluded that digital skills for enhancing classroom instructional delivery and for evaluating classroom instructions are highly required by business educators in colleges of education for effective instructional delivery, and more so, they are considered important educational technology tools and software solutions that can deeply fix the gap between analog and conventional system of instructional delivery in this modern age.

Recommendations

Based on the findings of the study, the following recommendations are made:

1. Business education curriculum planners should as a matter of necessity and arising to global trend, incorporate relevant digital skills in the business education programme and from time to time review the curriculum as more technological development evolves.
2. Business educators, as a matter of remaining relevant in the profession should engage on digital training and re-training for capacity building.
3. Business educators should strive to utilize those digital identified skills in instructional delivery so as to produce graduates for the 21st century workplace.

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INTERNET OF THINGS (IOT) SKILLS REQUIRED OF GRADUATES OF BUSINESS EDUCATION FOR BUSINESS OPERATION IN DELTA STATE

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Abstract

The study investigated the Internet of Things (IOT) skills required of graduates of business education for business operation in Delta State. A research question guided the study and a hypothesis was tested. The descriptive survey design was adopted for the study. The population of the study comprised 115 business educators from five tertiary institutions in Delta State. A structured questionnaire which was validated by three experts was used to collect data for the study. The test of reliability of the instrument using Cronbach Alpha yielded reliability coefficient of 0.82 for internal consistency of the instrument. Mean and standard deviation was used to answer the research question while t-test was used to test the hypothesis at 0.05 level of significance. The finding of the study revealed that leadership, communication, team work, strategic planning, decision making, marketing management, innovation management, performance management and quality management skills are the IOT skills required of graduates of business education for business operation in Delta State. The respondents did not differ in their opinion based on gender. The study concludes that graduates of business education require specific IOT skills for business operations. Based on these findings, it was recommended that administrators of business education programme in conjunction with business education curriculum planners should review the business education curriculum to include the addition of courses that would cover technological innovations like the IOTs in the business programme in tertiary institutions

Keywords: Internet of Things, Skills, Business Education, Graduates, Business Operation

Introduction

The advancement in technology globally has revolutionized every facet of human activities. The technological revolution has impacted the global business environment in various ways. The radical changes unleashed by the rise of the global digital economy are having profound implications for businesses, necessitating a major transformation. In order to fully participate in the globally competitive business environment, it is essential to provide people with the necessary training for the digital business environment (Enang and Okwute, 2019). The Internet of Things (IOT) is a technological revolution that allows for ubiquitous interaction among objects, people, and environments (Dutton, 2014). The Internet of Things (IOT) is a global platform of interconnected

devices that have been transformed from dumb and immovable physical devices into intelligent devices that can respond and act in real-time to the environment, humans, and other devices. However, since the term "IOT" was coined, different authors and researchers have defined and interpreted it in various ways that are appropriate for their application. Kevin Ashton coined the term during a 1999 presentation about radio frequency identification (RFID) at Procter and Gamble (P & G).

The Internet of Things (IOT) refers to a network of smart devices capable of sensing, tracking, and measuring events or processes and communicating the collected data to other devices or applications for processing or action via the internet or a network (Miorandi, Sicari, Pellegrini and Chlamtac, 2012). IOT devices may have built-in processing capabilities or may outsource processing to applications and devices in their surrounding environment (e.g., at a central location or in cloud). A smart watch (Apple's iWatch) with integrated heart rate monitor, motion sensors, location sensor, and many other capabilities in a small form factor is an example of an IOT device that has gained significant customer acceptance. Similarly, widely available smart phones have a plethora of integrated sensors and measuring capabilities that are being used for commercial purposes (e.g., Uber or Lyft) (Mahto and McDowell, 2018). IOT has been recognized as one of the foundation stones of Industry 4.0. IOT applications have transformed lives, adding enormous value to the activities of both individuals and businesses.

Today, billions of everyday objects are equipped with advanced sensors, wireless networks, and cutting-edge computing power. Wearables, smart home applications, advanced health care systems, "smart cities," and industrial automation have all resulted from this abundance (Chen and Ji, 2016). IOT appears to be on the verge of entering mainstream business use: The adoption of IOT technologies by businesses is increasing, with the global number of IOT-connected devices expected to reach 43 billion by 2023 (Gupta, Tsai, Rueb, Yamaji and Middleton, 2017). IOT reflects the growing trend of physical devices with computing and communication capabilities that can collectively gather information in real time (Chu, Matthews and Love, 2018). To maintain the pace, firms are starting to prepare for this digital transformation by attempting to streamline their organizations as well as projects with digital solutions such as Internet of Things (Jesse 2018). Through digitalization, IOT and Big Data are reshaping management and marketing strategies, which represents a new frontier in business competitiveness and is often referred to as the 4.0 Industrial Revolution (Zhou et al., 2015). These new paradigms have profoundly altered not only human relationships and daily activities, but also the management methods and processes of businesses. Ahmed, Yaqoob, Hashem, Khan, Ahmed, Imran, and Vasilakos (2017) stated that IOT assists businesses in: redesigning product and service production processes; providing new products and services with more advanced or efficient technologies; and, as a result, capturing large amounts of generated data to predict behavior, choices, and consumptions, thereby assisting decision-making processes and strategic planning. On these foundations, IOT is shifting the focus of business processes away from physical products and toward data-driven services. It is therefore imperative that business education keys into the changes that is happening in the global business environment to keep its graduates abreast with the skills needed to utilize these technologies.

The business education programme according to Enang and Okute (2019) is an academic programme that that offers students the knowledge and abilities needed to carry out specific office tasks as well as the understandings and skills necessary to conduct personal affairs in the digital world while utilizing the services of the business world. Additionally, business education can be divided into two main categories: "education about business" and "education for business" (also known as vocational education) (consumer education). Onokpaunu (2016) defined business education as a component of general education that prepares students for employment and growth in entrepreneurship, teaching, and other office vocations. Ogudo and Crossdale-Ovwido (2020) saw

business education as an essential aspect of vocational education that provides students with self-actualization and self-reliant skills to actively contribute to individual economy, local and national industrial growth. Thus, business education is a specialized phase of vocational education that prepares students to enter the workforce as capable and intelligent members of the teaching and office occupations. It is therefore imperative for business education students who are expected to be managers upon graduation possess the needed IOT skills for the 21st century business environment.

A skill is the learned ability to perform an action with predictable outcomes and good execution, often in a limited amount of time, energy, or both. It is the ability and capacity gained through deliberate, systematic, and sustained effort to carry out complex activities or job functions involving ideas (cognitive skills), things (technical skills), and/or people in a smooth and adaptive manner (interpersonal skills). De Carvalho and Rabechini (2015) and Zuo, Zhao, Nguyen, Ma and Gao (2018) emphasized the importance of distinguishing soft and hard skills in business management, which assists project managers in understanding not only the technicality, but also the importance of resolving people-related issues among various stakeholders in order to achieve mutual understanding. Madanayake, Seidu and Young (2020) highlighted the skills that may be required in present and future job role, in managing implementation of IOT (Internet of Things). They are:

a. Leadership (i.e. leading and guiding others through the overall process of implementing/exploiting interconnected IOT systems).
b. Communication- oral/written (i.e. communicating overall managerial goals of IOT systems).
c. Negotiation (i.e. negotiating with business partners/ clients/ supply chain members for maximizing the delivery value as well as for business development)
d. Motivation (i.e. encouraging employees to use and share IOT tools and processes productively and effectively)
e. Team Work (i.e. managing collaborative teams involved in the delivery of IOT projects including steering committee recruitment and delegation of authority according to each individual's competencies)
f. Decision Making (i.e. making the right decisions to achieve organisational or managerial objectives)
g. Strategic Planning (i.e. Identify strategic objectives and implement strategies)
h. Partnership and Alliances (i.e. initiating partnerships and alliances with other organisations based on IOT deliverables for business development)
i. Finance Accounting and Budgeting (i.e. planning, allocating, monitoring and controlling the costs associated with IOT implementation/ exploitation)
j. Marketing (i.e. promoting organisation's IOT capability to its clients and business partners, carry out research on the market position, absorptive capacity and appetite for IOT deliverables)
k. Tendering and Procurement (i.e. facilitating and steering the procurement of IOT products and services including managing the contractual obligations underlying collaborative IOT Projects).
l. Risk Management (i.e. managing the risks associated with using IOT tools and interconnected systems)
m. Quality Management (i.e. establishing, managing and controlling the quality of IOT systems)
n. Performance Management (i.e. evaluating the organisational IOT capability against a benchmark and Business Intelligence to gain insights though monitored IOT data).
o. Operational Management (i.e. wireless protocols like Bluetooth/3G/4G low energy connections and automation of IOT hardware devices with sensor systems and intelligence software-automated room control systems, smart building)

p. Technological infrastructure Management (i.e. installing, managing and maintaining general IT infrastructure, including cloud platform connectivity with specific software and hardware equipment requirements).
q. Legislation Management (i.e. understanding the legal requirements of IOT protocols-regulations, privacy, security and copyright of IOT data)
r. Innovation Management (i.e. support and facilitate experimenting new beneficial uses of the innovation processes for continuous improvement and change management)

The significance of having a strong leadership was also mentioned in achieving IOT business value. Eriksson, et al (2017) averred that a lack of convincing leadership is impeding the potential for the Internet of Things to be used to its fullest potential. On the other hand, creating a collaborative work environment among employees within an organization is crucial from the perspective of businesses. Therefore, businesses must develop specialized team-work collaboration management skills that come from organizational practices and the control of myriad inter-dependencies between projects and/or departments within the organization. This would also entail encouraging cross-departmental and/or cross-project learning and then tying the lessons learned to changes that are specific to the project (or context). These teamwork skills must be based on the ability to establish relationships and trust, to learn from one another, and to build on everyone's capacity for original thought (Reinhard, Jesper and Stefan, 2016). However, the extents to which these skills are required by business education graduates seem not to be clear. As a result, there is a need to capitalize on the opportunities provided by the technological revolution by determining the IOT skills required by graduates of business education for business operation in Delta State.

Statement of the Problem

Technology is revolutionizing the way business practices are conducted globally. Innovations in technology driven by strides made by developments in Internet of Things have brought about a technological revolution in the global business environment (Reinhard et al., 2016). This seems to be reshaping the skills expectations of industry for the management of the current business environment. The business education programme in tertiary institutions in Nigeria in general and Delta State in particular is expected to be at the forefront of promoting the development of new skills dimensions for effective functioning in the digitalized business environment. Sadly, the realization of this expectation appear to have presented a huge challenge to the business education programme. The ever increasingrate of unemployment among youths particularly graduates of tertiary institution is a clear indication that graduates including the business education graduates have failed to take advantage of the opportunities offered by the Internet of Things to make themselves facilitators of IOT, therefore becoming self employed in the tech industry. It is this perceived lapse that has necessitated this study.

Research Question

What are the internet of Things (IOT) skills required of graduates of business education for business operation in Delta State?

Hypothesis

The null hypothesis was tested at 0.05 level of significance:
There is no significant difference in the mean rating of male and female business educators on the internet of Things (IOT) Skills required of graduates of business education for business operation in Delta State.

Method

The descriptive survey research design was adopted for the study. According to Nworgu (2015), survey research is an appropriate design which is used to identify characteristic of the population, situation or phenomena. Survey design is appropriate for this research work because it will seek the opinions of the respondents on the variables under study using questionnaire. The study was carried out in Delta State. The population of the study comprised 115 business educators from the five tertiary institutions offering business education programme in Delta state. The instrument for data collection was a researcher developed questionnaire. The instrument was titled "Internet of Things Skills Required of Graduates of Business Education for Business operation Questionnaire (IOTSRGBEIBPQ)". The Instrument contains 16 items on skills required of graduates of business education for business operation. The instrument was structured on a 4- point rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The instrument was validated by three experts in the School of Business Education, Federal College of Education (Technical), Asaba. The instrument was pilot tested on 10 business educators in Anambra State.

The application of Cronbach Alpha on the data collected yielded a coefficient value of 0.82 for internal consistency of the instrument. The researcher administered the questionnaire and the respondents were given enough time to complete the questionnaire on the spot . However, for those who could not complete the questionnaire, an appointment was made for the retrieval of the instrument. Out of the 115 copies of questionnaire administered, 106 copies were returned in good condition and were used for the collection of data for the study. The mean value was used to answer the research questions while the standard deviation was used to ascertain the homogeneity or otherwise of the respondents' ratings. In analyzing the mean value, any item with mean rating between 2.50 and above was regarded as agreed while any item below 2.50 was regarded as disagree.For the hypotheses, t-test statistic was used to test the null hypotheses at .05 level of significance. Meanwhile, a null hypothesis was rejected where the P - value is less than the stipulated level of significance (.05). Inclusively, if the p- value is greater than or equal to the stipulated level of significance (.05), the hypothesis was acceptable.

Results

What are the internet of Things (IOT) Skills required of graduates of business education for business operation in Delta State?

Table 1:
Mean Ratings of Respondents' on the IOT Skills Required of Graduates of Business Education for Business operation (N=106)

S/No.	Item Statement	Mean	SD	Remarks
1.	Leadership (i.e. leading and guiding others through the overall process of implementing/exploiting interconnected IOT systems).	2.70	.91	Agree
2.	Communication- oral/written (i.e. communicating overall managerial goals of IOT systems).	2.63	.95	Agree
3.	Negotiation (i.e. negotiating with business partners/ clients/ supply chain members for maximizing the delivery value as well as for business development)	2.71	.76	Agree
4.	Motivation (i.e. encouraging employees to use and	2.69	.82	Agree

	share IOT tools and processes productively and effectively)			
5.	Team Work (i.e. managing collaborative teams involved in the delivery of IOT projects including steering committee recruitment and delegation of authority according to each individual's competencies)	2.63	.86	Agree
6.	Decision Making (i.e. making the right decisions to achieve organisational or managerial objectives)	2.57	.97	Agree
7.	Strategic Planning (i.e. Identify strategic objectives and implement strategies)	2.97	.88	Agree
8.	Partnership and Alliances (i.e. initiating partnerships and alliances with other organisations based on IOT deliverables for business development)	2.72	.92	Agree
9.	Tendering and Procurement (i.e. facilitating and steering the procurement of IOT products and services including managing the contractual obligations underlying collaborative IOT Projects).	2.55	1.01	Agree
10.	Risk Management (i.e. managing the risks associated with using IOT tools and interconnected systems)	2.60	.96	Agree
11.	Innovation Management (i.e. support and facilitate experimenting new beneficial uses of the innovation processes for continuous improvement and change management)	2.50	.96	Agree
12.	Technological infrastructure Management (i.e. installing, managing and maintaining general IT infrastructure, including cloud platform connectivity with specific software and hardware equipment requirements)	2.66	.72	Agree
13.	Legislation Management (i.e. understanding the legal requirements of IOT protocols- regulations, privacy, security and copyright of IOT data)	2.76	.88	Agree
14.	Marketing (i.e. promoting organisation's IOT capability to its clients and business partners, carry out research on the market position, absorptive capacity and appetite for IOT deliverables)	3.00	.84	Agree
15.	Performance Management (i.e. evaluating the organisational IOT capability against a benchmark and Business Intelligence to gain insights though monitored IOT data).	2.79	.91	Agree
16.	Quality Management (i.e. establishing, managing and controlling the quality of IOT systems)	2.80	.75	Agree
	Cluster Mean	**2.70**		**Agree**

Data in Table 1 reveal that the respondents rated all the items (1-16) with mean ratings ranging from 2.55 to 3.00 and standard deviations ranging between 0.76 to 0.96 on the internet of Things (IOT) Skills required of graduates of business education for business operation in Delta State. The cluster mean of 2.70 indicate that leadership, communication, team work, strategic planning, decision making, marketing management, innovation management, performance management and quality management skills are the IOT skills required of graduates of business education for business operation in Delta State.

Hypothesis

There is no significant difference in the mean rating of male and female business educators on the internet of Things (IOT) Skills required of graduates of business education for business operation in Delta State.

Table 2:

Summary of t-test Analysis of Mean Ratings of Male and Female Business Educators on the Internet of Things (IOT) Skills Required of Graduates of Business Education for business operation

Variable	N	$\bar{X}$	SD	df	ά	p-value	Decision
Male Business Edu.	40	2.68	.96				
				104	.05	.36	Not Significant
Female Business Edu.	66	2.61	.96				

Data in Table 2 showed that the p-value of .36 is greater than .05 alpha level of significance. This means that there is no statistical significant difference in the mean ratings of male and female business educators on the on the internet of Things (IOT) Skills required of graduates of business education for business operation in Delta State. The hypothesis was therefore accepted.

Discussion of Findings

The finding of the study revealed that leadership, communication, team work, strategic planning, decision making, marketing management, innovation management, performance management and quality management skills among others are the IOTs skills required of graduates of business education for business operation in Delta State. The finding is in agreement with Madanayake, Seidu and Young (2020) who reported that for individuals to meet up with the demands of the global business environment with regards to IOT, they need to possess certain skills and knowledge like leadership, communication, negotiation, financial management, quality management and decision making skills. Eriksson, et al (2017) stated that leadership skills are a major skill set required for successful implementation of IOT for business operation. Reinhard, Jesper and Stefan (2016) asserted that teamwork skills is very important IOT skill because it promotes the ability of business education graduates to establish relationships and trust, learn from one another and build on everyone's capacity for original thought. Furthermore, finding of the study revealed no significant difference in the mean ratings of male and female business educators on the on the internet of Things (IOT) Skills required of graduates of business education for business operation in Delta State. The finding is an indication of the unanimity in opinion on the IOT skills required of business education graduates for business operations. This finding is in agreement with Madanayake, et al (2020) who stated that there is need for the identification of skills for the implementation of IOT in business

operations. Madanayake, et al stated that the three most important skills for future IOT implementation are innovation management, strategic planning and Information Management. The authors posited that strategic planning is a skill and a knowledge dimension that is vital not only for the present times but also for the future. It is therefore imperative that business education graduates who are trained business managers are equipped with these IOT skills for successful business operations.

Conclusion

Based on the findings of the study, the researchers concludes that business education graduates require specific skills sets that would help to bridge the skills gap between the traditional businesses and the highly digitalized global business environment. The innovation taking place in the business world which is occasioned by the digital revolution resulting from activities of IOT, the business education programme needs to put in measures that would improve the knowledge and capacity of business education students to develop useful IOT skills for business operation upon graduation.

Recommendations

The following recommendations were made based on the findings of the study:

1. Administrators of business education programme in conjunction with business education curriculum planners should review the business education curriculum to include the addition of courses that would cover technological innovations like the IOT in the business programme in tertiary institutions.
2. Administrators of business education programme in conjunction with Information and Communication Technologies firms to provide funds, IT infrastructure for the implementation of IOT infrastructure in the business education programme.

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ENTREPRENEURIAL CREATIVE THINKING SKILLS REQUIRED OF BUSINESS EDUCATION GRADUATES FOR SELF-RELIANCE IN BAYELSA STATE

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Abstract

The study examined entrepreneurial creative thinking skills required of business education graduates for self-reliance in Bayelsa state. The study adopted the survey research design and was guided by one research question and one null hypothesis. The population comprised 162 registered entrepreneurs in Bayelsa State. The instrument for data collection was a structured questionnaire of a four-point response scale of highly required (HR), required (R), Lowly required (LR), and Not required (NR). Mean and standard deviation were used to analyze data related to the research question while t-test statistic was used to test the hypothesis at 0.05 level of significance. The results showed that entrepreneurial creative thinking skills ability to recognize business opportunities, ability to create new idea in business, ability to apply new ideas in different situations, ability to change things around in business, innovative ability, ability to discover new ways of solving business problems, ability to do things by applying new methods, ability to find various ways to business success, ability to analyze critically any business plan, ability to put the right personnel to accomplish a business task are required of business education graduates for self-reliance in Bayelsa State. Consequently, the study recommended that business educators should properly integrate the identified entrepreneurial creative thinking skills into specific objectives for training undergraduates for entrepreneurship development in Nigeria. Through the development of entrepreneurship education, awareness will be created among the students so that they will be willing to cultivate keen interest in the skills inherent in business education programme.

Keywords: *Entrepreneurial skills, Business Education, Self-Reliance*

Introduction:

The issue of profitable engagement of graduates through entrepreneurship education has taken the Centre stage of every development discourse especially in the present face of economic crisis and increase in the level of graduates unemployment and poverty. Nigeria in the 60s, securing jobs after graduation was not a difficult task. It was observed that graduates secured jobs in their final year in school (Onyesom&Uwaifo, 2013). Onyesom and Uwaifo further maintained that appointment letters were issued to young graduates at the orientation camps during the National Youth Service Corps (NYSC). But today, the situation is apparently different. The soaring rate of graduate

unemployment has become a source of worry to the graduates, their parents, relatives and of course, governments at all levels. Indeed, it has become social economic and political problem in Nigeria.

The quest to reduce unemployment, poverty and improve the living standard of Nigerians has made both past and present administrations to establish various poverty alleviation programmes since independence. These include; the National Poverty Eradication Programme (NAPEP), National Directorate of Employment (NDE), National Economic Empowerment and Development Strategy (NEEDS), and most recently, N-POWER among others. Meanwhile, the Federal Government believed that one sure route for the achievement of most of these programme objectives is through education, most especially entrepreneurship education. Entrepreneurship education is the process of providing individuals with the concepts and skills to recognize business opportunities and to have insight, self-esteem and knowledge to act where others have hesitated. The essence of entrepreneurship education is to help students acquire increased understanding of entrepreneurship and equip them with necessary entrepreneurial approaches to the world of work as well as prepare them to act as entrepreneurs and managers of new businesses (Buba, Rimamnde, Umman, & Mallo, 2015).

Entrepreneurship is an essential engine of growth to any economy. It is key factor in local economic development (Deli, 2015). Longman (2012), defined entrepreneurship as the ability to innovate and generate business ideas or identify business opportunities and put in place a business venture to take advantage of the probability of success or failure. Entrepreneurship can be described as the art of being an entrepreneur. Entrepreneurship is a dynamic process of creating incremental wealth (Oduma, 2012). This according to Oduma is created by individuals who assume the major risk in terms of time and/or career commitment or provide value of some products or service which may be new or unique but the entrepreneur must add value by receiving and locating necessary skills and resources.

Entrepreneurship skills are skills related to creativity, innovation, personal characteristics, invention, practical skills and marketing (Inyannah, 2016). These Skills enable graduates to become self-employed entrepreneurs. The entrepreneurial personal characteristics skills are the personal traits, values, beliefs, attributes, the acquisition of individual training knowledge that can be employed in business for effective performance leading to success. These skills influence an entrepreneur to be optimistic, visionary, initiative, self-controlled and motivated and effective in decision making. Sarwoko (2013) stated that personal characteristic skills and competencies are major determinants of business performance in small and medium enterprises.

Entrepreneurial creative thinking skills are the skills that enable an individual entrepreneur to see situations from a variety of perspectives and come up with original ideas. Creative thinking simply means looking at something in a new way. It is the very definition of thinking outside the box. These entrepreneurial creative thinking skills enable the entrepreneur to be an innovator who applies new ideas to different situations in different ways. Such an entrepreneur is able to turn the business around to fit into a societal new platform in terms of goods and services. According to Zimmerer and Scarborough (2011), Creativity is the tendency to generate or recognize ideas, alternatives or possibilities that may be useful in solving problems. Creative entrepreneurs have the ability to devise new ways to carry out business tasks, solve problems, and meet up challenges. They always bring fresh perspectives to their works. This way of thinking can help organizations move in more productive directions.

Creativity is the foundation of innovation and successful entrepreneurship. Creativity is thinking new things and innovation is doing new things or old things in new ways. Kacker (2015) argued that today's organizations are knowledge based and their success depends on creativity, innovation, discovery and inventiveness. Successful entrepreneurship is the result of a disciplined systematic process of applying creativity and innovation to needs and opportunities in the market place. Entrepreneurs are those couple their creative ideas with purposeful actions and structure of a

business. Thus, successful entrepreneurship is a constant process that relies on the skills of creativity and innovation in the business and its environs.

Business education programme has been carefully designed to help individuals to be self-reliance. Business education is a viable sub-sector of Vocational and Technical Education (VTE) which equips its recipients with entrepreneurship skills for business (Iyekekpolor, 2014). It is a programme that is carefully designed to meet the basic skills, knowledge and capabilities needed to function as a business executive (as entrepreneur). Business education is that aspect of educational training which an individual receives with the primary motive of enabling the individual acquire adequate attitude, concepts, knowledge, understanding and skills in business activities for vocational use (Onyesom&Umoeshiet, 2013). It is a programme that equips the individuals with necessary skills and theoretical knowledge needed to perform in the business world as producers and consumers of goods and services. In the business education programme, emphasis is usually placed on entrepreneurial skills that will enable the recipients to be gainfully employed in one organization or the other hence, its graduates should not experience acute unemployment. The possession of entrepreneurial skills by business education graduates will not only help them to gain employment but also help them to progress within an enterprise so as to achieve one's potential and contribute successfully to enterprise strategic directions.

Gender difference have been reported in the operation of entrepreneurship in Nigeria. According to Etukudo (2017), self-employment is on the rise with women launching a large share of new enterprises in Africa, in spite of discrimination in Education and particularly in entrepreneurship education with accompanying skill training. The rationale for this study was strictly geared towards providing an empirical basis for examining the entrepreneurial creative thinking skills required of business education graduates for self-reliance in Bayelsa State.

Statement of the Problem

The issue of unemployment, poverty and hunger in Nigeria remain a great challenge confronting the government and the people today. The quest to reduce unemployment and improve the living standard of Nigerians has made both past and present administrations to establish various poverty alleviation programmes since independences but to no avail. There is a challenge of mismatch between the training given to students in school and the skills expected of them to be self-reliant in the world of work. Many new ventures creations collapse as a result of lack of appropriate skills such as creative thinking skills in business operations. To this end, GreatBatch and Lewis (2007) keenly observed that employers seek to recruit and retain employees with necessary creative thinking skills. The Association of Graduates Recruiters (2009) in the Uk identified that there was a skill gap in the graduates leaving universities. However, there seems to be no clear evidence of creative thinking skills requires of business education graduates to be self-reliant. This study was therefore designed to empirically ascertain the entrepreneurial creative thinking skills required of business education graduates for self-reliance in the operation of small and medium scale businesses in Bayelsa State.

Purpose of the Study

The Main purpose of this study was to determine the entrepreneurial creative thinking skills required of business education graduates for self-reliance in Bayelsa State. Specifically, the study determines SMEs operators' perception on:

Research Question.

The following research question guided the study.

1. What creative thinking skills are required of business education graduates for self-reliance in Bayelsa State.

Hypothesis

This following null hypothesis was tested at 0.05 level of significance.

There is no significant difference in the mean responses of male and female SMEs operators regarding entrepreneurial creative thinking skills required of business education for self-reliance in Bayelsa State.

Method

A Survey research design was adopted for the study, as the study sought the opinions of respondents on the entrepreneurial creative thinking skills required of business education graduates for self-reliance, using questionnaire instrument.

The study was carried out in Bayelsa State. The Population Comprised 162 registered Small and Medium Enterprises (SMEs) operators. The entire population was studied due to its manageable size. Thus, there was no sampling. The instrument for data collection was a validated structured questionnaire on a four–point rating scale of Highly required (HR), Required (R), Lowly required (LR) and not required (NR). The reliability of the instrument was ensured using Cronbach Alpha techniques and the internal consistency of 0.69 for the instrument was gotten. Out of the 162 copies of the questionnaire administered to the respondents, by the researcher and two researcher assistants, a total 155 copies (representing 95.7%) were correctly filled and used for data analyzing. The data obtained were analyzed using mean scores and standard deviation to answer the research question while t-test statistic was used to test the hypothesis at 0.05 level of significance. The item by item analysis relative to the questionnaire items was based on real limit numbers. Any item with mean of 2.50 and above was accepted as required skill while any item with mean less than 2.50 was not required skill. The null hypothesis was accepted when the t-calculated value was less than t-critical value and was rejected when the t-calculated value was equal or greater than the t-critical value.

Research Question 1: What creative thinking skills are required of business education graduates for self-reliance in Bayelsa State.

Table 1: Mean Ratings of the Responses of Respondents on Entrepreneurial creative thinking skills required of Business Education Graduates for Self-Reliance in Bayelsa State. (n=155)

S/N	Items on Creative thinking skills	X	SD	Remarks
1.	Ability to recognize business opportunities	3.53	0.56	Required
2.	Ability to create new ideas in business	3.47	0.68	Required
3.	Ability to apply new ideas in different situation	3.50	0.50	Required
4.	Ability to change things around in business	3.56	0.49	Required
5.	Innovative ability	3.83	0.46	Required
6.	Ability to discover new ways of solving business problem	3.46	0.72	Required
7.	Ability to do things applying new method	3.71	0.48	Required
8.	Ability to find various ways to business success	3.36	0.52	Required
9.	Ability to analyze critically any business plan	3.54	0.63	Required
10.	Ability to put the right people to accomplish a business task	3.77	0.50	Required
	GRAND MEAN	3.57	0.55	Required

The results in Table 1 shows that all the ten items achieved the real limit number of 2.50 and above. This indicates that the respondents agreed that all the ten identifies entrepreneurial creative thinking skills are required for business education graduates for self-reliance in Bayelsa State as perceived by the small and medium scale Enterprises (SMEs) operators. The standard deviation of the

ten items ranges between 0.46 to 0.72. This indicates that the responses of the respondents are close to each other.

Hypothesis Testing

The null hypothesis was tested at 0.05 level of significance using t-test statistic.

Ho_1 There is no significant difference in the mean responses of male and female SMEs operators regarding entrepreneurial creative thinking skills required of business education graduates for self-reliance in Bayelsa State.

Table 2: T-test summary on the mean ratings of male and female SMEs operators regarding entrepreneurial creative thinking skills required of business education graduates for self-reliance in Bayelsa State.

S/N		NO	X	SD	t-cal	t-crit	Level of Sign.	Remarks
1.	Male	87	3.58	0.50				
2.	Female	68	3.56	0.54	0.62	1.96	0.05	Not rejected

Data in Table 2 revealed that at 0.05 level of significance, the t-calculated of 0.62 is less than t-critical value of 1.96. The hypothesis therefore, is accepted. This implies that there is no significant difference in the mean responses of male and female SMEs operators regarding entrepreneurial creative thinking skills required of nosiness education graduates for self-reliance in Bayelsa State.

Discussion of Findings:

The findings of the study revealed that all the ten entrepreneurial creative thinking skills were required of business education graduates for self-reliance in Bayelsa State. They include ability to recognize business opportunities, ability to create new ideas in business, ability to apply new ideas in different situations, ability to change things around in business, innovative ability, ability to discover new ways of solving business problem, ability to do things by applying new methods, ability to find various ways to business success, ability to analyze critically any business plan, ability to put the right people to accomplish a business task. The findings of this study agreed with that of Sudath (2012) who found that high creativity in SMEs operators influenced innovation which leads to successful entrepreneurship. In addition, Orhena, Egbule and Utebor (2017) in their study found that creativity and marketing skills were required of business education students of Universities and colleges of education.

The findings on the hypothesis tested should that there is no significant difference in the mean responses of male and female SMEs operators regarding entrepreneurial creative thinking skills required of business education graduates for self-reliance in Bayelsa State. This finding confirmed with that of Obasi (2017) who investigated small and medium scale enterprise skills required by youths and found that there is no significant difference in the mean responses of respondents based on gender.

Conclusion:

Unemployment, poverty and hunger among young people are becoming increasingly pressing both in developing economics and developed countries. There is an observed challenge of mismatch between the skills training given to students in school and skills expected of them to be self-reliant in the world of work. Many new ventures creating collapse as a result of lack of appropriate creative thinking skills in business operations. Business education programme is designed to equipping its recipients with firm-specific, industry-specific and general skills and competencies. This paper therefore concludes by making a passionate appeal to all business education students to make sure

they acquire maximum and sufficient skills and competencies that will help them to live and contribute to sustainable development of entrepreneurial business ventures in Nigeria.

Recommendations:

Based on the findings of the study, the following recommendations were made.

Business educators should properly integrate the identified entrepreneurial creative thinking skills into specific objectives for training undergraduates for entrepreneurship development in Nigeria. Through the development of entrepreneurship education, awareness will be created among the students so that they will be willing to cultivate keen interest in the skills inherent in business education programme.

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TECHNOLOGY-BASED INSTRUCTIONAL MANAGEMENT SKILLS REQUIRED BY BUSINESS EDUCATORS FOR EFFECTIVE IMPLEMENTATION OF BUSINESS EDUCATION CURRICULUM IN SOUTH-SOUTH, NIGERIA

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Abstract

The study examined technology-based instructional management skills required by business educators for effective implementation of business education curriculum in south-south, Nigeria. Multistage sampling technique was used in selecting 118 respondents (business educators) in universities and colleges of education from Delta and Edo states, south-south Nigeria. The instrument for data collection was a structured questionnaire, validated by three experts in business education. The reliability of the questionnaire was ascertained using Cronbach Alpha reliability method which yielded a coefficient of 0.923. Data were collected with the help of eight research assistants. Through effective monitoring technique, the entire 118 copies of the questionnaire administered were completely filled and returned representing 100% return rate. Data collected were analysed using mean and t-test statistics. The result of the study identified 11 technology-based instructional planning skills, 13 technology-based instructional implementation skills and 10 technology-based instructional evaluation skills required by business educators for effective implementation of business education curriculum in south-south. The result of the hypotheses tested showed no significant (p<0.05) differences in the mean responses of business education Lecturers in Universities and Colleges of Education on technology-based instructional planning (t-cal = 0.31) and evaluation (t-cal =0.28) skills required by business educators for effective implementation of Business Education curriculum. Though, there were significant (p<0.05) differences in the mean responses of business education lecturers in universities and colleges of education on technology-based instructional implementation (-cal = 1.99) skills required by business educators.Based on the findings, the study recommended the packaging of the identified technology-based instructional management skills into teachable programmes for re-training lecturers for effective curriculum implementation.

Keywords: Technology-based instruction, Business education, curriculum, implementation, Nigeria.

Introduction

Education is the transmission of knowledge by the teachers to the learners for social emancipation and overall development of the society. Business education is an aspect of education designed to bring about the requisite liberation and stimulation of the citizens for national progress. According to Osuala in Nwalado (2018), Business education is a broad areaof knowledge that deals with a nation's economic system and also identifies and explains therate of business contentment and experience that prepare individuals for effectiveparticipation as citizens, workers and consumers. Joseph (2022) described Business education as an educational programme that has to do with teaching of students the very fundamentals of business, and business concepts, as well as, business theories, including processes of the business. Similarly, Gidado and Akaeze (2014) described businesseducation as an education for business and about business as it equips itsrecipients with creative skills that would make them to perform well as entrepreneurs. Apart from the entrepreneurial opportunities that can be offered by the teaching and learning of business education, Aliyu (2013) also highlighted the objectives of business education to include: preparation of students career for specialized instruction in business, developing in students' fundamental tutoring to facilitate them to assume their fiscal roles as consumers, workforce and citizens and equipping them with milieu instruction to sustain them in preparing for professional lifework interest to proceed in their study.

The aims and objectives of business education cannot be achieved without a carefully developed and implemented curriculum. Adesua (2014) stated that curriculum is the total learning experience students undergo under the direction and guidance of a teacher. Alade (2006) described a curriculum as a programme of education that is prepared for definite group of learners within a time frame in order to achieve the intended learning and behavioural outcomes.Curriculum is the planning of learning opportunities intended to bring about certain changes in pupils and the assessment of the extent to which those changes have taken place. It is also refers to all school subjects, these are broken down into topics to be taught per day, per week, per term or per academic session (Adesua, 2015). The speedy advancement in contemporary education has further mounted pressure on the need for integration of more technologies in the implementation of school curriculum.

Advancement in technology has been inevitable in all walks of life including education for teaching and learning. This is because, technology-based learning in the early century is transforming the way people learn and educational instruction delivered. Efforts geared toward advanced teaching and learning process with the use of technology will help education system to cope with the needs and demands of 21stCentury learning (Aquino,2019). Technology-based instruction involved the use of technologies such as a computer, Internet, iPad, Smart phones and other electronic or digital products or systems for teaching and learning. According to Marquardt and Kearsley (1999) technology-based instruction, is the learning of educational content through all forms of electronic technologies, including the internet, intranets,satellite broadcasts, audio and video tape, video and audio conferencing, internet conferencing,chat rooms, e-bulletin boards, webcasts, computer based instruction, and CD-ROM. Koller, Harvey and Magnotta (2020) stated that technology-based instruction encompasses related terms, such as online learning and web-based learning that only includelearning that occurs via the Internet, and computer-based learning that is restricted to learningusing computers. Bourg (2020) views technology-based instructional management as the theory and practice of using technologies for education which encompass the planning, design, development, implementation of instruction and evaluation using technologies.

Some of the numerous benefits of technology-based instructional management according to Koller, Harvey and Magnotta (2020) include: easy accessibility, training that is self-paced and matched to the learners' needs, full scalability, timely dissemination of up-to-date information and effective learning delivery. The first trend is the rapid acceleration oftechnological change in education and the

demand that this change places on education and workforcetraining through revolutionized use of technologies in planning, implementation and evaluation of instruction. Instructional planning is the process of determining in advance, what is to be done, including classification of learning goals, mapping out of teaching and learning programmes and determining specific methods, materials or procedures to achieve learning objectives. Aminu, et al, (2020) stated that, instructional planning and teacher performance are continuous process for identifying, evaluating and developing the work performance so that the goals and objectives of the schools can be achieved. Usman (2015) noted that instructional planning, implementation and supervision occupies a unique place in the entire education system and it becomes absolutely expedient to give it prominent attention. A well planned instruction with the use of technologies will result to successful instructional implementation. Nwakpa (2015) described instructional implementation of educational practices as means of carrying out the decisions of government's educational curriculum of teaching so as to achieve the objectives of the plan. The success of any educational curriculum cannot be achieved without evaluation of the outcome on the students in terms of academic achievement.

Evaluation is an integral part of education which cannot really be said to be transmitted without proper evaluation. Evaluation is a broad concept which involves measurement, test and value judgment (Masha, 2002). In the opinion of Mezieobi (1993), instructional evaluation is concerned with the diagnosis of interactive session in a classroom setting to determine the extent of learners' attainment of set of instructional objectives or desirable change in the learner's cognitive, affective and psychomotor behaviours. Instructional evaluation is the process of seeking, obtaining and quantifying data with a view to making value judgment about objects, events or their characteristics (Nworgu, 2003). Evaluation is therefore an integral part of education (Ndubueze, et al, 2015). According to Oghenevwede (2022), evaluation must involve different techniques of evaluation, the choice which depends on the nature of evaluation being carried out. Ndubueze, et al, (2015) stated that one may therefore say that, the process of describing individual achievements in education without assigning numerical value to it is called evaluation. In digitalized world, the attention of education stakeholders is gradually shifting towards more integration of technologies in instructional evaluation. Technology-based instructional management skills for planning, implementation and evaluation of students' achievement are still grossly lacking by most Nigerian educators, business educators inclusive. Hence, this instigated the researchers to examine technology-based instructional management skills required by business educators for effective implementation of business education curriculum.

Research Questions

The study, in line with the specific purposes of the study answered the following research questions:

1. What are technology-based instructional planning skills required by business educators for effective implementation of business education curriculum in south-south?
2. What are technology-based instructional implementation skills required by business educators for effective implementation of business education curriculum in south-south?
3. What are technology-based instructional evaluation skills required by business educators for effective implementation of business education curriculum in south-south?

Research Hypotheses

$H0_1$: There is no significant difference in the mean ratings of business education lecturers in universities and colleges of education on technology-based instructional planning skills required by Business Educators for effective implementation of business education curriculum in south-south.

$H0_2$: There is no significant difference in the mean ratings of business education lecturers in universities and colleges of education on technology-based instructional implementation skills required by business educators for effective implementation of business education curriculum in south-south.

$H0_3$: There is no significant difference in the mean ratings of business education Lecturers in universities and colleges of education on technology-based instructional evaluation skills required by business educators for effective implementation of business education curriculum in south-south.

Method

The study area was south-south geopolitical zone, Nigeria. The south-south zone comprises six states which include: Akwa Ibom, Bayelsa, Cross River, Delta, Edo and Rivers States. The study answered three research questions and tested three null hypotheses at 0.05 level of significance. Survey research design was used in carrying out the study. Multistage sampling technique was used in selecting the respondents for the study. The first stage of the selection involved random sampling of two states (Delta and Edo) in south-south Nigeria. The second stage of the selection involved purposive sampling of the nine tertiary institutions (colleges of education and universities) from the two selected states. These include: (i) Delta State College of Education Warri, (ii) Delta State College of Physical and Health Education Mosogar, (iii) Federal College of Education (Tech) Asaba, (iv) Delta State University, Abraka, (v) University of Delta, Agbor, (vi) Federal College of Education (Tech), Ekiadolor, Edo State, (vii) Ambrose Alli University, Ekpoma, Edo State, (viii) University of Benin, Edo State and (ix) Edo State College of Education Igweben. At the third stage of the population, the entire 148 business education lecturers (46 are Universities lecturers and 102 are Colleges of Education lecturers).

The instrument for data collection was a structured questionnaire. Section A of the questionnaire was used to gather data on personal information of the respondents (business education lecturers). Section B of the questionnaire was made to collect data on technology-based instructional planning skills required by business educators. Section C covered data collection on technology-based instructional implementation skills required by business educators while section D was made to collect data on technology-based instructional evaluation skills required by Business Educators. The response options of questionnaire were: Highly Required (HR) = 4, Moderately Required (MR) = 3, Less Required (LR) = 2 and Not Required (NR) = 1. The questionnaire was validated by three senior lecturers in business education, from Delta State University Abraka, Federal College of Education (Tech), Asaba and Nnamdi Azikiwe University, Awka, Anambra State, All the suggestions of the experts were duly utilized to improve the final draft of the questionnaire. The reliability of the questionnaire was ascertained using Cronbach Alpha reliability method which yielded a coefficient of 0.923.

Data for the study were collected with the help of seven research assistants with one from each of the tertiary institutions across the two states. Through effective monitoring technique, the 148 copies of the questionnaire administered were filled and returned, out of the 148 administered, only 118 were adequately filled, representing 79.7% return rate. This could be affected by the strike action of the Federal tertiary institutions in the two States. The data collected were analysed using mean and standard deviation for answering the research questions while t-test statistics was used for testing the null hypotheses at 0.05 level of significance. The cut-off point for answering the research questions was obtained as 2.50. Based on the obtained cut-off point value, any item with mean value of 2.50 and above was interpreted as “Required” while those less than 2.50 were interpreted as “Not Required”. The hypothesis of no significant difference was accepted when the t-calculated (t-cal) value was less than the t-critical (t-tab) value of 1.96 at 0.05 level of significance while hypothesis of no significant

difference was rejected when the t-calculated (t-cal) value was greater than the t-critical (t-tab) value of 1.96 at 0.05 level of significance

Results

Research Question One

What are technology-based instructional planning skills required by Business Educators for effective implementation of Business Education curriculum in south-south.

Table 1: Technology-based instructional planning skills required by Business Educators for effective implementation of Business Education curriculum

SN	This technology-based instructional planning skills include ability to:	$\overline{X}$	SD	Rmks
1	Source relevant lecture materials on the internet through the use of computers and digital vices.	3.48	0.56	**Rqd**
2	Use technological gargets to develop business education lesson note/lecture materials.	3.73	0.60	**Rqd**
3	Establish business education learning goals using technological gargets.	3.56	0.56	**Rqd**
4	Arrange business education instructional activities and materials using information and communication technologies (ICTs).	3.61	0.47	**Rqd**
5	Use technology-based approach to design short term plans for students learning in business education.	3.46	0.55	**Rqd**
6	Modify technology-based instruction for specific needs of the business education students.	3.69	0.60	**Rqd**
7	Use instructional technologies to demonstrating knowledge of the contents of business education to teach students	3.37	0.78	**Rqd**
8	Technologically synthesize learning instruction within and across subject matter of business education	3.42	0.62	**Rqd**
9	Use varieties of technology-based instructional methods for instructional planning in business education.	3.60	0.55	**Rqd**
10	Develop business education lecture notes into slides for projection during lecture.	3.53	0.48	**Rqd**
11	Prepare Zoom and other virtual classroom teaching for effective teacher-students interactions.	3.55	0.53	**Rqd**
	Pooled Mean	**3.54**	**0.49**	**Rqd**

Note: $\overline{X}$ **=** *Mean;* ***SD*** *= Standard Deviation;* ***Rqd*** *= Required; Num. of Respondents =* ***118.***

The result in Table 1 shows that the mean ($\overline{x}$) values of the 11 items ranged from 3.37 to 3.73 which are all greater than the cut-off point value of 2.50. This indicates that the 11 identified technology-based instructional planning skills are required by business educators in universities and colleges of education for effective implementation of business education curriculum in south-south, Nigeria. The standard deviation values of the 11 items in the table ranged from 0.47 to 0.78 which indicates that the responses of the respondents are close to one another and the mean.

Hypothesis One

There is no significant difference in the mean ratings of business education lecturers in universities and colleges of education on technology-based instructional planning skills required by business educators for effective implementation of business education curriculum in south-south.

Table 2: Test of Significant Difference in the Mean Ratings of Business Education Lecturers in Universities and Colleges of Education on technology-based instructional planning skills required by Business Educators for effective implementation of Business Education curriculum

Variables	N	$\overline{X}$	SD	DF	Std. Error	t-Cal	t-Critical	Level of Sig.	Rmks
Uni. Lecturers	42	3.56	0.57						
				116	0.022	0.31	1.96	0.05	**NS**
COE. Lecturers	76	3.52	0.63						

Note: NS = Not Significant at 0.05.

The data presented on the t-test statistics in Table 2 showed that the t-calculated (t-cal) value of 0.31 is less than the t-critical (t-tab) value of 1.96 at 116 degree of freedom. This indicates that there is no significant ($p<0.05$) difference in the mean responses of business education lecturers in universities and colleges of education on technology-based instructional planning skills required by business educators for effective implementation of business education curriculum. Hence, the null hypothesis of no significant ($p<0.05$) difference in the mean ratings of the responses of universities and colleges of education lecturers is accepted on hypothesis one.

Research Question Two

What are technology-based instructional implementation skills required by business educators for effective implementation of business education curriculum in south-south.

Table 3: Technology-based instructional implementation skills required by Business Educators for effective implementation of Business Education curriculum

SN	Technology-based instructional implementation skills includeability to:	$\overline{X}$	SD	Rmks
1	Deliver business education lecture using slide and projector to teach students.	3.61	0.75	**Rqd**
2	Effective deliver Zoom or virtual lecture for effective learning of business education students.	3.50	0.68	**Rqd**
3	Use varieties of technology-based instructional strategies to teach students.	3.53	0.54	**Rqd**
4	Post lecture note on the internet for students to access and read for lecture.	3.78	0.53	**Rqd**
5	Engaging business education students in problem solving and critical thinking instruction.	3.56	0.65	**Rqd**
6	Carry all students of different learning ability along during technology-based instruction.	3.44	0.58	**Rqd**

7	Use teaching technologies to promote self-directed reflective learning for students learning.	3.53	0.71	**Rqd**
8	Creating physical learning environment that actively engage the students in quality learning.	3.46	0.59	**Rqd**
9	Promote social interaction among the students with the use of classroom technologies during instructional delivery.	3.71	0.48	**Rqd**
10	Maintain standard for students' behaviour during technology-based instruction.	3.52	0.55	**Rqd**
11	Ensure proper arrangement of instructional technologies during business education instruction in the classroom and laboratory.	3.48	0.54	**Rqd**
12	Communicate learning goals to all business education students using technological means.	3.74	0.37	**Rqd**
13	Organise computer assisted instruction (CAI) for business education students' learning.	3.50	0.46	**Rqd**
	Pooled Mean	**3.56**	**0.47**	**Rqd**

Note: $\bar{X}$ **=** *Mean;* ***SD*** *= Standard Deviation;* ***Rqd*** *= Required; Num. of Respondents =* ***118.***

The result in Table 3 reveals that the mean ($\bar{x}$) values of the 13 items ranged from 3.44 to 3.78 which are all greater than the cut-off point value of 2.50. This implies that the 13 identified technology-based instructional implementation skills are required by business educators in universities and colleges of education for effective implementation of business education curriculum in south-south, Nigeria. The standard deviation values of the 13 items in the table ranged from 0.37 to 0.75 which indicates that the responses of the respondents are close to one another and the mean.

Hypothesis Two

There is no significant difference in the mean ratings of business education lecturers in universities and colleges of education on technology-based instructional implementation skills required by business educators for effective implementation of business education curriculum in south-south.

Table 4: Test of Significant Difference in the Mean Ratings of Business Education Lecturers in Universities and Colleges of Education on technology-based instructional implementation skills required by Business Educators for Business Education curriculum

Variables	N	$\bar{X}$	SD	DF	Std. Error	t- Cal	t- Critical	Level of Sig.	Rmks
Uni. Lecturers	42	3.68	0.46						
COE. Lecturers	76	3.45	0.73	116	0.064	1.99	1.96	0.05	**Sig.**

Note: Sig. = Significant at 0.05.

From the data presented on the t-test statistics in Table 4 above, it was showed that the t-calculated (t-cal) value of 1.99 is greater than the t-critical (t-tab) value of 1.96 at 116 degree of freedom. This implies that there is significant ($p<0.05$) difference in the mean responses of business

education lecturers in universities and colleges of education on technology-based instructional implementation skills required by business educators for effective business education curriculum. Therefore, the null hypothesis of no significant ($p<0.05$) difference in the mean ratings of the responses of universities and colleges of education lecturers is rejected on hypothesis two.

Research Question Three

What are technology-based instructional evaluation skills required by business educators for effective implementation of business education curriculum in south-south.

Table 5: Technology-based instructional evaluation skills required by Business Educators for effective implementation of Business Education curriculum

SN	Technology-based instructional evaluation skills include Ability to:	$\overline{X}$	SD	Rmks
1	Set computer-based test (CBT) questions for evaluating students' academic achievement.	3.50	0.54	**Rqd**
2	Conduct computer-based test (CBT) or examination for evaluating students' performance.	3.46	0.51	**Rqd**
3	Use computers to grade students performance in Business education test and examinations.	3.37	0.52	**Rqd**
4	Use computer to compute students' scores and grades in tests and examinations.	3.58	0.72	**Rqd**
5	Post students' test and assignment questions on the internet for online assessment.	3.40	0.51	**Rqd**
6	Guide all students in assessing their own learning progress in Business education using electronic gadgets.	3.49	0.50	**Rqd**
7	Use technologies for varieties of assessment methods such as C.A, test, mock examinations to evaluate students	3.56	0.48	**Rqd**
8	Use results of assessment of the students in Business education text or exams to guide instruction	3.66	0.52	**Rqd**
9	Manage students' results in the system for future use and reference.	3.56	0.52	**Rqd**
10	Cover all the contents of the subject matter while assessing students.	3.48	0.74	**Rqd**
	Pooled Mean	**3.51**	**0.56**	**Rqd**

Note: ***X*** **=** *Mean;* ***SD*** *= Standard Deviation;* ***Rqd*** *= Required; Num. of Respondents =* ***118.***

The result in Table 5 showed that the mean ($\overline{x}$) values of the 10 items ranged from 3.37 to 3.66 which are all greater than the cut-off point value of 2.50. This indicates that the 10 identified technology-based instructional evaluation skills are required by business educators in universities and colleges of education for effective implementation of business education curriculum in south-south, Nigeria. The standard deviation values of the 10 items in the table ranged from 0.48 to 0.74 which indicates that the responses of the respondents are close to one another and the mean.

Hypothesis Three

There is no significant difference in the mean ratings of business education lecturers in universities and colleges of education on technology-based instructional evaluation skills required by business educators for effective implementation of business education curriculum in south-south.

Table 6: Test of Significant Difference in the Mean Ratings of Business Education Lecturers in Universities and Colleges of Education on technology-based instructional evaluation skills required by Business Educators for effective implementation of Business Education curriculum

Variables	N	$\overline{X}$	SD	DF	Std. Error	t-Cal	t-Critical	Level of Sig.	Rmks
Uni. Lecturers	42	3.50	0.64						
COE. Lecturers	76	3.52	0.59	116	0.020	0.28	1.96	0.05	**NS**

Note: NS = Not Significant at 0.05.

The result presented on the t-test statistics in Table 6 revealed that the t-calculated (t-cal) value of 0.28 is less than the t-critical (t-tab) value of 1.96 at 116 degree of freedom. This indicates that there is significant ($p<0.05$) difference in the mean responses of business education lecturers in universities and colleges of education on technology-based instructional evaluation skills required by business educators for effective implementation of business education curriculum. Therefore, the null hypothesis of no significant ($p<0.05$) difference in the mean ratings of the responses of universities and colleges of education lecturers is accepted on hypothesis three.

Discussion of Results

The study identified 11 technology-based instructional planning skills required by business educators which include: ability to source relevant lecture materials on the internet through the use of computers and digital vices, use technological gargets to develop lesson note/lecture materials, establish learning goals using technological gargets, arrange instructional activities and materials using information and communication technologies (icts), use technology-based approach to design short term plans for students learning, use varieties of technology-based instructional methods for instructional planning, develop business education lecture notes into slides for projection during lecture and prepare zoom and other virtual classroom teaching for effective teacher-students interactions. Barroso (2019) reported that technology-based instructional resources are used by teachers to work with their students in the classroom to maximize learning. The findings agreed with that of Uwameiye and Ogunbameru (2012) who identified competencies in instructional planning as: ability to select instructional content of a lesson, construct a lesson plan and select methods and techniques for teaching a lesson.Guan-Yu (2020) found that the advancement and prevalence of technology in schools makes it a very viable option for teachers to utilize in planning, sharing, and communicating instructional information as technology-based instructions through the Web allows teachers to create and access instructional plans without time and space boundaries.

The study identified 13 technology-based instructional implementation skills required by business educators which include: ability to deliver lecture using slide and projector to teach students, deliver zoom or virtual lecture for effective learning of business education students, use varieties of technology-based instructional strategies to teach students, post lecture note on the internet for students to access and read for lecture, engaging business education students in problem solving and critical thinking instruction, use teaching technologies to promote self-directed reflective learning for students learning, promote social interaction among the students with the use of classroom technologies during instructional delivery and organise computer assisted instruction (CAI) for students' learning among others. The report of New Teacher Center of University of California (2004)

identified areas of professional competencies of teachers in instructional implementation to include: supporting students, creating and maintaining effective learning environment, effective planning of instruction, understanding and organising subject matter and assessing the students. Collet-Klingenberg (2008) found that the use of computer-aided instruction and software for instructional implementation is an area where teachers required skills for instructional purposes. Barroso (2019) reported that technology-based instructional implementation involves the ongoing use of educational software and programmes that facilitate personalized online instruction for students, where teachers requires skill update as using instructional technologies in the classroom gives teachers an opportunity to teach digital citizenship skills that demonstrate ways to use technology correctly and responsibly.Koller, Harvey and Magnotta (2020) justified teachers' need for technology-based instructional skills as it offers accessibility, training that is self-paced and matched to the learners' needs and effective learning delivery.

This study identified 10 technology-based instructional evaluation skills required by business educators which include: ability to set computer-based test (CBT) questions for evaluating students' academic achievement, conduct computer-based test (CBT) or examination for evaluating students' performance, use computers to grade students performance in business education test and examinations, use computer to compute students' scores and grades in tests and examinations, post students' test and assignment questions on the internet for online assessment, use technologies for varieties of assessment methods such as C.A, test, mock examinations to evaluate and manage students' results in the system for future use and reference among others. The finding conformed with that of Brookhart (2003) that teachers require competencies in collecting and using multiple sources of information, using term paper and using varieties of assessment methods such as continuous assessment. Muhammad, Nazir and Hajira (2019) in a study concluded thatthere is shifting from paper based assessment to e-assessment requires and hence modern teachers require technology-based evaluation skills through e-assessment, adaptive tests, transforming assessment and automated scoring. Barroso (2019) reported that online assessment skills are required by teachers for more efficient and immediate feedback than traditional paper testing.

Conclusion

This study examined technology-based instructional management skills required by business educators for effective implementation of business education curriculum in South-south, Nigeria. The continued reliance on conventional paper-based instructional planning, classroom face-to-face instructional implementation and paper-based evaluation is not sustainable in the face of the current technological evolution in global education. From the findings, the study concluded that technology-based instructional planning, implementation and evaluation skills are required by business educators for effective implementation of business education curriculum in south-south, Nigeria.

Recommendations

Based on the findings, the study recommended:

i. Packaging of the identified technology-based instructional management skills into teachable programmes for re-training lecturers and training future academics for effective curriculum implementation in our school system.
ii. Curriculum-fit ICT settings in schools to support the development, use and accessibility of technology-based curriculum implementation that is better suited to use by teachers as part of routine teaching strategies.
iii. Organization of regular workshops, conferences and seminars on the use of technology-based instructional facilities for planning, implementation and evaluation where the lecturers will constitute the major participants for technology-based instructional skill update.

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GAUGING THE DIGITAL READINESS OF BUSINESS EDUCATION LECTURERS FOR STUDENTS' SKILL ACQUISITION FOR GAINFUL EMPLOYMENT

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Abstract

The need to enhance the employment prospects of business education students by equipping them with digital skills necessitated this study. The study examined the digital readiness of business education lecturers for enhancing students' skill acquisition for gainful employment in Anambra and Imo States. The study adopted survey research design with a population of 139 business educators studied without sampling. A-22 item questionnaire titled "Business Education Lecturers' Digital Readiness for Students' Skill Acquisition (BELDR-SSA)" was used for data collection. The face and content validity of the instrument was ascertained by three experts in the field of business education and measurement and evaluation. The reliability of the instrument was established using pilot-test and data collected were analysed using Cronbach alpha formula which yielded correlation coefficients of 79, .83 and .88 for clusters B1 to B3, with an overall value of .83. Mean, standard deviation and t-test were used for data analysis. Findings showed that business education lecturers moderately possessed digital professional engagement competencies while they lowly possess technology and digital resources, and digital pedagogy competencies for enhancing students' skill acquisition for gainful employment. Years of work experience was not a significant factor on the ratings of these lecturers regarding the extent they possessed technology and digital resources competencies while years of work experience influenced them regard to digital professional engagement competencies. Based on the findings of this study, the researcher concluded that business education lecturers were still not digitally ready to integrate digital technologies in enhancing students' skill acquisition for gainful employment. It was recommended among others that, authorities of tertiary institutions should periodically organize ICT training workshops on digital competencies covered in this study for the benefit of business education lecturers.

Key Words: Digital Readiness, Business EducationLecturers, Skill Acquisition, Gainful Employment

Introduction

Digitalization has brought about unprecedented changes that go beyond all human capacity. It has significantly changed people's lives and daily routines, and the world is currently adjusting to its penetration. The nature of employment and how businesses are operated around the world has altered as more organizations adopt digitalization (Ciriello, Richter & Schwabe, 2018). Digitalization has also assisted young people in overcoming barriers that prevent them from obtaining decent jobs by providing them with career opportunities they could previously only have imagined. Presently, new

jobs and employment opportunities in fields such as IT support, cyber security, AI, blockchain technology, web development, desktop publishing, business consulting, e-commerce and digital trade among others (Jobberman, 2021) are emerging which can be leveraged on by youths and graduates to find work or start their own businesses.

The digital era has brought a paradigm shift in the methods and techniques for delivering education at all levels. The old (teacher-centered) method of teaching according to Ricardo (2019) has been put to test by digitalization, which has resulted in a transition to a learner-centered teaching method where students are more eager and motivated to participate in the instructional processes. Manisha (2017) observed that today's teachers and students discuss how they can leverage on digital technologies such as laptops, personal computers, tablets, personal digital assistants, interactive whiteboards, projectors, and digital libraries among others to enhance their teaching and learning experiences. Amiaya (2016) pointed out that by making it easier to acquire educational resources and enhance remote exchange and collaboration, digital technologies have become important tools for boosting accessibility and quality of education. Amiaya continued by saying that educational digital technologies have developed into networking platforms and channels for educators contact, enabling them to stay current, exchange experiences, produce lesson plans and theoretical developments. In light of these advantages, tertiary institutions around the world are urgently rethinking their teaching and learning processes, and how they can increasingly use digital technologies to promote an educational change and enhance quality pedagogical practices so as to equip students with digital skills that will prepare them for gainful employment or self-reliance after graduation (Dias-Trindade, Moreira & Ferreira, 2021).

In Nigeria, the federal government recognizes the importance of digitalizing the education system at all levels by establishing the National Information Technology Development Agency (NITDA) in March 2001, with the responsibility of implementing its National Information Technology (NIT) Policy. The educational objectives of the policy are to empower the youth with IT skills and prepare them for global competitiveness, integrate IT into the mainstream of education and training, and establish new multifaceted IT institutions as centers of excellence to ensure Nigeria's competitiveness in international markets. Higher institutions in Nigeria were established with the goal of preparing students for global competitiveness by equipping them with both soft and practical skills (FRN, 2013). Nigeria's higher institutions need to adopt digitalization right away if they are to give students the digital skills needed for both present-day and future profitable employments (Organization for Economic Co-operation and Development (OECD), 2018).

Business education is a skill-based educational programme taught in tertiary institutions in Nigeria. Okolocha and Nwadiani (2015) defined it as a useful and effective educational programme with the goal of giving students necessary skills to advance their employment prospects. Accounting, Office Technology and Management (OTM), Economics, and Marketing/Distributive Education are among the course options offered in the business education programme. These courses enable the programme to produce graduates with necessary skills to succeed in the digital labourmarket.Thus, business education is a crucial tool for fostering national development and attaining the Nigerian government's employment generating goals for graduates and young people.In this digital age, business education programme is expected to adopt digital technologies in order to ensure the best teaching and learning of course contents that will help students to acquire employability skills. However, the integration of digital technologies in the programme rests mainly on the corridors of business education lecturers and theirdigital readiness.

Digital readiness simply refers to the ability of employees to use digital tools to execute office tasks with ease. It basically assesses employees' readiness to accept new procedures, software, and technologies in order to begin the process of 'going digital' or enabling digital transformation. According to Horrigan (2016), the definition of digital readiness highlights three crucial points: digital

skills, trust, and technology use. Employees' digital skills refer to their ability to establish an online session, surf the internet, and distribute content online. Employees' trust is their ability to judge the trustworthiness of materials online and preserve personal information, whereas use is the extent to which employees utilize digital tools in the course of carrying out office tasks. Each of the three components of digital readiness can be measured or evaluated, according to Horrigan. The extent to which business education lecturers possess digital competencies necessary to equip students with skills they need to find gainful employment was used in this study as "gauging digital readiness". Gauging refers to the process of measuring, determining, or ascertaining the quality of a process or programme. The United Nations Educational, Scientific and Cultural Organization (UNESCO) (2018) stated that educators need to be able to harness digital technologies to guide students in developing Knowledge Society Skills (KSS) such as critical and innovative thinking, complex problem solving, the ability to collaborate and socio-emotional skills.

As digitization perverts the educational system, business education lecturers must now anticipate more rapid changes in their instructional roles in the 21st century than in earlier centuries. Instructional tasks of business educators will continue to get more complex and change constantly as technologies evolve. In order to meet the educational needs and desires of the digital natives who are tired with the rote learning methods, the lecturers are expected to constantly re-assess (gauge) their digital readiness.Similarly, there could be many digital technologies and competencies that business education lecturers may not be able to keep up with or may feel that they are not given the support on how to effectively integrate them in their classrooms, therefore, the need to gauge their digital readiness. Nwachukwu and Eneh (2018) agreed that to provide skills training of the highest possible quality to students that match their digital labour market demands, lecturers need to be digitally ready. However, Nwachukwu and Eneh noted that the question remains, whether higher education lecturers (business education lecturers inclusive) especially immigrants/veteran lecturers in Nigerian tertiary institutions are digitally readyto integrate digital technologies to enable students acquire employability skills.Dias-Trindade et al. (2021) posited that gauging lecturers' digital readiness helps them to identify their weaknesses and receive recommendations on how to overcome these weaknesses. Dias-Trindade and Ferreira (2020) noted that it helps lecturers to determine what steps need to be taken to achieve full digital competency.

Competence refers to a set of knowledge, skills and attitude of a person to perform specific tasks.

Digital competence on the other hand is a set of capacities, abilities, knowledge or skills thatlecturers possess to solve educational problems by integrating ICTs (Hatlevik, Throndsen, Loi & Gudmundsdottir, 2018). It is the confident and conscious usage of the whole range of digital technologies for information, communication and basic problem-solving in all aspects of life, including education. The composition of digital competencies that lecturersneed to possess is quite extensive, diverse and constantly changing in line with the evolving nature of digital technologies (Dias-Trindade et al, 2021). Digital competencies of teachers according to the European Digital Competence Framework for Educators (DigCompEdu) (2017) include; professional engagement, technology and digital resources; digital teaching and learning, digital assessment, technology to empower learners, and facilitating learners' digital skills. UNESCO ICT Competency Framework for Teachers (ICT-CFT)(2018) listed understanding ICT in education policy, curriculum and assessment, pedagogy; application of digital skills; organization and administration, and teacher professional learning as digital competencies for teachers. Additionally, the ICT Competency Framework forTeachers in Nigeria (World Bank, 2011) enumerated policy awareness, curriculum and assessment, pedagogy, ICT, organization and management, and teacher development as digital competencies to gauge educators in tertiary institutions. The National Institute of Educational Technologies and Teachers Training (2017) identified teachers' digital competencies to include: information literacy, communication, digital

content creation, safety and problemsolvingcompetences.This study however gauged business education lecturers' digital readiness in terms oftheir technology and digital resources competencies, pedagogical competencies and professional engagement competencies.

Technology and digital resourcecompetencies of lecturers include the ability to; turn a computer or an iPad on and off during lecturers, use a word processor in preparing lecture notes, handle digital learning platforms, handle digital teaching aids attached to the curricula, browse the internet to source for information and exchange information online, communicate on social networking sites, and solve technical problems that may occur in the classroom (Skantz-Åberg, Lantz-Andersson, Lundin & Williams, 2022). Others are ability to; select, create, modify and manage digital educational resources, protect personal data in accordance with data protection regulations and compliance with copyright laws when modifying and publishing digital resources, identifying quality educational resources, modify, create and share these resources to adjust them to their objectives, students and teaching styles, use and administerthe digital content responsibly (Cabero-Almenara, Romero-Tena & Palacios-Rodríguez, 2020).

Digital pedagogy competencies on the other hand encompass the ability of lecturers to; use digital technology to help in the teaching-learning processes, use digital resources to engage students in face-to-face, mixed and online learning, use ICT to design teaching and learning unit plans and activities, use ICT to identify complex, real-worldproblems and structure them in a way that incorporates keysubject matter concepts and serves as the basis of students projects, and use ICT to design and implement collaborative, project-based unit plans and classroom activities (Cabero-Almenara et al., 2020). They also include abilities to: choose appropriate ICT solutions in teaching to support students' acquisitionof subject knowledge, devise lesson plans that incorporate ICT-supported activities to support students' acquisition of subject knowledge, use project-based learning and ICT tools to support studentthinking and social interaction, use presentation software and digital resources to support instruction, use open-ended tools and subject-specific applications tosupport student collaboration (World Bank, 2011).

Besides teaching, lecturers' work consists of tasks such as administration, communicating with parents and guidance, collegial discussions and competence development. This aspect is referred to as professional engagement. Competencies in this domain include ability to use digital technologies to interact professionally with colleagues, students, parents and different agents of the educational community, reflect on and learn more about the use of digital competences in educational environments, commit to developing their digital competences through online training, commit to developing their digital competences through the active search for different educational resources, commit to developing their digital competences through teaching strategies that use digital tools to enhance the educational processes, recognize the importance of knowing more digital resources, and seek for more solutions and strategies to help them enhance their teaching and working processes in a school environment (Cabero-Almenara et al., 2020; Ghomi& Redecker, 2020).

The digital competencies of business education lecturers could be influenced by years of work experience. Business education lecturers with six years and above work experience could possess more digital competencies compared to those with 1-5 years work experience. This could be as a result of differences in ICT training and knowledge of the importance of application of digital tools in professional practices compared to less experienced lecturers. In agreement, Beneyto-Seoane and Collet-Sabé(2018) and Bernal, Gozávez, Hernando and Masanet (2019) reported that the teachers' work experience is a fundamental factor for the development of teacher digital competencies. This supports the earlier report of Gude (2012) that as employees work continuously for a long time on a particular job, they are likely to develop relevant skills towards high performance.

One of the challenges facing business education in Nigeria is how to meet the needs and demands of the digital work places in terms of producing graduates with skills for gainful employment.

However, the inability of graduates of the programme to gain employment casts doubt on the quality of preparation they received while in school (Okeke-Ezeanyanwu & Nweke, 2021). Similarly, employers are worried about the skills gap between the Nigerian graduates (business education graduates inclusive) and the technological-driven workplace (Jobberman, 2021). Many employers today, find it very challenging in employing graduates of tertiary institutions with the right skills which contribute to the high number of unemployed graduates (Akpomi and Ikpesu, 2020). The National Bureau of Statistics (NBS), (2021) stated that youth/graduate unemployment in Nigeria has taken a new dimension, and has become the major concern of the government and other stakeholders especially in the post Covid-19 pandemic era.Furthermore, UNESCO (2018) regretted that there were major inequalities in digital skills in developing countries among graduates of higher institutions. These reports suggest that, digital technologies are not being adequately used by tertiary institutions' lecturers for the 21st century labour market preparation of students. In support of this point, Adeoye, Adanikin and Adanikin (2020) noted that one major problem that faced the adoption of digitalization for acquisition of appropriate skills by students in the Nigeria higher institutions is inadequate digital competencies among lecturers. Owo and Udoka (2021) regretted that most lecturers in Nigerian tertiary institutions possess low digital competencies which hinder them from effectively equipping students with skills for gainful employment.

Business education is skill-based, and its products are expected to have better prospects of employment either as employees or employers of labour compared to graduates from other fields of study. This is because they are expected to have acquired requisite employability skills. However, these skills cannot be acquired unless business education lecturers digitize their instruction processes. In agreement, Olaniyi (2022) stated that the future of business education in Nigeria depends heavily on digitization and its effective usage. It is against this background that, the study was carried out to gauge the digital readiness of business education lecturers for enhancing students' skill acquisition for gainful employment in Anambra and Imo States.

Statement of the Problem

The outbreak of Covid-19 has worsened the rate of youth and graduate unemployment in Nigeria as many organizations closed down due to decrease in demand and sales of goods and services, loss of revenue, difficulty in paying staff and difficulty in accessing financing. It has also revealed the issue of digital skill gap among graduates as many organizations now carry out their operations digitally. Employers of labour are greatly concerned that majority of graduates from Nigerian higher institutions are not employable as they lack the necessary skills required to fit into modern organizations. Business education which is a dynamic skill-based programme is supposed to be equipping students with requisite skills to help them gain employment or become self-reliant upon graduation. However, the fact that many of the programme's graduates in Nigeria still remain unemployed years after graduation due to lack of employability skills means that the quality of the educational programme offered to students are below global standards. In order to remedy the situation, experts and researchers have called for the digitalization of business education programme to give students better chance of acquiring digital skills needed for gainful employment in the technology-driven workplace. However, the integration of digital technologies in the programme can be quite overwhelming for business education lecturers as there may be innovative gadgets and skills many of the lecturers may feel that they cannot cope with or not given the needed support on how to effectively use them in their classroom. Similarly, as technology advances and radically changes the role of lecturers, it has become imperative for business education lecturers in tertiary institutions in Nigeria, in particular Anambra and Imo States to advance with it. However, concern remains whether these lecturers, especially digital immigrant/veteran ones are really ready to embrace their changing roles and integrate these 21st century technologies and skills in their professional practices. The

problem of this study is that some business education lecturers may not be aware of their digital readiness in terms of their digital competencies which if not addressed could affect their ability to use digital technologies in enhancing students' acquisition of skills for gainful employment. This could worsen the already high unemployment rate of business education graduates in Nigeria especially in Anambra and Imo States. Based on this background, this study gauged the digital readiness of business education lecturers to enhance students' skill acquisition for gainful employment in Anambra and Imo States.

Research Questions

The following research questions guided the study**,**

1. To what extent do business education lecturers possess technology and digital resource competencies for enhancing students' skill acquisition for gainful employment in Anambra and Imo States?
2. To what extent do business education lecturers possess digital pedagogy competencies for enhancing students' skill acquisition for gainful employment in Anambra and Imo States?
3. To what extent do business education lecturers possess professional engagement competencies for enhancing students' skill acquisition for gainful employment in Anambra and Imo States?

Null Hypotheses

The following null hypotheses were tested at 0.05 level of significance;

1. There is no significant difference in the mean ratings of business education lecturers on the extent technology and digital resource competencies are possessed for enhancing students' skill acquisition for gainful employment in Anambra and Imo States based on years of work experience.
2. Business education lecturers do not differ significantly in their mean ratings on the extent digital pedagogy competencies are possessed for enhancing students' skill acquisition for gainful employment in Anambra and Imo States based on years of work experience.
3. There is no significant difference in the mean ratings of business education lecturers on the extent professional engagement competencies are possessed for enhancing students' skill acquisition for gainful employment in Anambra and Imo States based on years of work experience.

Method

The study adopted descriptive survey research design. The study was carried out in Anambra and Imo States using 139 business education lecturers in the five public tertiary institutions that offer business education in Anambra State as at June 2022. The institutions include: Nnamdi Azikiwe University (21); Chukwuemeka Odumegwu Ojukwu University, Igbariam Campus (6); Nwafor Orizu College of Education, Nzugbe (16), Federal College of Education (Technical) Umunze (67) and Alvan Ikoku Federal College of Education, Owerri (29). The entire population was studied using census sampling technique since the population was manageable and accessible to the researcher. Structured questionnaire tittled "Business Education Lecturers' Digital Readiness for Students' Skill Acquisition (BELDR-SSA)" was used for data collection. The questionnaire consisted of two sections A and B. Section A contained item on demographic information of the respondents such as years of work experience while Section B contained 22 items according to the research questions. The instrument was structured on a five point rating scale of Very Highly Possessed (VHP), Highly Possessed (HP), Moderately Possessed (MP), Lowly Possessed (LP) and Not Possessed (NP). Face and content validity of the instrument was ascertained using three experts - two from the field of

business education and one expert in measurement and evaluation. The reliability of the instrument was carried out using pilot-test and data collected were analyzed with Cronbach Alpha formula to determine the internal consistency of the instrument and correlation coefficients of .79, .83 and .88 obtained for clusters B1 to B3 respectively with an overall index of .83. The researchers with the help of two research assistants adequately briefed administered the instrument to the respondents. On the spot distribution and collection was employed and those who did not fill theirs immediately were revisited on another agreed date. Out of 139 copies of questionnaire distributed, 130 were correctly filled and returned and used for data analysis. Mean and standard deviation were used to answer the research questions while t-test was used to test the null hypothesis. A null hypothesis was rejected where the p-value is less than the significant level; otherwise the null hypothesis was accepted.

Results

Research Question 1

To what extent do business education lecturers possess technology and digital resource competencies for enhancing students' skill acquisition for gainful employment in Anambra and Imo States?

(Fig.1. Legend, Table 1. Legend): Respondents' mean ratings and standard deviation on extent business education lecturers possess technology and digital resource competencies for enhancing students' skill acquisition for gainful employment.

S/N	Technology and digital resource competencies	X	SD	Remarks
	Ability to:			
1	use search engines, social media websites and email to findpeople and resources for collaborative projects	2.59	.58	Moderately Possessed
2	use ICT to enable student communication and collaborationwith fellow students, peers and the wider community	2.61	.77	Moderately Possessed
3	browse the internet to source for information and exchange information online	2.52	.61	Moderately Possessed
4	create, modify and manage digital educational resources	2.00	.71	Lowly Possessed
5	protect personal data in accordance with data protection regulations and compliance with copyright laws when modifying and publishing digital resources	1.59	.64	Very Lowly Possessed
6	use and administerthe digital content responsibly	1.50	.72	Lowly Possessed
7	use open-ended software packages appropriate to course content areas	2.19	.81	Lowly Possessed
8	use web resources in support of project/problem-basedlearning,	2.21	.50	Lowly Possessed
	Cluster Mean	**2.15**		**Lowly Possessed**

Data in Table 1 show that out of the eight technology and digital resource competencies listed, respondents rated items 1, 2 and 3 highly possessed with mean scores ranging between 2.52 and 2.59. four items (items 4, 6, 7 and 8) with mean scores ranging between 1.50 and 2.21 are rated lowly possessed while the remaining one item was rated very lowly possessed. The cluster mean score of

2.15 shows that on the whole business education lecturers lowly possessed technology and digital resource competencies for enhancing students' skill acquisition for gainful employment in Anambra and Imo States. The standard deviation for all the items range from .59 to .81 meaning that the respondents are not wide apart in their mean responses.

Research Question 2

To what extent do business education lecturers possess digital pedagogy competencies for enhancing students' skill acquisition for gainful employment in Anambra and Imo States?

(Fig.2. Legend, Table 2. Legend): Respondents' mean ratings and standard deviation on extent business education lecturers possess digital pedagogy competencies for enhancing students' skill acquisition for gainful employment

S/N	Digital Pedagogy Competencies	$\bar{X}$	SD	Remarks
	Ability to:			
9	use digital technology to help in the teaching-learning processes	3.00	.57	Moderately Possessed
10	use digital resources to engage the students in face-to-face, mixed and online learning	1.61	.84	Lowly Possessed
11	use ICT to design teaching and learning unit plans and activities	2.62	.41	Moderately Possessed
12	use ICT to identify complex, real-worldproblems	1.60	.66	Lowly Possessed
13	use ICT to design and implement collaborative, project-based unit plans and classroom activities	1.63	.52	Lowly Possessed
14	use project-based learning and ICT tools to support studentthinking and social interaction	2.40	.72	Lowly Possessed
15	use open-ended tools and subject-specific applications tosupport student collaboration	1.66	.55	Lowly Possessed
	Cluster Mean	**2.07**		**Lowly Possessed**

Data in Table 2 show that out of the seven digital pedagogy competencies listed, items 9 and 11 with mean scores of 2.62 and 3.00 are moderately possessed while the remaining five items (items 10, 12, 13, 14 and 15) with mean scores ranging between 1.60 and 2.40 are lowly possessed by respondents for enhancing students' skill acquisition. The cluster mean score of 2.07 shows that on the whole business education lecturers lowly possessed digital pedagogy competencies for enhancing students' skill acquisition for gainful employment in Anambra and Imo States. The standard deviation for all the items range from .41 to .84 meaning that the respondents are not wide apart in their mean responses.

Research Question 3

-To what extent do business education lecturers possess professional engagement competencies for enhancing students' skill acquisition for gainful employment in Anambra and Imo States?

(Fig.3. Legend, Table 3. Legend): Respondents' mean ratings and standard deviation on extent business education lecturers possess professional engagement competencies for enhancing students' skill acquisition for gainful employment

S/N	Professional Engagement Competencies	$\bar{X}$	SD	Remarks
	Ability to:			
16	use digital technologies to interact professionally with colleagues	3.09	.61	Moderately Possessed
17	use digital technologies to interact professionally with students	2.51	.74	Moderately Possessed
18	use digital technologies to interact professionally with, parents and different agents of the educational community	1.54	.70	Lowly Possessed
19	Constantly reflect on the use of digital competences in educational environments	2.60	.68	Moderately Possessed
20	commit to developing digital competences through online training	3.63	.72	Highly Possessed
21	commit to developing digital competences through the active search for different educational resources online	3.40	.62	Moderately Possessed
22	seek for more solutions and strategies to help lecturers enhance their teaching and working processes in a school environment	2.51	.75	Moderately Possessed
	Cluster Mean	**2.75**		**Moderately Possessed**

Data in Table 3 show that item 20 with mean score of 3.63 is highly possessed, items 16, 17, 21 and 22 with mean scores ranging between 2.51 and 3.40 are moderately possessed while the remaining one item (item18) with mean score of 1.54 is lowly possessed The cluster mean score of 2.75 shows that on the whole business education lecturers moderately possessed professional engagement competencies for enhancing students' skill acquisition for gainful employment in Anambra and Imo States. The standard deviation for all the items range from .61 to .75 meaning that the respondents are not wide apart in their mean responses.

Hypothesis 1

There is no significant difference in the mean ratings of business education lecturers on the extent technology and digital resource competencies are possessed for enhancing students' skill acquisition for gainful employment in Anambra and Imo States based on years of work experience.

(Fig.4. Legend, Table 4. Legend): Summary of t-test analysis of significant difference on the extent they possess technology and digital resource competencies for enhancing students' skill acquisition for gainful employment based on years of working experience

Years of Experience	N	$\bar{X}$	SD	df	t-value	P-value	Decision
6 years and Above	81	2.36.	.61	128	.62	1.00	Not Significant
1-5 Years	49	2.20	.72				

The results in Table 4 show a T-value of .62 at 128 degree of freedom with a p-value of 1.00. Since the p-value of 1.00 is greater than the criterion value of .05 (P-value = 1.00> .05), the null hypothesis

is accepted. This means that there is no significant difference in the mean ratings of business education lecturers on the extent technology and digital resource competencies are possessed for enhancing students' skill acquisition for gainful employment in Anambra and Imo States based on years of work experience.

Hypothesis 2

Business education lecturers do not differ significantly in their mean ratings on the extent digital pedagogy competencies are possessed for enhancing students' skill acquisition for gainful employment in Anambra and Imo States based on years of work experience.

(Fig.5. Legend, Table 5. Legend): Summary of t-test analysis of significant difference on the extent business education lecturers possess digital pedagogy competencies for enhancing students' skill acquisition for gainful employment based on years of working experience

Years of Experience	N	$\bar{X}$	SD	df	t-value	P-value	Decision
6 years and Above	81	1.76.	.61	128	1.00	1.04	Not Significant
1-5 Years	49	1.64.	.72				

The results in Table 5 show a t-value of 1.00 at 128 degree of freedom with a p-value of 1.04. Since the p-value of 1.04 is greater than the criterion value of .05 (P-value = 1.04> .05), the null hypothesis is accepted. This means that business education lecturers do not differ significantly in their mean ratings on the extent digital pedagogy competencies are possessed for enhancing students' skill acquisition for gainful employment in Anambra and Imo States based on years of work experience.

Hypothesis 3

There is no significant difference in the mean ratings of business education lecturers on the extent professional engagement competencies are possessed for enhancing students' skill acquisition for gainful employment in Anambra and Imo States based on years of work experience.

Fig.6. Legend, Table 6. Legend): Summary of t-test analysis of significant difference on the extent business education lecturers possess professional engagement competencies for enhancing students' skill acquisition for gainful employment based on years of working experience

Years of Experience	N	$\bar{X}$	SD	df	t-value	P-value	Decision
6 years and Above	81	3.61.	.61	128	1.03	.01	Significant
1-5 Years	49	3.44	.72				

The results in Table 6 show a t-value of 1.03 at 128 degree of freedom with a p-value of .01. Since the p-value of .01 is less than the criterion value of .05 (P-value = .01< .05), the null hypothesis is rejected. This means that there is a significant difference in the mean ratings of business education lecturers on the extent professional engagement competencies are possessed for enhancing students' skill acquisition for gainful employment in Anambra and Imo States based on years of work experience.

Discussion of Findings

Findings of the study showed that business education lecturers lowly possessed technology and digital resource competencies for enhancing students' skill acquisition for gainful employment in Anambra and Imo States. The findings of this study agreed with that ofAdeoye, Adanikin and Adanikin (2020) who found that most Nigerian lecturers do not possess enough digital competencies required to effectively use digital technologies in instructional delivery. In agreement, Owo and Udoka (2021) regretted that most lecturers in Nigerian tertiary institutions possess low digital competencies which hinder them from effectively equipping students with skills for gainful employment. The findings of this study could be attributed to inadequate or lack of digital in-service training and re-training programmes available to business education lecturers to leverage on to improve their competencies in integrating technology and digital resources in classroom processes. Similarly, it could be that most business education lecturers do not seek for additional digital skills acquisition training programmes to update their digital readiness to use digital technologies in teaching and learning. Onwuagboke, Singh and Fook (2015) agreed that most business educators are not digitally ready as they lack pre-requisite competencies to utilize digital technologies in teaching business education courses. Findings of this study also revealed that there was no significant difference in the mean ratings of business education lecturers on the extent technology and digital resource competencies are possessed for enhancing students' skill acquisition for gainful employment in Anambra and Imo States based on years of work experience. It could be that both experienced and inexperienced business education lecturers are not adequately digitally trained or retrained which perhaps influenced their uniformity in their mean ratings. The findings of this study however is in contrast with the report of Beneyto-Seoane and Collet-Sabé (2018) that educators' work experience is a fundamental factor for the development of teacher digital competencies.

Findings of the study also indicated that business education lecturers lowly possessed digital pedagogy competencies for enhancing students' skill acquisition for gainful employment in Anambra and Imo States. The findings concur with that of Gachinu (2016) who reported that the number of business education lecturers in tertiary institutions who are skilled in utilizing digital technologies in pedagogy was significantly low. Gachinustated that few business education lecturers had training in areas of utilizing ICT for effective adoption and use in teaching. Igbongidi (2018) observed that most business educators have some difficulties in using digital technologies in pedagogy. Igbongidi noted that the present business educators are those that are somehow digital ready as they fall into the digital natives while the veterans are digital immigrants who have been in the system years before the introduction of digital technologies in education are far behind in their digital readiness. Perifanou, Economides and Tzafilkou(2021) reported that teachers hardly used digital tools for teaching activities such as feedback andfinal evaluation of the students, or revising the educational resources.The findings further showed that business education lecturers do not differ significantly in their mean ratings on the extent they possess digital pedagogy competencies for enhancing students' skill acquisition for gainful employment in Anambra and Imo States based on years of work experience. This could be attributed to lack of meaningful digital training programmes in business education departments in tertiary institutions which makes it impossible for business educators irrespective of years of working experience to up-date their digital competencies to use new technologies in pedagogy. However, in disagreement, Hernando and Masanet (2019) found that that the teacher's work experience is a significant factor in their digital competencies.

Findings of the study revealed that business education lecturers moderately possessed professional engagement competencies for enhancing students' skill acquisition for gainful employment in Anambra and Imo States. It could be that some tertiary institutions in Anambra and Imo States have organized some training programmes for business educators on area of skills in using technologies for professional engagement or that some business education lecturers have sought for

some additional digital professional engagement competencies without waiting for their institutions to do so. This could be the reason for their possession of the competencies to a moderate extent. In agreement, Perifanou, Economides and Tzafilkou (2021) reported that teachers mostly used digital tools for some professional engagements such as interacting and communicating with colleagues and students. Findings of the study also showed that there is a significant difference in the mean ratings of business education lecturers on the extent professional engagement competencies are possessed for enhancing students' skill acquisition for gainful employment in Anambra and Imo States based on years of work experience. This finding is in consonant with the findings of Ghomi and Redecker (2019) which found that teachers who are experienced differ with less experienced ones on their digital competencies. Ghomi and Redecker noted that teachers who have had more years of experience in using digital technologies in teaching will likewise be more fluent in doing so, and therefore, more digitally competent.

Conclusion

To ensure that digital technologies are integrated into business education programmeso as to enhance students' skill acquisition for gainful employment, business education lecturers need to be digitally ready in terms of possessing digital competencies to use these tools in instructional processes. The findings of this study revealed that business education lecturers in Anambra and Imo States moderately possessed digital professional engagement competencies while they lowly possessed technology and digital resource, and digital pedagogy competencies for enhancing students' skill acquisition. Based on the findings of this study, the researcher conclude that business education lecturers are still not digitally ready to use digital technologies in enhancing students' skill acquisition for gainful employment.

Recommendations

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

1. Authorities of tertiary institutions should periodically organize ICT training workshops on digital resource competencies covered in this study for the benefit of business education lecturers. This will enable the lecturers to update their skills in order to teach effecttively.
2. Business education departments in the tertiary institutions should organize regularly digital competency training programmes for their lecturers to enable them up-date their competencies in utilization of digital technologies for training of business education students. This will enable the students to acquire digital skills competencies to enable them fit into modern office upon graduation from school.
3. Business teacher education training institutions where business educators are trained should incorporate digital competencies in their curriculum and ensure that trainees acquire these competencies before graduation. This will make the trainees to be digitally ready to use new technologies in their professional practices when employed inschools.

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UTILIZATION OF ENTREPRENEURSHIP TRAINING OPPORTUNITIES BY STUDENTS FOR SELF-SUSTAINABILITY: THE CASE OF FEDERAL POLYTECHNIC, NEKEDE, OWERRI, IMO STATE, NIGERIA

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Abstract

The study was carried out to determine the extent of utilization of entrepreneurship training opportunities by students for self-sustainability. Descriptive survey design was adopted for the study. Three research questions guided the study. The population of the study comprised four hundred (400) final year Higher National Diploma (HND) students from School of Business and Management Technology (SBMT). systematic sampling technique was adopted to sample 247 HND II students representing 62% of the population. A four Point Likert Rating Scale questionnaire was the instrument used for data collection. The instrument was validated by two experts in School of Business and Management Technology and one expert in Technology Entrepreneurship Development Centre in Federal Polytechnic Nekede Owerri. Mean and Standard Deviation were the statistical tools used to analyze the data while Cronbach Alpha Reliability Test (CART) was used to determine the internal consistency of the instrument which yielded reliability co-efficient value of 0.77 showing that the instrument for the study was reliable. The results of the data indicated amongst others that entrepreneurship training opportunities by HND II students are available and are utilized at high extent. It was therefore concluded that entrepreneurship training opportunities are available at Federal Polytechnic Nekede Owerri, and the students are interested in utilizing the knowledge and skills acquired when they graduate. Based on the findings of the study, it was recommended that tertiary institutions should consolidate entrepreneurship training in such a manner that students would develop more positive attitude with good mind-set of becoming entrepreneurs, self-sustained or secure paid employment after graduation. Secondly, Government assistance to graduates in the form of soft loans and good access road are other ways of ensuring that the diverse entrepreneurial skills acquired from school could be put into productive use.

Keywords: *Entrepreneurship, Training, Opportunities, Skills, Utilization, Self-Sustainability, paid employment*

Introduction

Entrepreneurship training is the education that is aimed at inculcating into students the awareness, skills and attitudes required for creating new small business ventures for self-employment, (Iwuamadi, Ofoegbu &Ajeka, 2017). It focuses on developing understanding and capacity for pursuit of entrepreneurial behaviours, skills and attributes in different contexts. These behaviours can be practiced, developed, and learned. UNESCO (2008) stated that entrepreneurship education consists of all kinds of experiences that give students ability and vision of how to access and transform opportunities of different kinds into profitable economic ends. This definition sees entrepreneurship training as a means of developing a business ability and vision in an individual. Ability and vision in this case speak of foresight, competencies and acumen for profitability in business.

Furthermore, Entrepreneurship has been recognized as one of the necessary conditions for economic development and empowerment. In Nigeria, entrepreneurship training, amongst other things, seeks to provide graduates with knowledge, skills and attitude required to work and earn a living. According to Ezeonwurie (2017), entrepreneurship is a lifelong learning which is essential to the competitiveness of every knowledge-based economy. Lifelong learning is an ongoing voluntary and self-motivated pursuit of knowledge for either personal or professional reasons, which enhances not only social inclusion, active citizenship and personal development, but also self-employment and employability (Wikipedia, 2018).

Due to the inability of graduates to secure jobs after graduation and the high rate of unemployment across the nation, it becomes imperative that the students of tertiary institutions acquire entrepreneurial skills in order to become relevant and add value to the nation's economy. Ekpo (2010), in a study carried out by the Federal Ministry of Education from 2005-2010 showed that seventy one percent (71%) of graduates from Nigeria Universities and other forms of tertiary institutions are yet to secure job. Salami (2013) blamed the high rate of university graduate unemployment on lack of collaboration between lecturers and students bearing in mind methods of pedagogy delivery. In a similar development, Nwachukwu (2012) reported that Economic survey in 2011 doted unemployment rate in Nigeria at 23.9%. Put differently, over 38 million Nigerians are unemployed. It is disturbing to acknowledge that a greater number of these percentages are graduates from Nigeria universities, polytechnics and colleges of education.

In order to make Nigerian graduates more resourceful and self-reliant, the Federal Government in 2006 directed Nigeria Higher Education Institutions (HEIs) to include Entrepreneurship Education (EEd) as a compulsory course for all students with effect from the 2007/2008 academic session, (Aliu, 2008) which led to the inclusion of EEd in the curriculum of all universities and other higher education in Nigeria. Westerholm and Takanen-kor Perich (2018) agreed that Entrepreneurship, as well as starting business met with much success in National government policies due to its ability to drive creativity, innovation, competitiveness and growth which are key component in any sovereign country's welfare. Most of the universities, polytechnics and colleges of education now have a centre for entrepreneurship education in their respective institutions. This became expedient so that the endemic problem of unemployment facing the nation could be solved. Thus, entrepreneurship education has been made compulsory at the three levels of tertiary education irrespective of students' areas of specialization (Yahaya, 2014). Despite this intervention, unemployment is still devastating.

Scholars in their opinions have supported the need for higher institutions to inculcate entrepreneurial mindsets into their products to make the students self-sustainable after graduation. This statement is in line with Airebanmen (2004), as according to her, self-reliance requires that

people depend first and foremost on their own ingenuity, resourcefulness and natural resources to achieve the material condition for them. Nwanaka and Amaewhule (2011) are of the view that Nigeria's social and economic problems will be drastically reduced if students are given adequate vocational training in skills, raw materials, machineries and equipment. To Maigida, Saba and Namkere (2013), the modern world economy requires innovation, training, reinventing in vocational education and entrepreneurship training that will significantly favor the youths. Dhenak (2010) laments that though there is abundant labor supply yet there is generally scarcity of skills at all levels of socio-economy.

Statement of the Problem

There is no doubt that joblessness and unemployment continue to grow unabated in Nigeria due to lack of entrepreneurship and vocational skills. Nwangwu (2000) in his view supported entrepreneurship education and argued that graduates with adequate skills and training will be creative and innovative in identifying noble business opportunities. In a similar way, Isiaka in Nwosu (2017) viewed entrepreneurship skills as abilities to develop human capital formation. In his opinion, Isiaka stated that "human capital" includes skills and knowledge; while machines, tools, land improvement, breeding stock and so on constitutes "physical capital". Isiaka went further to state categorically that the coming together of these two is what makes entrepreneurship education an attractive, complete and practical course. This therefore suggests that the provision of physical capital is a necessary ingredient that will enable graduates to start-up businesses on their own, no matter how small, without having to wait for the government to provide them with jobs. This would alleviate poverty, reduce unemployment and societal crimes such as kidnapping, human-trafficking and political thuggery among others which are prevalent in our society today. Entrepreneurship teacher must be seen to be versatile, flexible to be able to come into reality with the ever-changing business environment as to be able to direct the minds of students as is appropriate.

Furthermore, Skills and knowledge are the engines of economic growth and social development of any country. Countries with higher and better levels of knowledge and skills respond more effectively and promptly to challenges and opportunities of globalization. Thus, this study investigated the extent to which students utilize the available entrepreneurship training opportunities, and whether or not these entrepreneurship training opportunities stir up self-sustainability initiatives.

Research Questions

1. What are the available entrepreneurship training opportunities provided by the institution for the students?
2. What is the extent of the utilization of each of the available entrepreneurship training opportunities by students?
3. What are the support programs available to the students that would add value to the entrepreneurship training opportunities provided?

Methods

Descriptive survey design was adopted for the study. The researcher considered this design appropriate for the study since it intended to collect data from HND II students of School of Business and Management Technology (SBMT), Federal Polytechnic, Nekede, Owerri as basis for

generalization. The population of the study comprised 400 students spanning across eight departments in the School of Business and Management Technology which included Office Technology and Management, Accountancy, Cooperative Economics and Management, Business Administration and Management, Marketing, Banking and Finance, Public Administration and Procurement and Supply Chain Management. The researchers chose final year HND students because Entrepreneurship Education courses are seen to be domiciled in the business school. This was to establish the facts of Zunaed (2011) that business education is all embracing, ranging from entrepreneurship education to basic business processes which are among the basic vocational practices. Secondly, the researchers wanted to determine whether business students have interest in the utilization of the entrepreneurship opportunities available to them in the institution. A sample size of 247 (62%) was taken and a well-structured questionnaire titled Utilization of Entrepreneurship Training Opportunities by Students for Self-Sustainability Questionnaire (UETOSSSQ) was administered to this number and collected with the help of three research assistants. The questionnaire was validated by two experts in School of Business and Management Technology (Office Technology and Management (OTM), and Cooperative Economics and Management (CEM)) and one expert in Technology Entrepreneurship Development Centre (TEDC) in Federal Polytechnic Nekede Owerri. The three experts went through the questionnaire items and made corrections. The corrections were strictly adhered by the researchers.

A 70- item structured questionnaire was used to gather data for the study in this order. 31 items were to find out the availability of the entrepreneurship training opportunities, the same number of items were used to determine the extent of utilization of the available entrepreneurship training opportunities and 8 items were to identify actual support programs provided for the students. The questionnaire was structured on a four-point rating scale with response categories as “Very High Extent”, “High Extent”, Low Extent, and “Very Low Extent”. Two hundred and forty-seven (247) copies of questionnaire distributed were retrieved and used for data analysis. The research questions were answered using mean ratings and standard deviation. In analyzing the data, 3.50 to 4.0 were regarded as Very High Extent, 2.50 to 3.49 as High Extent, 1.50 to 2.49 as Low Extent, and 0.50 to 1.49 as Very Low Extent. Mean and Standard Deviation were the statistical tools used to analyze the data while Cronbach Alpha Reliability Test (CART) was used to determine the internal consistency of the instrument which yielded reliability co-efficient value of 0.77 showing that the instrument for the study was reliable.

Results

Research Question 1:

1. What are the entrepreneurship training opportunities available to HND II students of SBMT?

Table 1: Mean responses on the entrepreneurship training opportunities available to students of SBMT

S/N	Extent of Utilization of entrepreneurship training opportunities by students	Mean Deviation	Deviation	Squared	Remarks
1.	Bead making	2.98	0.37	0.1367	HE
2.	Paint making	3.09	0.51	0.2601	HE
3.	Bar soap production	2.89	0.31	0.0961	HE
4.	Liquid soap production	2.93	0.35	0.1225	HE

5.	Perfume/Air freshener	2.92	0.34	0.1156	HE
6.	Cake making	2.84	0.26	0.0676	HE
7.	Chin Chin production	2.82	0.24	0.0576	HE
8.	Burger/Meat pie/Fish pie	2.68	0.10	0.0100	HE
9.	Tailoring (Fashion design)	2.72	0.14	0.0196	HE
10.	Disinfectant production	2.67	0.09	0.0081	HE
11.	Knitting (cardigan/sweater)	2.55	-0.03	0.0009	HE
12.	Decoration/Event Management	2.58	0	0	HE
13.	Headgear preparation	2.54	-0.04	0.0016	HE
14.	Hair dressing	2.58	0	0	HE
15.	Barbing	2.81	0.23	0.0529	HE
16.	Computer maintenance	2.73	0.15	0.0225	HE
17.	Rapping/MC/Music	2.61	0.03	0.0009	HE
18.	CCTV/Security Camera installation Network	2.70	0.12	0.0144	HE
19.	Fresh fruit production	2.65	0.07	0.0049	HE
20.	Bread making	2.52	-0.06	0.0036	HE
21.	Tie dye/batik	2.47	-0.11	0.0121	LE
22.	Screen printing	2.41	-0.17	0.0289	LE
23.	Binding	2.38	-0.20	0.0400	LE
24.	Lithography	2.36	-0.22	0.0484	LE
25.	Computer networking	2.31	-0.27	0.0729	LE
26.	Snailry	2.18	-0.40	0.1600	LE
27.	Photography	2.26	-0.32	0.1024	LE
28.	Hat making	2.25	-0.33	0.1089	LE
29.	Yam and wheat flour production	2.15	-0.43	0.1849	LE
30.	Leather work	2.19	-0.39	0.1521	LE
31.	Ankara bags/shoe making	2.09	-0.49	0.2401	LE
	Mean of Means	**2.58**		**2.1463**	

Data in Table 1 indicated the mean ratings of availability of entrepreneurship training opportunities to students. Items No. 1-20 rated as high extent (HE) while items No. 21-31 rated as low extent (LE).

The “mean of means” for availability of entrepreneurship training opportunities by the HND II students of school of business and management technology is 2.58 indicating high extent (HE). This means that entrepreneurship training opportunities by HND II students of business and management technology are available at high extent (HE).

Research Question 2
What is the extent of utilization of the entrepreneurship training opportunities by students?

Table 2: Mean responses on the extent of utilization of entrepreneurship opportunities by students

S/N	Extent of Utilization of entrepreneurship Training opportunities by students	Mean	Deviation	Squared Deviation	Remarks
32.	Bead making	2.87	0.15	0.0225	HE
33.	Paint making	3.00	0.28	0.0784	HE
34.	Bar soap production	2.95	0.23	0.0529	HE
35.	Liquid soap production	2.98	0.26	0.0676	HE
36.	Perfume/Air freshener	2.80	0.08	0.0064	HE
37.	Cake making	2.92	0.20	0.04	HE
38.	Chin chin production	2.96	0.24	0.0576	HE
39.	Burger/Meat pie/Fish pie	2.77	0.05	0.0025	HE
40.	Tailoring (Fashion design)	2.87	0.15	0.0225	HE
41.	Disinfectant production	2.74	0.02	0.0004	HE
42.	Knitting (cardigan/sweater)	2.62	-0.10	0.01	HE
43.	Decoration/Event Management	2.86	0.14	0.0196	HE
44.	Headgear preparation	2.54	-0.18	0.0324	HE
45.	Hair dressing	2.64	-0.08	0.0064	HE
46.	Barbing	2.79	0.07	0.0049	HE
47.	Computer maintenance	2.54	-0.18	0.0324	HE
48.	Rapping/MC/Music	2.55	-0.17	0.0289	HE
49.	CCTV/Security Camera installation Network	2.56	-0.16	0.0256	HE
50.	Fresh fruit production	2.72	0	0	HE
51.	Bread making	2.58	-0.14	0.0196	HE
52.	Tie dye/batik	2.55	-0.17	0.0289	HE
53.	Screen printing	2.48	-0.24	0.0576	LE
54.	Binding	2.85	0.13	0.0169	HE
55.	Lithography	2.50	-0.22	0.0484	HE
56.	Computer networking	2.46	-0.26	0.0676	LE
57.	Snailry	2.76	0.04	0.0016	HE
58.	Photography	2.69	-0.03	0.0009	HE
59.	Hat making	2.89	0.17	0.0289	HE
60.	Yam and wheat flour production	2.69	-0.03	0.0009	HE
61.	Leather work	2.48	-0.24	0.0576	LE
62.	Ankara bags/shoe making	2.61	0.17	0.0289	HE
	Mean of means	**2.72**		**0.8399**	

Data in Table 2 indicated the mean rating of utilization of the entrepreneurship training opportunities by the students. Items 32-52, 54 – 55, 58 – 60 and item 61 rated High Extent while items 53, 56, and

59 Low Extent (LE). The mean of means for table 2 is 2.87 indicating high extent (HE). This means that entrepreneurship training opportunity is utilized by students at high extent in Federal Polytechnic Nekede, Owerri.

Research Question 3

What are the support programs available to the students that would add value to the entrepreneurship training opportunities?

Table 3: Mean responses of support programs available to students that would add value to the entrepreneurship training opportunities

S/N	Support programs provided for the students	Mean	Deviation	Squared Deviation	Remarks
63.	Institution's tailored program (SIWES)	2.73	0.11	0.0121	HE
64.	Special recognition to student(s) whose projects are outstanding to stimulate self-reliance	2.67	0.05	0.0025	HE
65.	Soft loan scheme to young entrepreneurs	2.69	0.07	0.0049	HE
66.	Proper mentoring relationship between successful entrepreneurs and the students	2.60	-0.02	0.0004	HE
67.	Creating enabling environment free from security threat, good access roads for SME to thrive	2.57	-0.05	0.0025	HE
68.	Removing bureaucracy such as unfair Taxation by the government to encourage young entrepreneurs	2.61	-0.01	0.0001	HE
69.	Public spirited Nigerians, civil society groups, and NGOs support to young entrepreneurs	2.59	-0.03	0.0009	HE
70.	Business plan competition organized by institution, successful entrepreneurs, corporate bodies like Tony Elumelu, Dangote etc.	2.52	-0.10	0.0100	HE
	Mean of Means		**0.0334**		

The result in Table 3 indicated the mean rating of support programs available to the institution, government, and the industries to add value to the entrepreneurship training opportunities by students after graduation. Items 63 to 70 rated as high extent. The means of mean from table 3 is 2.62 indicating high extent. This means that, if the institution, government, and industries support

entrepreneurship training opportunities programs, it would help the students to develop positive attitude with good mind-set of becoming entrepreneurs, self-sustained or secure paid employment thereby providing financial assistance to the students after graduation.

Discussion of the Findings

The result of the findings presented in Table 1 showed that the respondents agreed on the availability of the entrepreneurship training opportunities. This is in line with Yahaya (2014), who noted that entrepreneurship development serves as a mandatory program for the three levels of tertiary education irrespective of students' areas of specialization. Students are required to offer entrepreneurship training both as a general course and as compulsory course in their various departments. The aim being to ensure that students on graduation have acquired the necessary skills, knowledge and attitude to enable them set up their own businesses and run them effectively and successfully. The business students need to be trained to utilize the entrepreneurship training areas provided for them to be empowered to become self-sustainable upon graduation.

Results on Table 2 also agreed on the utilization of the entrepreneurship training opportunities by students. This is in harmony with Maigida, Saba and Namkere (2013), who were of the opinion that the modern world economy requires innovation, training, and re-invention. Furthermore, graduates of educational institutions must possess self-management, conceptual, critical analytical and life-long skills beyond the basic training that would significantly favour the youths.

Finally, results on Table 3 disclosed that the respondents agreed on all the items as the support programs that if they were provided for the students, it should help to develop the economy of the country. This is supported by Isiaka in Nwosu (2017) on the provision of physical capital that would help the graduates to start up business. Hence, create jobs to the graduates, and make them self-sustaining. The extent to which these support programs especially the financial aspects are made available to graduates is yet uncertain.

Conclusion

Based on the findings of the study, the paper concluded that entrepreneurship training opportunities are available at FPNO and the business students are interested in utilizing the knowledge and skills received upon graduation. The study concluded that the need for business lecturers to diversify in the various areas of entrepreneurial skills acquisition will help them to identify the areas of global competitiveness to impact positively on the students. The paper also concluded that the support programs available would also enhance job creation and self-sustainability. If tertiary institutions especially, Polytechnics empower their students by providing them with standard entrepreneurship centres to inculcate entrepreneurship training opportunities in the students outside their core courses/disciplines, unemployment, poverty and other social vices that are presently prevalent in the society would be greatly reduced.

Recommendations

1. Since many graduates are jobless in Nigeria, tertiary institutions should consolidate their entrepreneurship training in such a manner that students would develop positive attitude with good mind-set of becoming entrepreneurs or become self-sustained after graduation.
2. Government should provide enabling environment and map-out policies that would make the soft loans accessible to the young graduates who wish to start up enterprises without much stress.
3. The Polytechnic Management should encourage their students to put more interest in the items that are of high and low extents to bring out the best in their graduates. Management should also invite successful entrepreneurs such as our graduates who have excelled in their

various businesses, Tony Elumelu, Dangote Group of Companies among others to the institutions to share experiences as a way of mentoring and encouraging the students.

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DIGITAL LITERACY SKILLS ACQUISITION: ESSENTIAL TOOL FOR BUSINESS EDUCATORS' RELEVANCE IN TERTIARY INSTITUTIONS IN IMO STATE NIGERIA

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Abstract

This study focused on digital literacy skills acquisition as essential tool for business educators' relevance in tertiary institutions in Imo State Nigeria. Specifically, the study was designed to determine the digital skills that should be acquired by business educators, the constraints in the acquisition of digital skills and the likely solutions to the problems confronting business educators in the acquisition of digital skills for relevance in tertiary institutions in Imo State Nigeria. Three research questions guided the study and one hypothesis was tested at 0.05 level of significance. The population of the study consists of the 56 business educators in tertiary institutions in Imo State where business education and office technology and management programme are offered. The entire population was used for the study since the number is small and relatively manageable, hence there was no sampling. A three sectioned research questionnaire was developed by researchers and validated by experts. The results of the analyses revealed that digital literacy skills acquisition remains essential tool for business educators' relevance in tertiary institutions in Imo State; that acquisition of digital literacy skill by business educators has suffered a lot of constraints, however concert efforts will adequately address the problems. Based on the findings, it was recommended that every business educator should take personal responsibility to ensure the he/she is acquires relevant digital skills essential to remain relevant in the current scheme of things

***Keywords**: Digital literacy, skill acquisition, business educators, relevance*

Introduction

Education is the bedrock for survival, growth and development of any society. It is relevant to individual and societal growth and contributes significantly to the economic, social, political and cultural development of the human society world-wide. This is why Okolocha and Odimmega (2019) described it as an instrument per excellence for sustainable national development and global competitiveness. It is a basic necessity of life and an important factor which brings about changes both in citizens and the nation. Education enables people to compete favorably with the best of the world and it has a long-standing connection with the economy. According to Agi and Yellow (2013), education is critical to the development of human resources, impartation of appropriate skills, knowledge and attitude. It is basic for transformation, industrialization and Socio-economic advancement.

Tertiary education in Nigeria recognize the fact that mastering the basic skills and concepts of new technologies as the core of education must be the major plank through which transformation agenda in education could be realized. This is because education is a catalyst for any meaningful change in the society. Education, according to Umoru (2015) is the tool for integration of individual effectively into a competitive society so that the individual can achieve self-realization, develop national consciousness, promote unity, and strive for social, economic, political, scientific, cultural and technological process. In the opinion of Ekwe, Udemba and Ojuro (2019) education is vital instrument that liberates the people from ignorance and stimulates development. From the forgoing, this can be achieved through business education programme.

Amoor (2010) noted that business education plays a significant role in the economic development by providing knowledge and skills to the learners, thereby, enabling them to adequately impart knowledge into others, and handle sophisticated office technologies and information systems. The goal of business education is primarily to produce competent, skillful and dynamic business teachers, office administrators and businessmen and women that will effectively compete in the world of work. It has as its primary aim, the preparation of people for roles in enterprises such roles could be as employees, entrepreneurs and employers or simply as self-employed.

This implies that business educators must be will equipped with the required skills and abilities to inculcate in its recipients attitudes, knowledge, skills, values that are required in the world of work. This is because no one can truly offer what he/she does not have. Therefore if students must be equipped with relevant skills and competence to meet the ever changing world of work, skill acquisition among business educators are inevitable. Business educators according to Enang and Okute (2019) will need to meet the demands of the global economy by exemplifying and embedding in instruction, the mastery of these skills, also known as the 21st century skills such as (critical thinking, technological skills, leadership skills, collaboration and teamwork, creativity, ICT and entrepreneurial skills) through infusing these strategies that they are encouraging their students to excel in. educators will have to take conscious efforts to communicate and collaborate with each other and with students, become flexible with managing new classroom dynamics; be able to support and enable independent student learning, and be willing to adapt their teaching styles to accommodate new pedagogical approaches to learning. In essence, teachers will need professional development and strong support systems to acquire required digital skills for continued relevance in tertiary institutions.

Digital literacy skills refer to an individual's ability to find, evaluate, and clearly communicate information through typing and other media on various digital platforms It is evaluated by an individual's grammar, composition, typing skills and ability to produce text, images, audio and designs using technology (Wikipedia, 2021). Digital literacy skills according to Katz in Salifu (2019) refer to specific abilities in the use of electronic office gadgets that are required for effective office operation and administration. California Emerging Technology Fund (2008) defined that the digital literacy is ability to use digital technology and communications tools, and/or networks to access, manage, integrate, evaluate, create and communicate information in order to function in a knowledge society. Ilomäki, Kantosalo, and Lakkala (2011) stated that the digital competence is the most recent concept describing technology-related skills. In recent years, several terms have been used to describe the skills and competence of using digital technologies, such as ICT skills, technology skills, information technology skills, 21st century skills, information literacy, digital literacy, and digital skills (Piatip, Chantana and Paitoon, 2015).

Digital skills make the differences between updated soft-skilled business education graduates and out-dated skilled business education graduates. Digital skills cover all the electronic office competencies needed by office employees. Digital skills are the skills one needs to study and work in our fast-evolving digital world. Such skills and capabilities according Salifu (2019) include: learning

how to use and adapt the right digital devices, applications, software and systems, finding, reviewing, organizing and sharing information effectively.

The acquisition of digital skills is a means of increasing the productive power of nations. This is important because when efficient and skilful hands are employed in any field of human endeavour, high productivity is usually achieved. Economically, maximum skills acquisition by business education lecturers and others will help to enrich the Nigerian society and in this way, make possible sustainable development. Udo and Bako (2014) opined that a rich nation is one that is capable of meeting the economic, social, moral and political needs of the citizenry.

The 21st century economy needs highly trained and skilled human capital. Educational institutions are required to turn out qualified graduates to meet the needs of employers and national development through the inculcation of relevant skills. The goal of business education is to provide students with hands-on, technical training that prepares them for the rapidly evolving 21st century workforce. With continued development of new telecommunication gadgets and devices business education graduates must be prepared to learn new and modern technologically oriented office procedures. Renaissance (2019) observed that business educators must shift their focus more on digital literacy skills in school because today students are looking to the internet as a key source of information. Students who are digitally literate know to find and consume digital contents. The author maintained that digital literacy skills enable business teachers and students to understand the basic internet safety such as creating strong passwords, understanding and using privacy settings, and knowing what to share or not on social media. In today's digital world, nearly every career requires digital communication at some point so equipping student with the skill to effectively and responsibly find, evaluate, communicate, share online contents is key to their future.

In a similar remark, Salifu (2019) posited that as new business and opportunities spring daily, there is need for business educators to nurture their students well for the new challenges by acquiring digital skills for the use of these new technologies. In other words, business graduates who are not well equipped skillfully to face the new challenges occasioned by new technological advancement are sure to be embarrassed as their digital skill deficiencies will render them irrelevant in their discharge of routine office functions. Hence the present study is designed to find out the digital literacy skills essential for business educators to remain relevant in tertiary institutions in Imo State.

Statement of the Problem

Innovation in business and technology has created glaring need for teachers to acquire more skills in order to bring up the caliber of graduates that will fit squarely into the modern challenging work trends. Business education in this era of new technology requires competent business educators who are well equipped with current skills, knowledge and attitudes required in the business world.Therefore, business educators are expected to possess basic digital literacy skills which are considered essential for remarkable impact and relevance in the current scheme of things in tertiary institutions in Nigeria.

However, Nwokocha and Onwuchekwa (2014) maintained that despite the enthusiasm towards the use of digital technology, and the huge investment in the acquisition of these tools, the potentials of increased instructional effectiveness in academic relevance, the use of new technologies seem to have little impact in the classroom because some business educators are showing signs of apathy towards digital technologies. In a similar view Okoli and Wagbara (2016) noted that many teacher lack knowledge and skills to use digital technologies and in addition are not enthusiastic about the changes due to inadequate training to meet up with technological flux. Therefore, the concern of the study is to identify the digital literacy skills essential for business educators to maintain relevance in tertiary institutions.

Purpose of the Study

The main purpose of this study was to determine digital literacy skills acquisition essential for business educators' relevance in tertiary institutions in Imo State. Specifically, the study sought to determine

1. The digital skills that should be acquired by business educators for relevance in tertiary institutions in Imo State
2. The constraints in the acquisition of digital skills by business educators for relevance in tertiary institutions in Imo State
3. The likely solutions to the problems confronting business educators in the acquisition of digital skills for relevance in tertiary institutions in Imo State

Research questions

1. What are the digital skills that should be acquired by business educators to enhance relevance in tertiary institutions in Imo State?
2. What are the constraints faced in the acquisition of digital skills by business educators for enhanced relevance in tertiary institution in Imo State?
3. What are the likely solutions to the problems confronting business educators in the acquisition of digital skills for relevance in tertiary institutions in Imo State?

Hypothesis

1. There is no significance difference between the mean rating of male and female business educators on digital literacy skill acquisition as essential tool for business educators relevance in tertiary institutions in Imo State.

Method

The research design used for this study is survey design. The population of the study comprised 56 business educators in tertiary institutions in Imo State Nigeria where business education programmes are offered. The entire population was used for the study since the number is small and manageable, hence there was no sampling.

A 23 item questionnaire was used as instrument for the study. The research instrument has two parts – Part A and Part B. Part A contains information on the respondent's biographic data. Part B is divided into three sections in line with research questions raised for the study. The instrument was structured to elicit information from the assessment of respondents on a 4 point rating scale as follows:

Strongly Agreed	(SA)	4
Agreed	(A)	3
Disagreed	(D)	2
Strongly Disagreed	(SD)	1

The instrument was validated by three experts in business education while the reliability of the instrument was established using Cronbach alpha (α) reliability test and overall reliability coefficient of 0.89 was obtained. The questionnaire constructed was administered by the researcher to the respondents with the aid of research assistants. In analyzing the data collected from the instrument administered, simple mean was used to analyze the responses for research question while t-test was used to test the hypothesis formulated for the study. The Decision Rule is this: Any item with a mean rating that is equal to or greater than 2.5 was considered 'Agreed' while any item with a mean rating that is less than 2.5 was considered 'Disagreed'. The null hypothesis was tested using t-test statistics at $p<0.05$

Results
In analyzing the data for the study, the items were grouped according to the research questions.

Research Question 1
What are the digital skills that should be acquired by business educators to enhance relevance in tertiary institutions in Imo State?
To answer Research Question 1, data collected were analyzed and the results of the computation are shown in the table below:

Table 1: Respondents' Rating on Digital Skill Acquisitions

S/N	Items	*Mean*	Remark
1	Ability to use office application for creating, editing, revision and printing of text materials	3.38	Agreed
2.	Ability to use electronic image system to capture, store, process and retrieve images of documents.	3.32	Agreed
3.	Ability to use online terminals and electronic collaboration systems to organize and participate in zoom meeting and online functions.	2.92	Agreed
4.	Ability to create, email account and use same to send and receive messages with attachment.	3.28	Agreed
5.	Ability to access e-books, e-journals and other educational publications.	3.15	Agreed
6.	Ability to chat and share ideas with other academics through social media platforms to collaborate on problem solving.	3.62	Agreed
7.	Ability to deliver lectures through Reddit and skill soft application.	3.61	Agreed
8.	Responding properly to educational discussion through twitter and other similar platforms.	3.80	Agreed
	Grand Mean	**3.39**	**Agreed**

Source: Field Research Data (2022)

Table I above indicated digital literacy skills business educators should acquire to maintain relevance in tertiary institutions in Imo State. All the items received mean scores above the cut off-point of 2.50. Therefore, the respondents agreed with all the items in this clusters are digital literacy skills business educators should acquire to maintain relevance in tertiary institutions in Imo State

Table 2: Respondents' Ratings on Constraints to Digital Skill Acquisition

S/N	*Items*	*Mean*	*Remarks*
9	Poor anticipation of new skills by business educators	2.68	Agreed

10	Reluctance to take responsibility for self development by business educators.	3.22	Agreed
11	Inadequate collaboration with foreign colleagues	2.92	Agreed
12	Poor electronic and virtual infrastructures for digital skills acquisitions in schools.	3.28	Agreed
13	Poor network system and technical support	3.15	Agreed
14	Unwillingness to embrace change.	2.72	Agreed
15	Poor funding of education occasioned by little or no support from business community and government.	2.61	Agreed
16	Excess workload on business educators	2.80	Agreed
	Grand Mean	**3.05**	**Agreed**

Source: Field research data (2022)

The data in Table 2 presents the constraints to digital skill acquisition by business educators for enhanced relevance in tertiary institution in Imo State. All the items in this cluster received mean rating above the cut-off point of 2.50. Therefore, the respondents agreed that all the items in this clusters are the constraints to digital skill acquisition by business educatorsfor enhanced relevance in tertiary institution in Imo State.

Table 3: Respondents' Ratings on Solutions to the Problems

S/N	Items	Mean	Remarks
17	Building of meaningful digital literacy centers in schools	3.23	Agreed
18	Provisions digital skill resources for free	3.16	Agreed
19	Constant in-service training program like seminar, conferences, workshops on digital literacy or skill development	3.13	Agreed
20	Non-governmental organizations should collaborate with schools in the provision of digital resources	3.22	Agreed
21	Provision of adequate security for digital resources	2.70	Agreed
22	Acquirement of basic digital resources by every business educator	3.08	Agreed
23	Provision of stable power supply	3.07	Agreed
	Grand Mean	**3.08**	**Agreed**

Source: Field research data (2022)

The data in Table 3 indicate the likely solutions to the problems confronting business educators in the acquisition of digital skills for relevance in tertiary institutions in Imo State. All the items received mean rating above the cut-off point above 2.50. This implies that the respondents agreed that all the items in this cluster are the likely solutions to the problems confronting business educators in the acquisition of digital skills for relevance in tertiaryinstitutions in Imo State.

Test of Hypothesis

There is no significance difference between the mean rating of male and female business educators on digital literacy skill acquisition as essential tool for business educators relevance in tertiary institutions in Imo State.

Table 4

The Summary of the t-test Analysis of Business Educators' Mean Ratings on Digital Literacy Skill Acquisition as Essential Tool for Business Educators Relevance

N = 61

Gender	N	X	S	t-cal	α	Df	t-crit	Remark
Male	24	3.31	1.28					Not significant
Female	37	3.24	0.84	0.68	0.05	59	1.96	

The data in Table 4 revealed the t-test analysis of responses of male and female business educators on digital literacy skill acquisition as essential tool for business educators' relevance in tertiary institutions in Imo State with mean scores of 3.31 and 3.24 respectively. The t-calculated value of 0.68 is less than the t-tabulated value of 1.96 at 59 degree of freedom and 0.05 level of significance. Therefore, the null hypothesis was not rejected which implies that, there is no significance difference between the mean rating of male and female business educators on digital literacy skill acquisition as essential tool for business educators relevance in tertiary institutions in Imo State.

4 Discussion of Results

The results of the analysis of the data relating to the first research question indicated the digital literacy skills business educators should acquire to maintain relevance in tertiary institutions in Imo State. The findings revealed that the following digital literacy skills are essential for business educators' relevance in tertiary institutions in Imo State. They include ability to: use office applications for creating, editing, revision and printing of text materials, use electronic image system to capture, store, process and retrieve images of documents, use online terminals and electronic collaboration systems to organize and participate in zoom meeting and online functions, use online terminals and electronic collaboration systems to organize and participate in zoom meeting and online functions. Other digital literacy skills as revealed by the study include Ability to: use online terminals and electronic collaboration systems to organize and participate in online (zoom) meeting and online functions, chat and share ideas with other academics through social media platforms to collaborate on problem solving, respond properly to educational discussion through twitter and other similar platforms and deliver lectures through Reddit and skill soft applications

This was in line with Mshelia (2019) who held that in order to be relevant in today's global workplace, computer and digital skills are relevant for all business educators, students and secretaries as most business and office functions have been simplified through automation.

The result of the analysis of data with regard to the second research question indicated the constraints to digital literacy skill acquisition by business educators for enhanced relevance in tertiary institution in Imo State. The constraints according to the findings of the study include: poor anticipation of new skills by business educators, reluctance to take responsibility for self development, inadequate collaboration with foreign colleagues and poor electronic and virtual infrastructures for digital skills acquisitions in schools. Other constraints as revealed by the study include poor network system and technical support, unwillingness to embrace change, poor funding of education occasioned by little or no support from business community and government and excess workload on business educators. This result is in agreement with the position of Oyewole (2019) who observed that very little or no training is given to business education students in the use of internet and digital skills as a result of poor digital skill among educators, poor or non existent digital resource and infrastructure as well as limited time allocation for practical training.

The results of the analysis of the data relating to the third research question indicated the likely solutions to the problems confronting business educators in the acquisition of digital skills for relevance in tertiary institutions in Imo State. The study revealed that building of meaningful digital literacy centers in schools, constant in-service training program like seminar, conferences, workshops on digital literacy or skill development, involvement of non-governmental organizations to collaborate with schools in the provision of digital resources, provision of adequate security and stable power supply for digital resources utilization by business educators will go a long way in ameliorating the constraints confronting digital literacy skill acquisition among business educators.

This finding is supported by Emode (2018) who maintained that adequate provision of digital and ICT facilities, provision of periodic training and retraining of business educators, adequate funding of business education programme will address a number of challenges facing business education programme in Nigeria.

The result of analysis of data relating to the test of hypothesis revealed that there is no significance difference between the mean rating of male and female business educators on digital literacy skill acquisition as essential tool for business educators relevance in tertiary institutions in Imo State. This result is in line with the finding of Tang (2018) who held that basic digital literacy skills acquisition is very important for all lecturers irrespective of gender and programme.

Conclusion

Based on the findings of this study, it is concluded that digital literacy skills acquisition is essential for business educators to maintain relevance in tertiary institutions. Although, acquisition of digital literacy skill by business educators has suffered a lot of constraints, concert efforts such as building of meaningful digital literacy centers in schools, constant in-service training program, involvement of non-governmental organizations to collaborate with schools in the provision of digital resources, provision of adequate security and stable power supply for digital resources utilization by business educators will adequately address the limitations and reposition business educators and business education programme in line with digital realities in the global work place.

Recommendations

On the basis of the findings made and the conclusion, the following recommendations were made:

- Every business educator should take personal responsibility to ensure that he/she acquires relevant digital skills essential to remain relevant in the current scheme of things.

- Business educators should always update their knowledge on digital skills through researches, training, workshops and conferences to meet the current trends and professional demands of the present times.
- Tertiary institutions should also collaborate with governmental and non government organization to provide digital resource center and facilities in schools for quality skill acquisition among educators and students

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AVAILABILITY AND UTILIZATION OF SKILLS ACQUISITION RESOURCES FOR TEACHING AND LEARNING IN BUSINESS EDUCATION IN KWARA STATE

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Abstract

Acquiring skills by students of business education at various institutions is a paramount requirement for self-sustainability and society development. The study examined the availability and utilization of skills acquisition resources in business education in Universities in Kwara State. The study adopted descriptive survey research design. The study was conducted in universities in Kwara State. The population of the study comprised final year students of business education in Kwara State University (144) and Al-Hikima University (17) in Kwara State. The entire population was used for the study, as it was a census sampling. The data collection instrument used for the research was a four-point structured questionnaire, with 20 questionnaire items titled Skill Acquisition resources in Business Education (SARBE) designed by the researchers. The instrument was validated by two experts in the field of business education. The calculated reliability yielded co-efficient index 0f 0.88 which shows the instrument was reliable and stable. Data collected were analyzed using mean of standard deviation for the research questions.The findings amongst others, revealed that some of the resources needed to teach skills acquisition courses in business education are available in the department at a very high extent. Based on the findings of the study, it was concluded that to achieve the standard of education attain a peak of excellence, priority should be given to skills acquisition. Relevant resources both human and material are to be made available and well utilized for a positive outcome. It was recommended among others that;Government should make funds available for business education programmes and make provisions for necessary and needed resources for skills acquisition.

Keywords: *skills acquisition, resources and business education*

Introduction

Skill acquisition in Nigeria is an important component of growing economically, mostly in this time of national economic recession and regression. The Federal Government of Nigeria recognized skills acquisition and development as an important factor in the drive to enhance productivity, reduce youth unemployment and achieve sustainable economic development (Nwaukwa, Iloeje, Nzeh&Nwagu, 2018).

The availability and effective utilization of adequate resources influence effective acquisition of skills needed by students in teaching and learning of business education. According to Okolocha and Ihionkhan (2015), in some business education programmes in Nigeria, there is inadequacy of human and material resources for teaching of courses. This supports the earlier findings of Amiaya (2013), which revealed that business education programme faces the problem of inadequacy of resources which hamper acquisition of skills needed for self-reliance.

Omidiji and Ogwu (2019), defined skill acquisition as a systematic and sequential development of skills that promotes efficiency and effectiveness in the performance of a specified job. Skill acquisition is the process of developing capacities through all levels of education and training, occurring in formal, non-formal, and on-the-job settings, which enable individuals in all areas of the economy to be fully and productively engaged in livelihoods and to have the capacity to adapt their skills to meet the changing demands and opportunities of the economy and labour market especially in the e-world (Enang and Okute, 2019). Skill acquisition is the ability to be trained on a particular task or function and become expert in it. Gumbari in Mshelia (2019), asserted that skill acquisition in Nigeria should be perceived as a catalyst to increase the rate of economic growth, create job opportunities, reduce import of manufactured goods and decrease trade deficits that result from such import. Busola (2016), indicated the following as the importance of skill acquisition; 1. Crime rate reduction 2. Employment opportunities 3. Improved quality of life 4 Self-employment.

Udo and Babangida (2017), defined business education as that aspect of vocational education which provides skills, knowledge, competencies and attitudes necessary for effective employment in any specific business occupations. According to Iwu (2016), business education is the study that equips the individual with the occupational skills and knowledge that will enable him/her fit into and finds job satisfaction in the labour market. Aliyu in Umezulike (2015), defined business education as education for the development of skills/competencies, attitudes and attributes which are necessary for the efficiency of the economic system.

In the view of Mshelia (2019), Omidiji and Ogwu (2019), skill acquisition in business education include communication skill, reading skill, manipulative skill, shorthand skill, keyboarding skill, computer skill, book keeping skill. Entrepreneurship skill, etc. One of the major focus of business education is for students to be self-reliance and to achieve skills acquisition plays an important role. Ademiluyi (2019), identified several skills which are germane to employability. These include hard skills like ICT management and financial skills; and also soft skills like communication and human relations These skills; communication skill, reading skill, manipulative skill, shorthand skill, keyboarding skill, computer skill, book keeping skill. Entrepreneurship skill, etc. helps business education students to be self-reliance after school year and even before they have graduated, this make them to be job creators and not job seekers which one of the focus of business education.

Resources according to Umeh (2016), means something that can be used to enhance or improve educational programmes and promote skills acquisition. Usman (2016) listed types of educational resources for teaching as human, materials/physical, financial, time, and information and communication technology (ICT) resources which is also a. Skills acquisition resources in business education department includes human resources, financial resources, technical resources, physical resources, technological resources, etc.

Human resources According to Usman (2016), human resource in the school system includes teachers, support staff in the school, students, parents, community members and a host of other interest and social groups. In business education programme, human resource comprises all the members of staff from the highest rank to the lowest rank, academic and non- academic, students and business education reputation. For skills acquisition to be effective in business education effective and adequate human resources (lecturers, technologist, etc) should be available and properly utilize.

Financial resources are the funds and monetary resources needed for the smooth running of an institution and it is the soul of every institution because every other resources depends on it. It is major aspects of business education that other factors of administrations are created, maintained and sustained. In business education, financial resources are important for the procurement of facilities, equipment, electronics and communication gadget needed for effective performance. Apart from this, funds are needed to pay the salaries of academic and non-academic staffs.

Physical resources in business education are the buildings and structures that can available in any institution. The physical resources may not be the same in all institutions. In the educational system, the physical resources would include the classrooms/lecture rooms, staff offices, vehicles, health centers, lavatory facilities, library, laboratory, and so on, which directly or indirectly contribute to the achievement of goals. Akomolafo and Adesua (2016), stated that physical resources refer to the school buildings, classrooms, library, laboratories, lavatory facilities, offices and other materials and infrastructure that would likely motivate teachers to teach, and students to learn. Similarly, Ndinechi and Nwogu (2015), opined that physical resources are one of the environmental factors that influence teaching and learning in Nigerian tertiary institutions. Adequate provision for physical resources and proper utilization of physical resources brings about quality skilled business education graduates that can help in reducing youth and graduate unemployment in Nigeria

Technological and Technical resources are the ICT related equipment, software, electrical equipment, non-electrical equipment and machines use in business education such computers, modern, typewriters, projectors, Udoutin in Udofia, Ekpo, Nsa and Akpan (2012) asserted that tools, equipment and technical facilities utilized in laboratories and technical workshops constitute the learning environment for skill acquisition. In order to impart these skills to students/learners, availability of tools, equipment, machines, workshop and effective utilization of these facilities are required.

Adequacy of educational resources is essential if business education lecturers are to enhance skills acquisition. Adequacy is a condition of being enough in quantity and good enough in quality for a particular purpose or need (Ugwuanyi, 2013). For business education students to acquire these skills; communication skill, reading skill, manipulative skill, shorthand skill, keyboarding skill, computer skill, book keeping skill. Entrepreneurship skill, among others. Resources like computer room, conducive learning environment, ventilated classroom and staff room, BED lab, shorthand lab, language lab, typing pool, professional and experienced lectures, adequate funding from the government and institution, etc needs to be available for the students and utilize effectively to acquire these skills. This study therefore examined the degree to which skills acquisition resources are available and utilize in business education.

Research Questions

The following research questions were raised to guide the study:

1. To what extent are skills acquisition resources for teaching and learning available in business education?
2. To what extent are the available skills acquisition resources for teaching and learning in business education utilized?

Statement of the problem

The current emerging issues facing business education at higher institutions call for concerns. As observed by the researcher, despite the huge amount spent on acquiring educational resources, the level of utilization has not been encouraging. This also affected the rate at which students got exposed to vocational and technical skills. Many students of business education who are supposed to be job creators and job givers after graduation turned out to be roaming the streets in search for white collar jobs for years while those that are on job can't settle in and blend with others because of little knowledge (mainly theory) of the require skills in the work field and many undergraduate students on SIWES in various organization finds it difficult to blend in due to lack of necessary skills needed to performed excellently in the office. This is as a result of their inadequately equipped relevant skills possibly due to the fact that business education programme is not up-to-date with required resources (human, financial, technical, physical, technological, etc.) needed to run the programme successfully like in other parts of developed countries. Some of the needed skills in business education for one to be self-reliant include communication skills, reading skills, and manipulative skills. These skills have contributed to the process for eradicating extreme poverty and hunger by creating avenue for employment, job opportunities and wealth creation. When resources are not adequately provided and properly utilize in business education programme to teach these skills, there will always huge gap in area of skill acquisition in business education. It is on this backdrop that the researcher decided to examine the availability and utilization of skills acquisition resources in business education in universities in Kwara State.

Methodology

A descriptive survey research design was adopted for this study. The study covered business education students in universities in Kwara State, namely university of Ilorin, Kwara State University and Al-Hikima university. The population of this study comprised 400 level business education students in Kwara state university (144) and Al-Hikima university (17) in Kwara State, University of Ilorin excluded due to the on-going strike. 400l business education students are used for the study because the researcher believe they has taken all training/course for skills acquisition in business education The entire population was used for the study, a total of 151; no sampling was done, the entire population was studied. The data collection instrument adopted for this research was a four-point structured questionnaire designed by the researcher. The questionnaire was titled Skill Acquisition resources in Business Education Questionnaire (SARBE). The questionnaire was section into two parts, Part A was designed to obtain bio-data of the respondents while Part B produced answers to the research questions. The instrument was validated by two experts. The drafted was given to these experts for face and content validation before final copy was typed. Research assistant was used for instrument administration. Spearman Brown prophecy was used to calculate the reliability which yielded co-efficient index 0f 0.88. Data collected was analyzed using mean and standard deviation with decision rule of 2.50 above was consider high extent and below was consider low extent.

Results and Discussion

Research Question one: To what extent are skills acquisition resources available in business education?

Table 1: Mean and standard deviation of responses on the extent to whichskills acquisition resources are available in business education

S/No	Item Statements	Mean	SD	Remark
1.	Lecturers in business education department are qualified and professional business educator	3.73	0.55	Very high extent
2.	Business educators are equipped with necessary skills and knowledge of practical course need for skills acquisition	3.57	0.63	Very high extent
3.	More than enough business educator are on ground for teaching the students	3.56	0.65	Very high extent
4.	Business education are properly fund and cater for by the institution	3.41	0.71	High extent
5.	Federal government are involved in providing necessary funds and facilities needed in business education	3.45	0.80	High extent
6.	Functioning BED Lab and computer room available in the department for students use	3.46	0.64	High extent
7.	Shorthand room/language Lab with functioning equipment and machines are provide for the students use	3.50	0.74	Very high extent
8.	Conducive learning environment for teaching and learning business education	3.40	0.77	High extent
9.	Well-furnished lecturing room, typing pool, computer room and laboratory for the students	3.41	0.71	High extent
10.	Business education has a good reputation in the institution	3.45	0.80	High extent
	Grand mean	**3.49**	**0.70**	High extent

Four of the items listed were rated as very high extent. These included: “Lecturers in business education department are qualified and professional business educator” ($\bar{X}$ = 3.73), “Business educators are equipped with necessary skills and knowledge of practical course need for skills acquisition” ($\bar{X}$ = 3.57), “More than enough business educator are on ground for teaching the students” ($\bar{X}$ = 3.56) and “Shorthand room/language Lab with functioning equipment and machines are provide for the students use” ($\bar{X}$ = 3.50). Other six of the items listed were ranked as High extent. These included: “Business education are properly fund and cater for by the institution” ($\bar{X}$ = 3.41), “Federal government are involved in providing necessary funds and facilities needed in business education” ($\bar{X}$ = 3.45), “Functioning BED Lab and computer room available in the department for students use” ($\bar{X}$ = 3.46) and “Conducive learning environment for teaching and learning business education” ($\bar{X}$ = 3.40), “Well ventilated lecturing room, typing pool, computer room and laboratory for the students” ($\bar{X}$ = 3.41), “Business education has a good reputation in the institution” ($\bar{X}$ = 3.45). The grand mean is 3.49 which fall within the range of High extent.

Research Question two: To what extent are the available skills acquisition resources in business education utilized?

Table 2: Mean and standard deviation of responses on the extent to whichavailable skills acquisition resources in business education are utilized

S/No	Item Statements	Mean	SD	Remark
11.	Professional business educators are used in teaching and learning of business education	3.60	0.54	Very high extent
12.	Computer room and computers in it are used for teaching the students	3.00	1.22	High extent
13.	Shorthand Lab are used during shorthand dictations	3.60	0.55	Very high extent
14.	Government funds and grants to business education department	3.80	0.45	Very high extent
15.	Departmental levy paid by the students are used in running the department	3.40	0.55	High extent
16.	Lecture rooms and classroom	3.60	0.55	Very high extent
17.	Staff offices and relaxation	3.20	1.30	High extent
18.	Conducive learning environment and relaxation centre for the students	3.00	1.22	High extent
19.	Business educator with require skills are used in teaching and learning of business education	3.80	0.84	Very high extent
20	Departmental libraries	3.80	0.45	Very high extent
	Grand mean	**3.48**	**0.77**	High extent

Six of the items listed were rated as Very High extent. These included: “Professional business educators are used in teaching and learning of business education” ($\bar{X}$ = 3.60), “Shorthand Lab are used during shorthand dictations” (mean 3.60), “Government funds and grants to business education department” ($\bar{X}$ = 3.80), “Lecture rooms and classroom” ($\bar{X}$ = 3.60), “Business educator with require skills are used in teaching and learning of business education” ($\bar{X}$ = 3.80) and “Departmental libraries” ($\bar{X}$ = 3.80). Four of the items listed were ranked as High extent. These included: “Computer room and computers in it are used for teaching the students” ($\bar{X}$ = 3.00), “Departmental levy paid by the students are used in running the department” ($\bar{X}$ = 3.40), “Staff offices and relaxation” ($\bar{X}$ = 3.20) and “Conducive learning environment and relaxation center for the students” ($\bar{X}$ = 3.00). The grand mean is 3.48 which fall within the range of High extent.

Discussion of Findings

Finding of the study revealed that business education students agreed that skills acquisition resources are availability for teaching and learning in business education. The students believe that

lecturers in business education are qualified and professional, they are equipped with necessary skills and knowledge for practical courses, there are enough business educators, shorthand lab are with functioning machines and equipment are very available in business education department while fund and facilities for effective learning are not highly available from institution and government, conducive learning environment, well-furnished lecturing room, typing pool, computer room and laboratory are not fully available for teaching and learning. The findings indicate that financial resources and physical resources in business education are not highly available for use l.e business education is not properly funded and adequate facilities are not enough. This is in line with Amesi and Nnadi (2015), inadequate funding is one of the constraint on business education as it has made the programmes to suffer some serious setbacks that has limited its effective contribution to the general economic development of the Nation. AlsoAdegbesan (2010) who asserted that in order to establish quality education in Nigeria educational system, the government needs to provide all educational needs.

The findings of the research question two showed that the available skills acquisition resources in business education are utilized in teaching and learning of business education to a high extent. Effective utilization of skills acquisition resources for teaching and learning in business education will enable business education students to acquire necessary skills needed for self-reliance and competences on job performance.

Conclusion

The study emphasized on the availability and utilization of skills acquisition resources for teaching and learning in business education. Based on the findings of the study, it was concluded that to achieve the standard of education attain a peak of excellence, priority should be given to skills acquisition. Relevant resources both human and material are to be made available and well utilized for a positive outcome.

Recommendations

The researchers recommend that there is still a lot to be done by government and institution in the area of providing adequate resources for the business education programme in tertiary institutions:

1. Government should make funds available for business education programmes to provide the necessary and needed resources for skills acquisition in business education.
2. Institutions and departmental management should make sure that all these resources are properly and effectively utilize in teaching the students, not just use as a decoration in the department.
3. Business education lecturers should continue to utilize the available resources in teaching the students and demand for new modern ones if needs arise.

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INFLUENCE OF BUSINESS EDUCATION CURRICULLUM ON SKILLS ACQUISITION OF NCE GRADUATES IN ADAMAWA STATE NIGERIA

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Abstract

***The main objective of study was to assessed the influence of business education curriculum on skills acquisition of NCE graduates in Adamawa state. The study had two specific objectives from where two research questions was raised. The study adopted descriptive survey design and the population constituted of 80 NCE graduates of business education which were drawn from two colleges of education in Adamawa State. There was no sample since the population size was small and manageable. The instrument for data collection was a 25-items structured questionnaire titled: Impact of Business Education Curriculum on Skills Acquisition Questionnaire (IBECSAQ) and was validated by three experts from Department of Vocational and Technical Education, Faculty of Education, Ahmadu Bello University, Zaria. In order to determine the reliability, the instrument was administered to 20 NCE graduates, who were not part of the research study. Their responses were analyzed using the Cronbach alpha method, which yielded the coefficient alpha value of 0.70. The instrument was further administered to respondents by the researcher, with the help of two trained research assistants. The major findings of the research include the following: NCE graduates of business education curriculum in colleges of education had acquired both accounting and marketing skills and there is no significant differences between mean responses of NCE graduates of college of education Hong and federal college of education Yola on the influence of business education curriculum on accounting and marketing skills acquisition; (the P value of 0.198 > 0.05 and P value of 0.199 > 0.05) respectively. It was concluded that the NCE graduates of business education curriculum in colleges of education had acquired both accounting and marketing skills. In line with the findings and conclusion, the study recommended among others that Lecturers in Business education should be sponsored by tetfund to acquire a professional certificate in accounting such as ANAN and ICAN so as to acquired more recent skills in accounting to be able to impact positively to their students for better accounting skills acquisition by NCE graduates of business education curriculum in colleges of education*.**

Key Word: Influence, Business Education, Curriculum, Skills Acquisition, and Graduates.

Introduction

Education forms the basis for the proactive and positive economic, social and political changes in the society. Education consolidates and builds upon basic education to empower the youth to really live, function as a productive member of the society, earning a living, and contributing to societal progress. Business education continuously builds on the knowledge, skills, values and attitude learnt at the lower phases of education. Business Education is an integral part of vocational and technical education. It is a form of vocational education that enables the students or the learners the

opportunities to be self-reliant. Amoor and Umar (2015) noted that business education plays a significant role in the economic development by providing knowledge and skills to the learners thereby enabling them to adequately impart knowledge into others, and handle sophisticated office technologies and information systems. The goal of business education is primarily to produce competent, skillful and dynamic business teachers, office administrators and businessmen and women that will effectively compete in the world of work (Edet &Udida 2019). Business Education is that type of education that seeks to improve individuals for business occupations. According to Okpara (2014) business education is a component of vocational education which involves the acquisition of skills, knowledge and competence which make its recipients or beneficiaries proficient. Business education comprises activities that are aimed at planning, teaching, and developing through a variety of experiences that provide and improve the individual with the ability of influencing the environment and enhancing living through vocations that boost self-reliance. Nwazor (2014) looks at business education as an aspect of learning that prepares individuals for roles in business and offers them knowledge about business.

Bupo (2015) opined business education as a programme geared towards the acquisition of knowledge and skills needed in the workplace. Usoro (2016) stated that business education is a comparatively new development in educational delivery system in most developing countries of Africa, Asia and Latin America. Okiridu (2017) defined business education as tripartite (into three parts) programme of instruction which prepares the recipient or the learner to be a teacher, an operator or to be self-reliant. Modibbo (2019) perceived business education as the programme offered in vocational and technical education that helps to provide opportunity in training of an individual with the right competency, knowledge, skills and attitudes to prepared them to become self-reliant, a rational consumers and producers of goods and services that business offers in the programme areas of specialization in accounting, marketing/distributive and office technology management. Business education programme, provide students with experience and practical application of basic skills for real world and real work situation, With the increasing complexity in the business world, it is only those with good business education knowledge and understanding that can grapple with these complexities. Business education is offered at post-primary, tertiary institutions and University. Business Education in Colleges of Education is referred to as Business Teacher Education. The philosophy according to NCCE (2002) was to produce Nigerian Certificate in Education (NCE) graduates in business education who will be able to teach business subjects in secondary schools and engaged in a life of work in the office as well as for self-employment on the accomplishment the curriculum.

Curriculum refers to all students' school experiences relating to the improvement of skills and strategies in thinking critically and creatively, solving problems, working collaboratively with others, communicating well, writing more effectively, reading more analytically, and conducting research to solve problems (Brown, 2006). Onyi (2012) remarked that the curriculum consists of all the learning experiences or educational programs planned for students under the auspices of the school, according to Silva (2009) stated that the concept of what students can do with knowledge, rather than what units of knowledge they have, the essence of 21st-century skills. Curriculum refers to a group of courses or planned experiences in proper sequence of topics designed to prepare an individual for efficient service in a specific vocation, it is the offering of a socially valued knowledge, skills and attitudes that is made available to students through a variety of arrangements in schools, colleges or the universities or other arrangements (Adebayo &Lawal, 201 1). Business Education curriculum therefore has to do with the goals, contents, learning experiences, implementation and evaluation of the outcome of a learning programme.

Business education curriculum at the colleges of education level equips the students with skills in entrepreneurship, marketing, accounting, ICT and office management which will enable the students manage small scale enterprise on graduation. The objectives of NCE level are: to produce

well qualified and competent INCE graduates in business subjects who will be able to teach business subjects in secondary schools and other related educational institutions; to produce NCE business teach r who will be able to inculcate the vocational aspects of business education into the society and to equips graduates with the right skills that will enable them to engage in a life of work in the office as well as for the management of small-scale businesses. Business education courses at colleges of education include accounting, management, marketing and office technology and management. The students are expected to have possessed relevant skills and competencies in their areas of specialization after graduation. Business education being one of the vocational programme in Nigeria was targeted at empowering students with skills for the world of work and creates for them employment opportunities. Federal Republic of Nigeria (2013) provided that business education is to among others impart skills, knowledge and abilities necessary for gainful employment or self-reliance economically. Skill is the ability to do the task expertly, it is the ability coming from one's knowledge, practice and aptitude etc. to do something well Igwe (2008) cited that when somebody acquires skills in any occupation, such a person can establish their own business and even employ other. The person become self-reliant, self-sufficient and self-employed.

College of Education according to the Nigerian Academy of Management Administration (2014) is an educational programme created to prepare individuals to be leaders and practitioners in education and related human service fields by expanding and deepening understanding of education as a fundamental human endeavour in helping society define and respond to its educational responsibilities and challenges. At this level of education, the programme prepares the individual for a career in teaching, employment in industries, civil service and business establishment as well as self-employment (Anyakoha, 2015). BE. At colleges of education provides student with different skills such as accounting, marketing, entrepreneurship skills to mention but few.

Accounting skills is the systematic recording of financial transactions. It is a service activity, the function of which is identifying, measuring, recording and communicating quantitative information, primarily financial in nature, about economic entities. Ezeani (2012) sees accounting as the process of expressing the economic activities of everyday life in monetary terms, so as to estimate the costs of creating goods and services, make decisions about production on the basis of these estimates, compare the actual costs as they occur with the estimate originally made, and adjust the output and prices of goods and services accordingly. Business students should acquire knowledge and competencies of financial accounting as success can only come through such efforts. The entrepreneur should possess high level skills in preparing and interpreting financial statements, maintain records of receipts and payments (cash book), income and expenditure and a balance sheet for the business. According to Osuala (2009) the knowledge of fundamental accounting skills is very imperative for sustainable business. The non-possession of these fundamental accounting skills by small scale enterprises, therefore, constitutes a problem such that, the chances of survival of the business are slim and the probability of imminent failure become high. Hence every small and medium scale enterprises should strive to acquire and possess these fundamental skills.

According to Onoh (2011) levelled that the Fundamental accounting skills are those competencies in basic accounting very high level by person to function competently, confidently, and successfully in the process of carrying out one's function of recording daily business transactions. They include skills in book-keeping, purchasing and supply, bargaining, determining labour costs, simple budgeting, and keeping of accurate receipts, sales records skills in keeping reliable records, sourcing for market outlets, work in progress records, credit purchases, invoices, cheque payments,

keeping customers' records and goods inventory. Others are skills in good credit facility practices, operating the cash payment receipts, cash sales, prudent financial and working capital management Nwokike (2010) revealed that no business activity could be successfully operated without the assistance of the accounting skills. This is because procurement and spending of money are involved. Accounting education according Nwokike (2010) is the type of education that provides individuals with skills and knowledge in accounting, computing and data processing occupations for gainful employment in private and public enterprises for self - employment.

Nwokike (2010) identified some of the accounting and financial skills very high level by entrepreneur in business related areas for successful operation of a business enterprise to include: ability to process accounts receivable and accounts payable, ability to process inventories, ability to pot tar ledgers and extract the trail balance, ability to prepare daily cash reports, ability to prepare bank reconciliation statements, ability to keep sales and purchases records, ability to keep debtors ledgers, ability to prepare final accounts, profit and loss accounts and the balance sheet, ability to calculate depreciation and ability to avoid unplanned expenditures and to prepare simple budget among others.

Marketing skills on the other hand are important and essential skills which determine the extent of success or failure of a business. A business graduate should understand marketing not in the old sense of making a sale — 'telling and selling' — but in the modern sense of satisfying customer's needs. Selling occurs only after a product is produced. By contrast, marketing starts long before a company has a product. Marketing is the homework that managers undertake to assess needs, measure their extent and intensity and determine whether a profitable opportunity exists (Kotler, Wong, Saunders & Armstrong, 2005). Farese, Kimbrell and Woloszyk (2006) defined marketing as the process of planning, pricing, promoting, selling, and distributing ideas, goods, or services to create exchanges that satisfy customers. This means that marketing is a dynamic process. A marketer needs to keep up with trends and consumer attitudes. The products, ideas, or services developed and the way the products are priced, promoted, and distributed should reflect these trends and attitudes. Business graduates require these marketing skills in order to enable them identify their potential customers; persuade them to buy their products or services, and by so doing maintain good accounting practice and records to keep track of how much money they have, where it came from, and how it is spent.

Ezeani (2012) identified important marketing skills, which the business education student should possess to include: knowledge of seasonal fluctuation of goods, ability to determine the extent to which products will sell, familiarity with various aspects of sales and salesmanship, ability to budget and forecast, ability to determine current trends in sales of products, ability to determine what customers need and shortage of such goods, knowledge of advertising, ability to determine and interpret factors which indicate extent of and strength of competition and ability to determine availability of goods / raw materials for product and shortage of finish goods.

Edokpolor and Eabri (2017) had stipulated that the actual goals of business education shall be to: prepare students for specific career in office occupations, equip students with the requisite skills for job creation and entrepreneurship and expose students with knowledge about business, including a good blend of computer technology, which incorporates Information and Communication Technology (CT). It is on the basis of this background that the study seeks to assessed the influence of business education curriculum on skills acquisition of NCE graduates in Adamawa in Nigeria.

Statement of Problem

Business education being a vocational subject cannot be delivered by rote-learning or mere chalk and talk method which is teacher based. Skills of business education can only be effectively communicated practically with the use of relevant materials. The lack of standard and well-equipped

business education programme and department in most of our schools and the lack of accounting and marketing skills in business education by youths have been identified as a major cause of the poor performances and becoming self-reliant in colleges of education in Adamawa state. In the face of increasing problem of unemployment in Nigeria, there is a need to empower students to acquire skills and ideas for developing their business dreams during the period of formal education. Possessing requisite skills is well known to be of great advantage to the students in responding to future challenges. The literatures available the Nigeria's education lacks accounting and marketing skills which have rendered some of our NCE graduate's unemployable.

Thus, Federal Republic of Nigeria (FGN, 2014) stated that, there is need to educate the citizen by equipping them with the requisite skills and knowledge that will enable them become not only job seekers but also employable, self-reliant and job creators. One of the goals of business education programme is acquisition of both physical and intellectual skills which will enable to self-reliant and useful members of the society. It is the statutory duty of colleges of education to groom the high-level human capital through relevant manpower training, abilities, attitudes, skills and knowledge. It is assumed, that on graduation, young people could have developed skills through training and experience that could enhance their opportunities, capabilities and success in their life endeavours. Hadi (2019) stated that business education provides the beneficiaries opportunities to acquire adequate skills and competences that will enable them to effectively manage small scale business. In line with the above, it becomes imperative to assessed the influence of business education curriculum on skills acquisition of NCE graduates in Adamawa state, Nigeria.

Research Questions

The main objective of the study was to assessed the influence of business education curriculum on skills acquisition of NCE graduates in Adamawa in Nigeria. In line with the above, the study was guided by the following research questions: -

1. What is the influence of business education curriculum on accounting skills acquisition of NCE graduates in Adamawa state, Nigeria?
2. What is the influence of business education curriculum on marketing skills acquisition of INCE graduates in Adamawa state, Nigeria?

Research Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

$H0_1$: There is no significant difference in the mean responses of NCE graduates of college of education Hong and federal college of education Yola on the influence of business education curriculum on accounting skills acquisition in colleges of education in Adamawa state, Nigeria.

$H0_2$: There is no significant difference in the mean responses of NCE graduates of college of education Hong and federal college of education Yola on the influence of business education curriculum on marketing skills acquisition in colleges of education in Adamawa state Nigeria.

Methodology

This study employed a descriptive survey design. It involves structured collection of data using questionnaire from a sizable population. The total population of the research study comprised of 80 registered graduates of NCE Business Education engaged in small and medium scale business in Adamawa State and there was no sample size for the study as the whole population was taken because it is manageable. The instrument for data collection was 25 items structured questionnaire titled: Impact of Business Education Curriculum on Skills Acquisition Questionnaire (IBECSAQ) and was validated by three experts from the Department of Vocational Education, Faculty of Education, Ahmadu Bello University, Zaria. In order to determine the reliability, the instrument was administered

to 20 NCE graduates engaged in small and medium scale businesses, at Jalingo, Taraba state who were not part of the research study. Their responses were analyzed using the Cronbach alpha method, which yielded the coefficient alpha value of 0.70. The instrument was further administered to respondents by the researchers, with the help of two trained research assistants. The questionnaire was retrieved as soon as they were completed. A total number of 78 out 80 NCE graduates engaged in small and medium scale businesses responded to the instrument. The data collected from the respondents were analyzed using mean and standard deviation statistics. The mean and standard deviation was used to answer the research questions and z-test was used in the test of hypotheses. In the questionnaire, the items were based on four-rating scale, and weighed on the following scale: Very High Influence (VHI) 4 points, High Influence (HI) 3 points, Low Influence (LI) 2 points, and Very Low Influence (VLI) 1 point (4+3+2+1) 10. 10/4 = 2.50. Cut off point for decision rule as to high ability or low ability. A weighted mean of 2.50 and above was considered as high ability, while a weighted mean of 2.49 and below was regarded as low ability. For the test of hypotheses, if p - value was less or equal to 0.05), the null hypothesis was failed to retained. However, where p-value was greater or equal to 0.05 (p > 0.05), then the null hypothesis was retained. All the null hypotheses were tested at significance level of 0.05.

Results

Research Question One: what is the influence of business education curriculum on accounting skills acquisition of NCE graduate in Adamawa state, Nigeria?

To answer research question one, the responses obtained from respondents were analysed using mean and standard deviation as shown herein.

Table 1: Present the Means and Standard Deviation of responses on Influence of Business Education Curriculum on Accounting Skills Acquisition.

S/N	Items/Statements	$\bar{X}$	SD	Decision
1	Ability to process accounts receivable and accounts payable.	3.00	0.87	High Influence
2	Ability to avoid unplanned expenditures ant to prepare simple budget.	3.20	0.89	High Influence
3	Ability to process inventories.	2.88	0.85	High Influence
4	Ability to provide information useful for making decisions.	2.97	0.86	High Influence
5	Ability to keep sales and purchase record.	3.04	0.87	High Influence
6	Ability to supply information useful in judging management's ability to utilize enterprise goals.	3.16	0.88	High Influence
7	Ability to prepare ledgers and extract the trial balance.	2.99	0.86	High Influence
8	Ability to provide information useful to investors and evaluating potential cash flow to them in terms of amount, timing and related uncertainty.	2.50	0.79	High Influence
9	Ability to prepare bank reconciliation statement.	2.98	0.86	High Influence
10	Ability to prepare daily cash report.	3.88	0.98	High Influence
11	Ability to calculate depreciation.	3.36	0.91	High Influence
12	Ability to provide users with information for predicting comparing evaluating enterprise earning power.	2.40	0.77	Low Influence
13	Ability to prepare final accounts, profit and loss account and the balance sheet.	2.93	0.85	High Influence
14	Ability to permit prompt filling of report and tax collecting agencies.	2.90	0.85	High Influence

15	Ability to keep debtors' ledgers.	3.05	0.85	High Influence
	Grand Weighted Mean	**3.01**	**0.87**	**High Influence**

Source: Field Survey, 2022.

Data obtained in Table 1 reveal that all the 15 items had mean ratings ranging from 2.40 to 3.88 with grand mean of 3.01 and standard deviation valued at 0.87. this indicates that NCE graduates of business education curriculum in colleges of education in Adamawa state, Nigeria acquired a high influence in accounting skills.

Research Question Two: What is the influence of business education curriculum on marketing skills acquisition of NCE graduates in Adamawa state, Nigeria?

To answer research question two, the scores collected were summarized in Table 2.

Table 2 Present the Mean and Standard Deviation of Responses on Influence of Business Education curriculum on Marketing Skills Acquisition.

S/N	Items/Statements	$\overline{X}$	SD	Decision
16	Ability to determine the extent to which product will sell.	3.05	0.87	High Influence
17	Ability to keep up with trend and consumer attitude.	3.11	0.88	High Influence
18	Ability to determine the extent to which product will sell.	2.66	0.81	High Influence
19	Ability to identify customers need and supply of such goods.	2.98	0.86	High Influence
20	Ability to find out the right channel product distribution.	3.57	0.94	High Influence
21	Ability to examine target market.	3.11	0.88	High Influence
22	Ability to use direct selling strategy in marketing product.	3.07	0.87	High Influence
23	Ability to determine seasonal fluctuation of goods.	2.46	0.78	Low Influence
24	Ability to provide customers with incentives	3.40	0.92	High Influence
25	Ability to interpret factors which indicate extent of strength of competition.	2.39	0.77	Low Influence
	Grand Weighted Mean	**2.98**	**0.86**	**High Influence**

Source: Field Survey, 2022.

Data obtained in Table 2 reveal that all the 10 items had mean ratings ranging from 2.39 to 3.57 with a grand mean of 2.98 and standard deviations valued at 0.86. This indicates that NCE graduates of business education curriculum in colleges of education in Adamawa state, Nigeria acquired a high influence in marketing skills.

Test of Research Hypotheses

The null hypotheses were tested at 0.05 level of significance. The summary of the test of research hypotheses are presented in Tables 3 and 4 as follows:

$H0_1$: There is no significant difference in the mean responses of NCE graduates of college of education Hong and federal college of education Yola on the influence of business education curriculum on accounting skills acquisition in colleges of education in Adamawa state, Nigeria. The test of this null hypothesis can be seen as summarise in table 3 below.

Table 3: Summary of Z-Test Difference Between NCE Graduates of College of Education Hongand Federal College of Education Yola on the Influence of Business Education Curriculum on Accounting Skills Acquisition.

Variable	N	Mean	Std. Dev.	Std. Err.	Df.	Z-Cal.	Z-Crit.	Sig. (P)
College of Education Hong	30	3.25	0.90	1.048				
					76	1.299	1.96	0.198
Federal College of Education Yola	46	3.49	0.93	1.307				

Calculated Z<1.96, Calculated P>0.05.
Source: Field Study 2022.

Table 4 revealed that there is no significant difference between the mean responses of NCE graduates of college of education Hong and federal college of education Yola on the influence of business education curriculum on accounting skills acquisition. This is because the calculated P-value of 0.198 is greater than the 0.05 alpha level of significance. The z-calculated value of 1.299 is lower than the z-critical value of 1.96, at Df. of 76 Thus, their calculated mean scores were 3.25 and 3.49 with standard deviation valued at 0.90 and 0.93 for NCE graduates of college of education Hong and federal college of education Yola respectively. Hence the null hypothesis that stated there is no significant difference between mean responses of NCE graduates of college of education Hong and federal college of education Yola on the influence of business education curriculum on accounting skills acquisition in colleges of education in Adamawa state, Nigeria is thereby accepted and retained.

$H0_2$: There is no significant difference in the mean responses of NCE graduates of college of education Hong and federal college of education Yola on the influence of business education curriculum on marketing skills acquisition in colleges of education in Adamawa sate, Nigeria.

The test of this null hypothesis can be seen as summarise in table 4 below.

Table 4: Summary of Z-Test Difference Between NCE Graduates of College of Education Hongand Federal College of Education Yola on the Influence of Business Education Curriculum on Marketing Skills Acquisition.

Variable	N	Mean	Std. Dev.	Std. Err.	Df.	Z-Cal.	Z-Crit.	Sig. (P)
College of Education Hong	30	3.31	0.88	1.048				
					76	1.290	1.96	0.199
Federal College of Education Yola	46	3.30	0.90	1.307				

Calculated Z<1.96, Calculated P>0.05.
Source: Field Study 2022.

Table 4 revealed that there is no significant difference between mean responses of NCE graduates of college of education on federal college of education Yola on the influence of business education curriculum on marketing skills acquisition. This is because the calculated P-value of 0.199 is

greater than the 0.05 alpha level significance. The z-calculated value of 1.290 is lower than the z-critical value of 1.96, at Df. of 76. Thus, their calculated mean scores were 3.31 and 3.30 with standard deviation valued at 0.88 and 0.90 for NCE graduates of college of education Hong and federal college of education Yola respectively. Hence the null hypothesis that stated there is no significant difference between mean responses of NCE graduates of college of education Hong and federal college of education Yola on the influence of business education curriculum marketing skills acquisition in colleges of education in Adamawa state, Nigeria is thereby accepted and retained.

Discussion of Findings

The study assessed the influence of business education curriculum on skills acquisition of NCE graduates in Adamawa in Nigeria. The results of this study revealed that NCE graduates of business education had acquired accounting skills in colleges of education in Adamawa state. This is found related to the work of Okoro and Ursula (2012) who found that the knowledge of accounting skills acquired by NCE graduates of business education provide them with information for predicting, comparing and evaluating enterprise earning power. In addition to above, the acquisition of accounting skills by business educators provide them with necessary skills for successful entrepreneurial and small business development in Nigeria (Okereke& Michael, 2018). This is because the inability to acquire a proper accounting system would disallow business monitoring, reporting, and performance evaluation that are germane to the business survival. The findings of this study are also in agreement with what Akpotowoh (2015) found in his study that the accounting skills acquire by graduates of business education help them to supply information useful in judging management's ability to utilize the enterprise goals. The result of the study is contrary to what Osuala (2014) noted that many NCE graduates of business education are unaware of their financial state and are unable to make sound decision because the managers do not understand the functions of financial management; and as such, detrimental decisions are made, which invariable, would lead to collapse of the business.

Findings of the study revealed that NCE graduates of business education in colleges of education in Adamawa state, Nigeria had acquired a good marketing skill. The findings corroborated with the study of Edet and Udida (2019) on their research to determine the impact of business education programs curriculum contents and acquisition of employability skills among graduates of universities in Cross River state, Nigeria which revealed that marketing skills are required for customer satisfactions and examining the target market. The acquisition of marketing skills offers the NCE graduates of business education in colleges of education in Adamawa state the unique strategy for succeeding in business. The NCE graduates of business education were found to able to offer the right products to their targeted customers at the right time and place. In conformity with the findings of this study, Anyakoha, (2009) reported that important. marketing and sales skills required for business management include: knowledge of seasonal fluctuation of goods, ability to determine the extent to which products will sell, familiarity with various aspects of sales and salesmanship, ability to budget and forecast, ability to determine current and future trends in sales of products, ability to determine availability for goods/raw materials for production and storage of finished goods, ability to determine and interpret factors which indicate extent and strength of competition, ability to determine what customers need and knowledge of advertising. In addition, the findings of this study further support that of Eze, Ezenwafor and Igberahar (2016) who conducted a study on the critical entrepreneurial skills required by NCE graduates of business education and found out that marketing skills such as: ability to capture and retain the attention of customers, promote and sell the organisation product, analyse demand and supply situation and the rest are required by graduates of colleges of education as entrepreneurs on graduation from schools.

Conclusion

Based on statistical analysis of the data, findings and discussions in the work, the researcher concluded that the NCE graduates of business education curriculum in colleges of education in Adamawa state, Nigeria acquired accounting and marketing skills. It was also revealed from the findings of the study that there is no significant difference between mean responses of NCE graduates of college of education Hong and federal college of education Yola on the impact of business education curriculum on accounting and marketing skills acquisitions.

Recommendations

In line with t e findings and conclusion, the following recommendations were made:

1. Lecturers in business education should be sponsored by tetfund to acquire a professional certificate in accounting such as ANAN and (CAN so as to acquired more recent skills in accounting to be able to impact positively to their students for better accounting skills acquisition by NCE graduates of business education curriculum colleges of education.
2. The government at all levels should organised seminars and workshops twice a year or annually, in order to update both lecturers, students and graduates of business education on the recent marketing skills needed for direct selling strategy in marketing ideas, services or a product.

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LECTURERS' PERCEPTION OF INTERPERSONAL SKILLS (IPS) REQUIRED FOR EFFECTIVE KEYBOARDING SKILLS ACQUISITION BY BUSINESS EDUCATION STUDENTS IN TERTIARY INSTITUTIONS IN EBONYI STATE.

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Abstract

The study ascertained the interpersonal skills required for effective keyboarding skills acquisition by business education students as perceived by lecturers. Two research questions guided the study while one null hypothesis was tested at 0.05 level of signigificance. The researcher used descriptive survey research design. All business education lecturers in tertiary institutions in Ebonyi State constituted the population and a census was taken since the population was manageable. Questionnaire entitled (LEPIPSREKSA) was used to collect data. The questionnaire was face and content validated by three senior lecturers in the department of business education, Ebonyi State University, Abakaliki. The internal consistency reliability for the instrument was established using Cronbach's Alpha Reliability Coefficient which yielded a reliability coefficient of 0.83. Mean and standard deviation were used to answer the two research questions while t-test was used to test the null hypothesis. The findings shows that lecturers consider positive attitude and taking responsibility as skills required by business education students for effective keyboard skills acquisition. The result of the research hypothesis shows that the t-cal value of 0.220 is less than the t-crit value of 2.021. Thus, the null hypothesis was retained. It was therefore concluded that establishing positive relationship based on corresponding interpersonal relationship between lecturers and learners is key to effective keyboarding skills acquisition. The study recommended among others that keyboarding lecturers should see the need to begin keyboarding courses with orientation on the behavior expected of the students in order to truly connect with them for effective learning of the course. Moreover, NBTE should review the course content of keyboarding in such a way that each level of the keyboarding courses: Keyboarding I, II, III and IV should be made to begin with interactive session that will teach the students to have position attitude towards the teacher, the course and team mates and also to take responsibility for their actions and inactions.

Key words: Interpersonal skills, Keyboarding skills, skills acquisition, Business education students.

Introduction

Skill is the ability to do something well. It could refer to capability and capacity acquired by a person through deliberate, systematic, and sustained effort. Such ability enables one to smoothly and

adaptively carry out complex activities or job functions involving ideas, technology, and people. Skill acquisition is the process of acquiring a certain skills by an individual which is always through thorough and intensive training over a given period of time. Acquisition of skill involves both theoretical and practical training. Skill can be classified into three major parts which are cognitive, technical and interpersonal skills. Nwaozor (2022) averred that cognitive skill deals with ideas; technical skill is the ability to handle certain human endeavors while interpersonal skills are dexterity in relating with people around you.

Keyboarding is a technical skill needed for imputing data with the use of the keyboard. It has to do with dexterity in the manipulation of the keyboard which has the components of alphabetic keys, figures and symbols. As a cumulative psychomotor skill, keyboarding develops like any other motor skill through cognitive, associative and autonomous stages. It involves the touch method of input into the keyboard.

The wide spread in the use of computers in all spheres of life suggests that the need for keyboarding skills will continue to increase in the nearest future. The use of Computer Based Test (CBE) for Unified Tertiary Matriculation Examination (UTME) in Nigeria and other professional employment interviews underscores the need to be versatile in keyboarding skills. According to Ngaloru (2015) keyboarding though traceable to typewriting, came into use during the information age. The advent of information and communication technology (ICT) has extended the use of keyboarding to all areas of human endeavor. Keyboarding has become a household name across the nation's educational strata in teaching, learning decision-making, evaluation and record keeping processes and therefore essential to the development of the economy (Ezenekwe, 2016).

The need for skill acquisition in keyboarding is germane because most of the economic, social, medical, academic, health and other endeavours are carried out through the use of computer which is accessible by a press of the buttons (keys). In fact, keyboarding skills have become part of the important skills required in the 21st century's world of work as the use of computer has dominated today's business environment. Effective keyboarding and computer operation skills are necessary for majority of occupations and they are also expected tools for communication throughout one's life (Adebayo &Igbenedion, 2019).

Skilfulness in keyboarding entails being able to type without looking at the keyboard or touching the key while maintaining a healthy posture and pressing each key with the proper finger. Since the goal of keyboarding instruction is to enable students to utilize the computer or typewriter keyboard more efficiently and effectively, keyboarding skills acquisition involves learning to use QWERTY keyboard; starting with the home keys to every other key. The home keys are learnt first so as to establish the position of the fingers on the keyboard. In keyboarding, high proficiency in the use of the keys to produce error proof and mailable documents is emphasized. The skills acquisition begins with learning to manipulate the keys; word building; consolidation or application of skill for speed and accuracy; production and proofreading of typescript. It therefore means that proficiency in keyboarding entails concentrated use of the eyes, the brain and the hands. Acquisition of keyboarding skills equips business education students with the capacity to maintain a proper posture during typing, master the keyboard to an extent that they can type without looking at the keyboard and pressing each key with the proper finger in order to produce error proof typescripts within a stipulated time,

Keyboarding as a course in business education programme, offers a learner, skills to input data at a keyboard smoothly while typing which comes as a result of one's understanding of the keyboard layout and its functions. Though keyboarding skill is a survival skill according to Idih (2020); and therefore, needed by every individual in order to fit into the technological environment, it is very valuable and necessary to every business education student as it stands out in the programme as an employable skill for entrepreneurship and basic competence required for employment in office management. It is one of the most essential skills required by a business education graduate. The

skill is important in the delivery of timely and mailable documents in business offices in the information society that is increasingly dependent on information/data processing using keyboard (Okoduwa, 2009).

A business education student as an undergraduate offered admission into a tertiary institution is expected to receive education 'for' and 'about' business. Such student is guided through carefully planned experiences that offer him the opportunity to master the knowledge, skills, competencies and attitude required to succeed in business and in life generally. Keyboarding which was titled Typewriting is one of the business courses taught in business education. Business education students should be taught keyboarding skills not only with the proper technique but also in an atmosphere and environment that is conducive for learning as every skill building requires practice. This will enable them fit in properly and also stand out in the competitive world of work. Students who have adequate keyboarding techniques do not employ 'hunting and pecking' techniques to key-in data because the instruction process moves them from 'hunt and peck' to 'touch type'. This allows them to proficiently manipulate the computer or typewriter keyboard to produce mailable documents. They accomplish their typing tasks quickly and proficiently. High proficiency in keyboarding does not only affords business education students a deeper understanding of the 'how' but also 'the what' and 'why' to produce a document. In the views of Ojukwu in Idih (2013) it equips students with skills in the creation of clean, error-proof and mailable copies of documents within a given time. Ojukwu further stated that keyboarding skills give business education students the ability to deal adequately with the sorting and typing of tabular statements, letters, meeting documents and technical reports. Idih (2020) confirms that perfection in keyboarding is a matter of time and constant practice which presupposes that a business educator who teaches keyboarding is expected to have a clear sense of direction in order to make learning more meaningful. This could be attained by ensuring that there is interaction between him and the students and among the team mates. The argument therefore is that since the teacher needs IPS in order to set the learning environment right, the learners as well require IPS for proper receipt of what is set before them more so when demonstration is required.

In the opinion of Bailey and Butcher (1983) interpersonal skills are widely regarded as being a very important aspect of relationship since the social skills of key people in a setting have a direct impact on the effectiveness of others in such setting especially, teaching and learning. They went further to describe IPS as the behaviours people adopt in dealing and communicating with one another. It could also be referred to as peoples' skills, social skills or social intelligence. Interpersonal skills involve reading the signals that others send and interpreting them accurately in order to form effective responses. Individuals show their IPS all the time simply by interacting with others (Investopedia.com, 2022).

Most of the things we do in life especially teaching and learning require interaction with other people, we have to be good at getting along with others if we must succeed or be effective. In the opinion of Elom (2016) we listen and deal with people to the extent that our interactions with them are rewarding and reinforcing. This is to say that interpersonal skills (IPS) are basic for other skills acquisition. Interpersonal skills are behaviours and tactics a person uses to interact with others effectively. It ranges from communication and listening to attitude and conduct. We need to learn to work with people to bring the best out of them and to achieve the objective of any learning process. It is one gesture that does not cost anything but makes the learning environment very positive. More smiling faces and less frowning faces can light up an entire classroom.

Interactions are established through interpersonal relationship. Interpersonal relationship can thrive when the people involved have the correct skills for interpersonal attraction. Moreover, perception formation and influence processes affect the manner in which we relate to other people. Our relationship with others affects how we receive whatever they release to us whether physical, intellectual or mental (Elom, 2016). Therefore interpersonal relationship emphasizes social and

emotional status and plays the important role of creating attractive teaching and learning process. This assertion goes a long way to confirm that the status of students' interpersonal skills could affect their disposition to learning a skill since skills are acquired through a thorough intensive training over a given period of time. Interpersonal skills (IPS) are essential in conveying ideas clearly, smoothly and in an easy-to-understand way. It equips one with effective language, interesting intonation and outspoken behaviour movement that is able to attract and retain a recipient's interest. It bears on displaying positive attitude which helps one to demonstrate maturity in a task. It has to do with mastering good communication skills; being able to take responsibilities; avoiding complaints and murmuring; being appreciative; being an ardent listener and paying attention to others. Najid (2017) opined that possession of these skills helps one to transform the 'boring' into the 'interesting' which manifests good environment and creates more effective learning situation.

Keyboarding lesson is never one sided, the teacher communicates the principles and techniques and the students respond in demonstration and questioning. Teacher and students responding to each other deepen the content learning. The teacher demonstrates interpersonal skills to create correct environment for learning; the students of necessity need to be versatile with the interpersonal skills that will correspond with the teacher's for effective teaching and learning. Moreover the interaction among students as they co-construct knowledge becomes important as a collaborative activity. This phenomenon requires IPS skills in the part of both teacher and students for them to be able to share experiences and work together. Correct IPS will foster good relationship and encourage students to share the problems they encounter during skill acquisition and practice classes. Hence interpersonal skills have a role to play in teaching and learning especially in skill acquisition as it creates conducive learning environment. Therefore, the paper is concerned with finding out lecturers' opinion on the interpersonal skills that business education students should possess for them to excel in the acquisition of keyboarding skills.

Statement of the Problem

Ability to relate effectively at an interpersonal level is vital in human life. Interpersonal skills have been reported to contribute to success in relationships (Majid, 2017). Therefore knowledge of various IPS and of their effects in social interactions is crucial for interpersonal functioning. Knowledge of interpersonal skills by students and teachers is seen as a necessity to closely recognize students' needs and give space to the teacher in understanding all the problems and the expression that needs to be shared. Interpersonal skills are necessary because the effectiveness of teaching is determined by the skills of teachers and students in creating relationships.

Despite the number of studies on the role of IPS in effective teaching and learning, it is observed that business education students are still having difficulties to interact with the teachers because teachers could easily misunderstand and misconstrue their intentions while teaching in the classroom due to weakness of the students to handle their feelings and convey their intentions correctly. Students should be able to gain teacher's attention through proper disposition and responsiveness. The students' failure to relate effectively will not only cause teacher to be disappointed but will also irritate and dampen his spirit in demonstrating skill and giving personal attention to students. This invariably affects the achievement of teaching objectives and therefore makes learning meaningless. This lack of corresponding interpersonal relationship between students and lecturers is manifested in the scanty number of students that attend keyboarding classes (Okoduwa, 2009).

Keyboarding as one of the core business courses prepares a business education student for job functions in the office. Every office deals with information and data processing; such data must be inputted through the use of the keyboard. It is however disheartening to observe that most business education graduates 'pick' keys thereby wasting a whole lot of business hours even though Okeke-

Ezenyanwu and Oguejiofor (2020) observed that business education is meant to prepare business students in tertiary institutions to fit into world of work and be able to combat unemployment in Nigeria.

Moreover, The Association of Business Educators of Nigeria has set a standard of what Nigerian students need to know and be able to do in business. The second and third provisions which are stated as follows must be achieved.

- *Demonstrate interpersonal, teamwork, and leadership skills necessary to function in multi-cultural business settings.*
- *Develop career awareness and related skills to enable them to make viable career choices and become employable in variety of business careers.* (ABEN, 2017.P. 9)

If these standards must be achieved and if business education graduates must gain meaningful employment or be able to create jobs, there is need to ensure corresponding interpersonal relationship in our learning environments, considering that our courses are skills-driven. In effect, the study is concerned with identifying the IPS required by business education students for acquisition of keyboarding skills.

Research Questions

The following research questions guided the study:

1. In what ways do lecturers consider positive attitude as IPS required for business education students' effective keyboarding skills acquisition?
2. In what ways do lecturers consider taking responsibility as IPS required for effective keyboarding skills acquisition by business education students?

Hypothesis

This null hypothesis was tested at 0.05 level of significance:

Ho: There is no significant difference in the mean responses of male and female lecturers on their perception of the interpersonal skills required by business education students for effective acquisition of keyboarding skills.

Method

The study adopted descriptive survey design. In the opinion of Otache in Tony-Okeme and Umoru (2021) descriptive research design describes the elements or subjects being studied. Thus, the design was used because the study sought the opinions of lecturers on the interpersonal skills required by business education students for effective keyboarding skills acquisition. The population of the study comprised 45 lecturers of tertiary institutions in Ebonyi State that are offering business education as Office Technology and Management; Office Technology and Management Education or Business Education. The entire population was used as the sample size because it was manageable. The researchers developed a well structured, 21-item instrument titled: - 'Lecturers' Perception of Interpersonal Skills Required for Effective Keyboarding Skills Acquisition (LEPIPSREKSA) for data collection. The response categories were strongly Agreed - 4, Agreed - 3, Disagreed - 2 and Strongly Disagreed -1. Part A contained information on demographic data while part B contained information relating to research questions. The instrument was validated by three experts in business education. The questionnaire had an overall reliability index of 0.83 using Cronbach Alpha reliability method and this was established through a pilot test of 10 lecturers of Institution of Management and Technology, Enugu.

Forty five copies of the questionnaire were administered through personal contact by the researchers with the help of two research assistants. The 45 copies were returned and used for the analysis. Data collected were analyzed using Mean, Standard Deviation and t-test statistics. The

analyses were done with statistical package for social sciences (SPSS). Mean and standard deviation were used to answer the research questions with decision rule based on real limit of numbers. Items with mean rating of 2.50 and above were accepted as IPS required for effective keyboarding skills acquisition by business education students and vice versa. Statistical t-test was used to test the null hypothesis. The null hypothesis of no significant difference was rejected where the calculated t-value was equal to or greater than the table t-test value for a given degree of freedom at P=0.05 level of significance. The null hypothesis of no significant difference was upheld where the calculated t-value was less than the table t-value of 0.05 level of significance.

Results

Research Question 1

In what ways do lecturers consider positive attitude as IPS required for business education students' effective keyboarding skills acquisition?

Table 1: *Mean responses and standard deviation on positive attitude as IPS required for Business Education Students' effective keyboarding skills acquisition* *N=45*

S/N	Items on Positive Attitude	Mean ($\bar{x}$)	SD	Decision
1	Cheerful disposition during lectures enables learning of keyboarding principles	3.3333	0.707	Strongly Agreed
2	Considering keyboarding skills as basic for business educators career growth enhances skill acquisition	3.2444	0.679	Strongly Agreed
3	Displaying confidence and poise in finger reaches or movement consolidates typing with correct finger without looking it up.	3.1333	0.726	Strongly Agreed
4	Avoiding face-off with lecturers and team mates boosts concentration in keyboard skills acquisition	2.8000	0.869	Agreed
5	Listening well enhances consolidation or application of keyboarding principles	2.8222	1.029	Agreed
6	Interacting with team mates enhances review of keys already learnt	3.1778	0.777	Strongly Agreed
7	Good facial expression reinforces proper finger reaches.	2.7778	0.795	Agreed
8	Good Self management helps in creation of clean, error proof copies of documents	2.9778	0.753	Agreed
9	Encouraging team mates improves word building in keyboarding practice	3.2444	0.645	Strongly Agreed
10	Students' expression of interest in the lecture increases lecturers' enthusiasm in teaching keyboarding	3.2889	0.661	Strongly Agreed
	Grand Mean	**3.08**	**0.76**	**Strongly Agreed**

The result in Table 1 shows the perception of lecturers regarding positive attitude as IPS required by students for effective keyboarding skills acquisition. The respondents all agreed to items 1-10 with mean ranging from 2.77 to 3.33 as skills that are required for effective keyboarding skills acquisition. However, the respondents strongly agreed that items 1, 2, 3, 9, and 10 are highly required. This implies that cheerful disposition during lectures; placing priority on keyboarding skills; displaying confidence in finger reaches; interacting with team mates; encouraging team mates and expression of interest by students are very necessary IPS skills for effective keyboarding skills acquisition.

Research Question 2

In what ways do lecturers consider taking responsibility as IPS required for effective keyboarding skills acquisition by business education students?

Table 2: *Mean responses and standard deviation on taking responsibility as IPS required for effective keyboarding skills acquisition by Business Education Students.* *N=45*

S/N	Items on Taking Responsibility	Mean ($\bar{x}$)	SD	Decision
1	Not playing 'blame game' helps in speed and accuracy development	2.822	0.889	Agreed
2	Learning to control your frustration helps to know 'the how', 'the what' and 'the why' to produce mailable document	3.311	0.793	Strongly Agreed
3	Asking for help increases learning of correct keyboarding technique	3.288	0.727	Strongly Agreed
4	Accepting your mistakes hampers speed building	3.066	0.809	Strongly Agreed
5	Keeping your mistakes in mind with a view not to repeat it reduces the chances of producing mailable document within a given time	3.066	0.889	Strongly Agreed
6	Proper handling of criticisms endangers learning of new keys	2.355	0.773	Agreed
7	Self control improves speed building	3.333	0.674	Strongly Agreed
8	Students' choice not to complain increases their chances of mastering the keyboard.	2.689	0.973	Agreed
9	Displaying maturity in communication ensures high degree of proficiency in keyboarding	2.600	1.156	Agreed
10	Self control improves students' ability to deal adequately with the sorting and typing of tabular work, letters, meeting documents and technical reports.	3.156	0.737	Strongly Agreed
11	Irritable expression affects sitting posture in keyboarding classroom	2.733	0.863	Agreed
	Grand Mean	**2.947**	**0.844**	**Agreed**

The result of the data analysis in Table 2 indicates that respondents agreed that items 1 to 11 are IPS required for effective acquisition of keyboarding skills. The respondents therefore agreed that students must take responsibility in keyboarding classes to enable then acquire the skills; this is confirmed by the grand mean rating of 2.95 with the mean rating of the items ranging from 2.36 to 3.33.

Hypothesis

There is no significant difference in the mean responses of male and female lecturers on their perception of the interpersonal skills required by student for acquisition of keyboarding skills.

Table 3: *Summary of t-test analysis of male and female lecturers mean ratings on the IPS required for effective acquisition of keyboarding skills by Business Education Students.*

Experience	N	Mean	SD	Df	t-cal	t-crit	Decision	Significance
Male	18	3.0476	0.38462	40	0.220	2.021	Accept	Not significant
Female	27	3.0247	0.28166					

From the data presented in Table 3 above, it is observed that the calculated t-value (0.220) is less than critical t-value of 2.021 at 0.05 level of significance; hence Ho is accepted which means that there is no significant difference in the mean responses of male and female lecturers on the IPS required for effective keyboarding skills acquisition by business education students. This is based on the data which revealed that male lecturers were 18 and female lecturers 27. Therefore, male and female lecturers consider IPS as essential if business education students must effectively acquire keyboarding skills.

Discussion of Findings

The findings of the study showed that positive attitude required by business education students are cheerful disposition during lectures; considering keyboarding skills as basic for career growth; displaying confidence and poise in finger reaching; avoiding face-off with lecturer and team mates; listening well; interacting well with team mates; good facial expression; good self management; encouraging team mates and expression of interest. The finding is in tandem with the assertion of Bailey and Butcher (1983) that IPS are widely regarded as being very important aspect of teaching and learning activities because according to them, the social skills of teachers and learners have direct impact on the effectiveness of learning. Interpersonal skills are not only important, but they also show your ability to use every possible thing as a scope and resource (Elom, 2016) this view also agrees with the result of the analysis that interpersonal skills are essential for effective keyboarding skills acquisition.

The study also revealed that business education students' ability to take responsibility in keyboarding classes is a necessity for effective skills acquisition. This finding is in agreement with the findings of DeVITO (2017) that there is increasing importance of interpersonal skills and students' need for insights into the ways in which interpersonal skills function in the learning process. Therefore if students will learn not to play 'blame games'; control their frustration; ask questions when confused no matter how foolish it looks; accept their mistakes; learn the act of proper handling of criticism; self control; to display maturity; to avoid complaining and irritable expression, acquisition of keyboarding skills acquisition will be effective. According to Morgan, Armfield and Lindsey (2010) interaction is not just knowing the word to say to get your way; it is truly connecting with another person in a way that creates substantive change in each of you. This goes to buttress the fact that when students take responsibility for their actions and inactions, they will be able to connect with the teacher in the right way in order to create the correct atmosphere for effective teaching and learning of keyboarding.

Findings based on test of hypotheses indicated that there was no significance difference in the mean ratings of male and female lecturers on the perception of the interpersonal skills required for effective keyboarding skills acquisition by business education students. This is in line with uncertainty reduction theory, which states that relationship development is a process of reducing uncertainty about each other. The more relationship uncertainty you have, the more you are reserved in sharing your views and confusions, as you cannot predict how the views will be received (Knoblock & Carpenter-Theune in DeVITO, 2017). No wonder male and female lecturers all agree that positive attitude and taking responsibility are required for effective keyboarding skills acquisition.

Conclusion

In line with the findings of the study, establishment of positive relationship based on corresponding interpersonal relationship between lecturers and learners is key to effective keyboarding skills acquisition. Therefore, keyboarding teachers should familiarise keyboarding students with interpersonal skills which not only foster correct student-teacher relationship but also create positive atmosphere for teaching and learning. Keyboarding lecturers should endeavour to make students relax and focus on success, familiarize themselves with the learning situation and then prepare and practice; for keyboarding skills acquisition to be effective.

Ordinarily, students develop apprehension largely because they see themselves as unable to gain skill. Therefore the best, the teacher can do is to make students to be in the correct learning disposition.

Recommendations

The following recommendations were advanced based the findings of the study:

1. Keyboarding teachers should see the need to begin keyboarding courses with orientation on the behaviour expected of the students in order to truly connect with them for effective learning of the course. They should inculcate this very important skill by being willing to reach a little further, dig a little deeper and give a little more in order to make the students feel at home in keyboarding lessons. The keyboarding teacher should encourage the students to open up and correct every interpersonal anomaly that is noticed.
2. NBTE should review the course content of keyboarding in line with the findings of this study. Each level of keyboarding course: Keyboarding I, II, III and IV should be made to begin with interactive session that will teach the students to have position attitude towards the teacher, the course and team mates and also to take responsibility for their actions and inactions.
3. Keyboarding text authors should include this all important heading of 'engaging interpersonal skills by lecturers and students alike in keyboarding skills acquisition' in keyboarding manuals.

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INFLUENCE OF DIGITAL TECHNOLOGIES IN ENHANCING BUSINESS EDUCATION STUDENTS' SELF-REGULATED LEARNING STRATEGIES FOR ACQUISITION OF EMPLOYABILITY SKILLS

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Abstract

The need to improve students' self-regulated learning necessitated this study. The study ascertained the influence of digital technologies in enhancing business education students' self-regulated learning strategies for acquisition of employability skills. Two research questions and two null hypotheses guided the study. The study adopted descriptive survey research design and the population of the study comprised 204 (2021/2022) academic session final year business education students in the two tertiary institutions where business education programme is offered. There was no sampling since the population was manageable. A-14 item questionnaire which was validated by three experts in the field of business education and measurement and evaluation was used for data collection. The reliability of the instrument was established using pilot study and analysis carried out using Cronbach alpha formula yielded correlation coefficients of 89 and .95 were obtained for clusters B1 to B2 respectively with an overall value of .92.Mean, standard deviation and t-test were used for data analysis. Findings showed that business education students agree that digital technologies influence their academic goal-setting and self-monitoring strategies. Institutional type was not a significant factor on business education students' opinion in this regard. Based on the findings of the study, the researcher concluded that effective use of digital technologies in leaning enhances business education students' self-regulated learning strategies for acquisition of employability skills. It was recommended among others that; business education lecturers should encourage their student to use digital technologies to set academic goals and self-monitor their learning progress instead for using them mainly for non-academic purposes. This will help them to acquire relevant employability skills.

Key Words: Digital Technologies, Business education, Self-regulated Learning, Employability Skills

Introduction

A business education programme is widely recognized as a tool for achieving sustainable economic development and growth of many nations. As a result, business education is prioritized in nations like the USA, UK, and Canada among others like China and Japan. The need for business

education programme's development cannot be overstated, especially in a nation like Nigeria where unemployment and poverty are pervasive. This is due to the fact that it gives students the training in business skills, and economic understanding necessary to obtain employment, advance in their careers as business professionals, or start their own businesses after graduation. Business education programme is an effective tool for reducing unemployment and poverty as well as for national development because it prepares students to graduate with the knowledge, skills, and attitudes to launch and successfully run their own businesses.

Business education is a discipline that prepares students to be logical contributors to society as well as knowledgeable consumers. It is a skill-based learning programme that offers various competencies and skills in accounting, marketing/distribution, as well as office technology and management (OTM) (Olupayimo, 2021). Training and education in business are receiving more attention these days. This may be because the discipline, if properly taught in tertiary institutions has benefits of equipping young people and adults with skills necessary for the workforce by allowing them gain experience in the field (Olagunju, 2020). The main goals of business education at the tertiary level, according to the Federal Republic of Nigeria (FRN) (2013), include preparing students for careers in or advancement within office occupations and professions, giving students the necessary skills for job creation and entrepreneurship, and imparting business knowledge to students, including a good blend of office technology that incorporates Information and Communication Technology (ICT). The first two purposes as noted by Edokpolor and Egbri (2017) involve education for business which aims at equipping students with requisite attributes to become gainfully employed, while the later involves education about business that aim at providing a sound basis for further studies. The aforementioned shows that business education does much more than just making students more employable; it also gives students necessary skills for lifelong learning.

With the growing believe that learning is a lifelong process, and the emphasis on individualized learning, Self-Regulated Learning (SRL) has received a lot of attention in educational context across the globe (Aysel and Zehra, 2016). SRL, according to Okolocha and Nwaukwa (2020), is the process that helps students to control their thoughts, actions, and emotions so they can successfully navigate their academic experiences. In order to become successful learners, SRL enables students to set learning objectives, and allows students to convert their mental faculties into academic skills through a self-directed process. Students actively participate in this routine mental process of learning until their learning goals are attained (Zimmerman in Okolocha and Nwaukwa, 2020). The SRL techniques of monitoring, goal-setting, and controlling are thought to be essential in assisting students in developing a sense of personal control, which is regarded as a significant source of motivation for learning (Zimmerman, 2008). The ability to exercise control and take initiative in the learning process is a natural aspect of the learning process that facilitates learning, and control over the learning process is one of the factors leading to academic success, and acquisition of employable skills (Lewis and Vialleton, 2011).

Self-Regulated Learning (SRL) strategies include: goal setting, planning, self-monitoring, and self-evaluation (Yot-Domínguez and Marcelo, 2008). This study however covered goal setting and self-monitoring strategies. Goal-setting is a norm that governs a student's behaviour. It is one of the defining characteristics of self-regulation and has direct bearing on students' motivation (Zimmerman, 2008). Students that excelled at self-regulated learning exhibited a desire to achieve goals and a dedication to setting goals, among other qualities (Pintrich, 2004). In the classroom, objectives may be as straightforward as acquiring a relevant skill through understanding of a course. For instance, Ozoegwu (2021) stated that if a student sets a long-term goal to acquire a skill in a particular course, the student may also set more manageable objectives such as studying for a predetermined period of time, and employing particular study techniques to increase the likelihood of achieving the goals. In Becker (2014), Weinstein and Mayer recommended that college instructors teach students how to set

goals, such as identifying one or more learning objectives for the semester and outlining the steps they intended to take. Similarly, to become lifelong learners, students in the twenty-first century must take responsibility for their academic performance Kitner, Rakoczy and Otto in Ozoegwu, 2021). By keeping track of their advancement towards learning objectives, students take on this obligation. Students must define their own learning goals, make a strategy, autonomously motivate themselves to achieve those goals, concentrate on the activity at hand, and apply learning strategies to help them understand the subject in order to be able to self-monitor their progress. By requiring students to keep track of the number of times they worked on a given learning assignment, the tactics they employed, and the amount of time they spent working, teachers can promote self-monitoring. Students can see their development through this activity and adjust as necessary. To get regular feedback on their students' academic performance, effective teachers keep track of their students' academic progress (Ozoegwu, 2021).

The enhancement of undergraduate students' goal-setting and self-monitoring strategies can be facilitated through digital technologies. Digital technologies are techniques, systems, equipment, or resources that produce, store, or process data electronically. They represent an open gateway to new learning possibilities, and support acquisition of practical skills (Okolocha and Nwaukwa, 2020). They are electronic tools that allow for individualized instruction and hasten students' active, independent, and productive knowledge acquisition. Okolocha and Nwaukwa listed types of digital technologies as follows; computers, internet, multimedia, mobile phones, and social software technologies. Digital technologies also cover computer programmes and software; web pages and websites, including social media; data and databases; digital audio such as mp3s; and e-books.Yot-Domínguez and Marcelo (2017) on the other hamd enumerated digital technologies ascommunication and interactive tools (WhatsApp, Line, Skype, Google Talk, Google Meet, Microsoft Teams), repositories (Slideshare, Instagram, Pinterest, Youtube and iTunes), social network tools (Twitter, Facebook), and internet tools (Wikipedia or online dictionaries, translators, Google academic, Dialnet) among others that can be used in enhancing learning.

Due to the instructional abilities of digital technologies, and the outbreak of Covid-19 pandemic, the field of education has undergone significant changes in teaching and learning (Haleem, Javaid, Qadri and Suman, 2022). The use of digital technologies in education has become even more institutionalized in the wake of this pandemic. Digital technologies enhance sharing of knowledge, serve as assessor, and co-creator of information. Students' lives have been simpler as a result of digital technological advancements. Nowadays, students can prepare presentations and projects utilizing a variety of software and tools rather than pen and paper. Similarly, digital technologies build knowledge, understanding, and skills to ensure that students thrive individually and as a team, they enhance students' curiosity and inquisitiveness through exciting and instructive material, which has been linked to academic performance, and creating Inclusive learning environments which provides an equal opportunity for each student with different ability levels to learn in the same place. Virtual classrooms, video, augmented reality, robots, and other technology tools make the class exciting and create inclusive learning environments that foster collaboration and curiosity while allowing teachers to collect data on student performance.

It is anticipated that tertiary undergraduate students use digital technologies more readily to improve their critical thinking and cooperation skills in addition to their speaking, listening, reading, and writing abilities (Chelghoum, 2017). The students are the first generations to have grown up with digital tools, which explain why. They are referred to as "digital natives" (Hayes, 2019). Due to this, students, including those in business education, are required to leverage on digital technologies to set academic goals, and self-monitor their progress to ensure that they achieve set goals. Students of business education can have online chats with their classmates, exchange academic information, and clear their concerns using digital tools like Google Talk, Skype and WhatsApp. To review specific materials

gathered for studies, they could also make use of technologies such as Slideshare, Instagram, Pinterest, Youtube, and iTunes. Wikis, blogs, Dropbox, and Google+ can be use to produce and store documents, and podcasts and videos can be employed to access previously recorded lessons (Okolocha and Nwaukwa, 2020).

Digital technologies have a lot of potential to promote self-regulated learning, including those of business education. Despite this potential, it appears that students do not use them effectively for academic purposes. Instead of working on their academic assignments, they now focus their search on leisurely, non-educational online activities such as pointless chatting. The exposure to and use of digital technology tends to have detrimental effects on students, despite earlier studies showing that the younger generation (students) embraces them broadly (Nwagu, 2021). This is due to students spending more time using digital technology for non-academic purposes and less time using them for academic purposes. Given this, the adoption of digital technologies has generated controversy among those involved in education. Due to the multitasking involved, some believe it to be a distraction from the students' learning, while others attest to the potential of these technologies to improve learning. Others contend that students regard and use digital technologies more as a social platform than as tools for learning. Adebowale in Nwagu (2021) bemoaned the fact that students are continually using Facebook, Whatsapp, Instagram, or other networking tools, as well as e-mail and instant messaging, in the background as they work on their academic obligations. These cause distraction and cut into the amount of time they have to devote to studying.

Nigeria has one of the largest economies in Africa, but just 11.6 million internet users, 46% of its projected 206.1 million inhabitants still does not have access to the internet (Adeleke, 2021). The digital divide, however, does not only apply to people who have and do not have access to the internet, it encompasses other additional inconsistencies, such as the speed of the internet connectivity, digital resources, and the availability of technology expertise (Bahia and Suardi, 2019). Supporting these findings, YotDomínguez and Marcelo (2017) reported that university students do not incorporate digital technologies into their own academic learning process. Yot-Domínguez and Marcelo further revealed that students make limited use of digital technologies for self-regulated learning. Sahin-Kizil and Savran (2016) however noted that EFL learners were actively engaged in the use of ICT tools for self-regulated language learning, but there were variations both among the students and in aspects of regulating learning through the use of ICT tools. This could be due to inadequate knowledge of the students regarding the influence of digital technologies in promoting their self-regulated learning. The responses of business education students on the influence of digital technologies in enhancing their self-regulated learning could be influence by institutional type (universities and colleges of education). Digital technologies are the principal technologies reshaping higher education (universities and college of education). In view of advances in each of these domains, digital technologies can help students in their daily classroom experiences in universities and colleges of education. It is possible that the students of these institutions can view the influence of these technologies from different perspectives. It is against this backdrop that this study was carried out to influence of digital technologies in enhancing business education students' self-regulated learning for acquisition of employability skills.

Statement of the Problem

The main goal of business education at the post-secondary level is to create graduates with the skills and dynamism necessary to fit into the digital labour market or launch successful businesses. Business education must change, and incorporate digital technologies in order to achieve this goal. The expectation of educational stakeholders to see these technologies employed for academic learning has increased due to the technologies popularity among students (Okolocha and Nwaukwa, 2020). Educational stakeholders have had high expectations for digital technologies to be integrated

into education to enhance learning quality in recent years. With the development of digital technologies, students now have access to a variety of digital technologies that can help them learn more independently. Researchers are concerned that these technologies are not being used by students in promoting their self-regulated learning, or that students choose to use them for mainly non-academic purposes, and devote less time to academic usage. This scenario could be due to their lack of knowledge about the influence of these digital technologies in enhancing their self-regulated learning. The researcher is concerned that the inability of business education students to use these digital tools in their academic learning could hinder them from acquiring employability skills required of gainful employment upon graduation. However, there seem to be lack of empirical studies in Nigeria especially, Anambra State on the influence of digital technologies in enhancing business education students self-regulated learning for employability skills acquisition. This study therefore determine (1) the influence of digital technologies in enhancing business education students academic goal settings for employability skills acquisition, (2) the influence of digital technologies in enhancing business education students academic self-monitoring for employability skills acquisition.

Research Questions

The following research questions guided the study;

1. What is the influence of digital technologies in enhancing business education students' academic goal setting strategies for acquisition of employability skills in tertiary institutions in Anambra State?
2. What is the influence of digital technologies in enhancing business education students' academic self-monitoring strategies for acquisition of employability skills in tertiary institutions in Anambra State?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance;

1. Business education students in universities do not differ significantly with the counterparts in colleges of education in their mean ratings on the influence of digital technologies in enhancing their academic goal setting strategies for acquisition of employability skills.
2. There is no significant difference in the mean ratings of business education students in universities and those in colleges of education on the influence of digital technologies in enhancing their academic self-monitoring strategies for acquisition of employability skills.

Method

The study adopted descriptive survey research design. It was conducted in Anambra State. The population of the study consists of 204 (2021/2022) final year business education students in tertiary institutions chosen for this study and where business education programme is offered. However, students from Nnamdi Azikiwe University, Awka were excluded from the population because of ASUU strike which made the final years students inaccessible. The population (204) was not too large to give rise to sampling. Hence, the entire population was used for this study. The instrument for data collection was a structured questionnaire titled "Influence of Digital Technologies in Enhancing Business Education Students' Self-regulated Learning for Acquisition of Employability Skills "(IBESSRL-AES)". The questionnaire consisted of two sections A and B. Section A contained item on demographic information of the respondents such as type of institution while Section B contained 14 items according to the research questions. Items on section B are structured on four point rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). Face and content validity of the instrument was ascertained using three experts, two from the field of Business Education and one expert from Measurement and Evaluation. The reliability of the instrument was carried out using

trial-testing and data collected were calculated using Cronbach Alpha formula to determine the internal consistency of the instrument, and correlation index of .89 and .95 were obtained for clusters B1 to B2 respectively with an overall value of .92. The researcher with the help of three researcher assistants administered copies of the questionnaire to the respondents in their institutions. Out of 204 copies of questionnaire distributed, 191 were correctly filled and returned and used for data analysis. Statistical mean and standard deviation were used to answer the researcher questions and determined the homogeneity of respondents' views while t-test were used to test the null hypotheses at .05 level of significance. A hypothesis was rejected where the p - value is less than the significant value. Otherwise, the null hypothesis was accepted. The data analysis was carried out using statistical package for Social Sciences (SPSS) version 23.

Results

Research Question 1

What is the influence of digital technologies in enhancing business education students' academic goal setting strategies for acquisition of employability skills in tertiary institutions in Anambra State?

Table 1: Respondents' mean ratings and standard deviation on the influence of digital technologies in enhancing business education students' academic goal setting strategiesfor acquisition of employability skills (N = 191)

S/N	Influence of Digital Technologies on Academic Goal-Setting Strategies	$\bar{X}$	SD	Remarks
1.	Online platforms such as Google and Wikipedia are important sources to maintain students' interest in achieving learning goals.	2.54	.71	Agree
2.	Internets can help students to reach their ultimate academic goal in business education	3.48	.62	Agree
3.	Whatsapp and Instagram can assist students to achieve learning goals quickly and efficiently	3.57	.67	Strongly Agree
4.	Interactive whiteboard Lite help students to set sub-goals for my next stage of learning	3.43	.61	Agree
5.	Digital tools such as Google Calendar, EverNote assist students to set academic activity agenda	2.52	.78	Agree
6.	Blog/wiki helps students to plan for their own learning experiences	2.50	.73	Agree
7.	Google academic software helps students to record learning information to be used for exam revision	2.53	.81	Agree
	Cluster mean	**2.94**	**.78**	**Agree**

Data in Table 1 shows that out of 7 items listed on influence of digital technologies in enhancing business education students, the respondents agree that digital technologies influence business education students' academic goal-setting strategies for acquisition of employability skills. This is shown by the cluster mean of 2.94 which fell within the agree category. The item by item analysis revealed item 3 are rated strongly agree with mean of 3.57 while the remaining six items 1, 2, 4, 5 and 6 are rated agree with mean ranging from 2.50 to 3.48. The standard deviation for all the items is within the same range meaning that the respondents are not wide apart in their mean ratings.

Research Question 2

What is the influence of digital technologies in enhancing business education students' academic self-monitoring strategies for acquisition of employability skills in tertiary institutions in Anambra State?

Table 2: Respondents' mean ratings and standard deviation on the influence of digital technologies in enhancing business education students' academic self-monitoring strategies for acquisition of employability skills (N = 191)

S/N	influence of digital technologies on students' Academic Self-Monitoring Strategies	$\bar{X}$	SD	Remarks
8.	Podcasts help students to record course contents to use them in future study	3.51	.80	Strongly Agree
9.	Mobile devices enable students to records their lecturers' lessons	3.49	.62	Agree
10.	iTunes and iVoox help students to listen to course contents found in podcasts	2.81	.98	Agree
11.	laptops/palmtops devices help students to prepare for examinations or complete project research	3.24	.61	Agree
12.	Videos and YouTube helps students to monitor learning goals at each semester.	3.14	.82	Agree
13.	Handsets enables students to record and monitor the number of times they worked on particular learning tasks	4.00	.86	Strongly Agree
14	Internet assists students to assume responsibility for learning and academic performance in business education courses	2.54	.71	Agree
Cluster Mean		**3.35**	.92	**Agree**

Data in Table 2 show that business education students agree that digital technologies enhance their academic self-monitoring of strategies for acquisition of employability skills with a cluster mean score of 3.35 which fell within the agree category. The item by item analysis also reveals that items 8 and 13 are rated strongly agree with mean ranging between 3.51 to 4.00, while the remaining five items are rated agree. The standard deviation for all the items is within the same range meaning that the respondents are not wide apart in their mean ratings.

Hypothesis 1

Business education students in universities do not differ significantly with the counterparts in colleges of education on the influence of digital technologies in enhancing their academic goal settings strategies for employability skills acquisition.

Table 3: Summary of t-test analysis of business education students in universities and colleges of education on the influence of digital technologies in enhancing their academic goal settings strategies for employability skills acquisition

Type of Institution	N	$\bar{X}$	SD	df	P-value	Decision
University	18	3.72	.92			
				189	.06	Not Significant
College of Education	173	3.86	.79			

Data in Table 3 shows that the p-value of .06 at 189 degree of freedom is greater than the criterion value of .05 (P-value = .06 > .05). This means that business education students in universities

do not differ significantly with their counterparts in colleges of education on the influence of digital technologies in enhancing their academic goal settings strategies for employability skills acquisition. Therefore, the null hypothesis was accepted.

Hypothesis 2

There is no significant difference in the mean ratings of business education students in universities and those in colleges of education on the influence of digital technologies in enhancing their academic self-monitoring strategies for acquisition of employability skills.

Table 3: Summary of t-test analysis of business education students in universities and colleges of education on the influence of digital technologies in enhancing their academic self-monitoring strategies for employability skills acquisition

Type of Institution	N	$\overline{X}$	SD	df	P-value	Decision
University	18	2.85	.62			
				189	1.01	Not Significant
College of Education	173	3.26	.59			

3. Data in Table 3 shows that the p-value of 1.01 at 189 degree of freedom is greater than the criterion value of .05 (P-value = 1.01 > .05). This means that there is no significant difference in the mean ratings of business education students in universities and those in colleges of education on the influence of digital technologies in enhancing their academic self-monitoring strategies for acquisition of employability skills.
   . Therefore, the null hypothesis was accepted.

Discussion of Findings

Findings of the study revealed that business education students agree that agree that digital technologies influence their academic goal-setting strategies for acquisition of employability skills. The findings of the study agrees with that of Okolocha and Nwaukwa (2020) that if used effectively, digital technologies help university undergraduate students to set academic goals. This supports the earlier findings of Chelghoum (2017) that digital technologies more readily improve students' critical thinking and cooperation skills, and goal setting skills, in addition to their speaking, listening, reading, and writing abilities. Additionally, Aysel and Zehra (2016) reported that learners possess positive engagement with ICT tools for goal commitment, affective regulation and resource regulation; however, they hold less positive attitudes towards using technology for social learning activities. This findings of is not surprising to the researcher considering the significant role of digital technologies in improving the quality of learning of students as they give students opportunities to be actively involved in their academic learning, which enhance their acquisition of skills for self-reliance. The findings of the study also showed that business education students in universities did not differ significantly with the counterparts in colleges of education on the influence of digital technologies in enhancing their academic goal settings strategies for employability skills acquisition. This could be that business education students in both institutions use these digital technologies in learning and therefore recognizes the importance of these tools in enhancing their acquisition of skills for self-reliance.

Findings of the study further revealed that business education students agree that digital technologies enhance their academic self-monitoring of strategies for acquisition of employability skills. The findings of this study agrees with that ofYot-Domínguez and Marcelo (2017) who found that Whatsapp and Facebook are digital technologies that students generally want to use in enhancing

their self-regulated learning. Nwagu (2021) reported that the potential of digital technologies in enabling students to monitor their academic progress cannot be overemphasized. Haleem, Javaid, Qadri and Suman (2022) stated digital technologies have instructional abilities to significant alter the field of teaching and leaning in tertiary institutions. Haleem et al. pointed out that digital technologies enhance sharing of knowledge, serve as assessor, and co-creator of information. Students' lives have been simpler as a result of digital technological advancements as they can leverage on them to prepare presentations and projects utilizing a variety of software and tools rather than pen and paper. Findings of the study likewise revealed that there is no significant difference in the mean ratings of business education students in universities and those in colleges of education on the influence of digital technologies in enhancing their academic self-monitoring strategies for acquisition of employability skills. This findings is in agreement with that ofYot-Domínguez and Marcelo (2017) which revealed that digital technologies enhance undergraduate students' self-regulated learning irrespective of institutional type.

Conclusion

The students of today are among the first to have grown up with digital technologies such as computers, email, the internet, mobile phones, and instant messaging among others, and are therefore these referred to as "digital natives." It is now evident that today's think and absorb information fundamentally differently than their forebears as a result of this pervasive environment and the sheer volume of their connection with it. The findings showed that business education students agree that digital technologies in enhancing their academic goal=setting and self-monitoring strategies for acquisition of employability skills. Based on the findings of this study, the researcher concluded that effective use of digital technologies in leaning of business education courses is capable of enhancingstudents' self-regulated learning strategies for employability skills acquisition in tertiary institutions in Anambra State.

Recommendations

Based on the findings of the study, the following recommendations are made;

1. Business education lecturers should encourage their student to use digital technologies to set academic goals and self-monitor their learning progress instead for using them mainly for non-academic purposes. This will help them to acquire relevant employability skills.
2. Seminars and workshops should be organized by Business Education Departments in tertiary institutions to enlighten students on how to effectively utilize digital technologies to self-regulate their learning which will help to improve their academic performance, and skill acquisition.

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RELEVANT TRAINING SKILLS NEEDED BY BUSINESS EDUCATION LECTURERS FOR EFFECTIVE TEACHING OF BUSINESS EDUCATION COURSES IN HIGHER INSTITUTIONS IN IMO STATE.

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Abstract

The core mandate of any educational programme is the ability to use teaching skills/training to accomplish a defined goal. They are the guiding materials and strategies which a lecturer applies in order to influence students to understand a given topic. The study was aimed at Assessing the Relevant Training Skills Needed by Business Education Lecturers for effective teaching of Business Education Courses in higher institutions in Imo State. Going by the upsurge in technological advancement, Business educators require adequate and modern training skills for effective teaching of Business Education courses in the higher institutions. Three (3) research questions were raised along with three (3) hypotheses to guide the study. A survey design was adopted by the researchers for the study. The population of the study was made up of forty eight (48) Business Education Lecturers drawn from the two (2) selected tertiary/higher institutions: Alvan Ikoku Federal University of Education, Owerri and the Imo State Polytechnic, Umuagwo, Imo State. The entire population of 48 was used since the entire population was small and manageable. Data collected by the researchers were analyzed using mean and standard deviation to answer the research questions and to determine the harmonious responses from the respondents. The t-test was used to test the formulated hypotheses at 0.05 level of significance. The finding revealed that Business Education Lecturers rated all the items on the research questions as relevant/needed. The study recommended among others that lecturers promotion should not only be based on the number of years spent, but on the level/area of relevant training skills for effective performance, and that the relevant authorities managing higher institutions should redesign training programmes for Business Education Lecturers, and that professional bodies should be charged with the mandate of designing the training packages for higher institutions. The selection of appropriate teaching strategy should be the matter of objective to be achieved in the course of teaching.

Key Words: Training Skills, Effective Teaching, Business Education, Business Education Lecturers, Higher Institutions.

Introduction

Business education lecturers' responsibility for the teaching functions and role requires certain relevant training skills that enable them perform effectively and efficiently in their daily lecture duties. To achieve this, a thorough understanding of the various functions of the Business education lecturers is very key. Today's ever advancing technological world requires special skills and training,

which would enable the Business education lecturers to fit into the modern teaching conditions. The functions of the Business education lecturers in the recent times have expanded and broadened. Therefore, this makes it become more challenging due to the rapid advances in technology, new equipment and other skills needed by the Business education lecturers to carry out their tasks as lecturers.

The educational sector specifically, appears to be mostly hit especially when society is faced with natural disasters, epidemic/pandemic outbreaks, political unrests, armed banditry, communal clashes, insurgencies, war and all kinds of uncertainties partly because of the large crowd it accommodates at a time. These unfortunate circumstances have drawn people's attention to the need for a proficient and effective system of knowledge and skills acquisition that would keep the teacher abreast with current trends in the academia. This can only be achieved if, and only if the teacher is properly trained and equipped with the needed skills that would assist him/her to be more effective and efficient in imparting on the learners. Chukwurah (2011), opined that in the event of continuous global technological advancements, Business education programmes must be directed towards preparing learners to absorb the changes. Ibigbami (2004) advanced that Business teacher education curriculum must be developed in line with the national demand for education reform. As significant as education is for nation building and sustainable economic growth, Business teacher education and training is found to be one of the most important ways in which the education sector can be reorganised and managed for easy attainment of Nigeria's educational goals and objectives as stipulated in the educational policies guiding the sector. In the light of this, a nation can be said to have attained quality education only if the main actors in education who are the teachers, learners and the environment are properly organized (Njoku, Chukwumezie, and Ani, 2017). This implies that the teacher must be adequately trained on modern trends in education, and the requisite facilities and environment must be provided for both learners and teachers. Equally, the appropriate method and curriculum must be adopted to enable graduates fit and compete favourably with graduates of other countries as well as secure good jobs. Business education is the acquisition of problem solving skills that will facilitate effectiveness in the office or Business. It is the acquisition and development of skills and competencies, attitudes and attributes necessary for efficiency of the economic system (Aliyu, 2006). Basically, Business education implies knowledge acquisition for business and vocational skills. Ugwoke (2011) sees Business education as a form of technical and vocational education directed at educating the learner to become productive in teaching, securing paid jobs and self-reliance and prepares individuals for careers in Business and consumers of economic and consumer goods. Business education and technical education are intertwined in a way. Chika (2005) in Shaibu, Ameh and Kaduru (2020), Business education is an embodiment of vocational knowledge and skills needed for employment and advancement in a broad range of businesses. While Business education involves acquiring needed skills for business and self-reliance, technical education involves acquiring specific skills in crafts, engineering, artistry, trade, among others. Business and technical education are both skill inclined and create an avenue for entrepreneurship skill development for a sustainable economy.

Business education plays an important role in economic development by providing adequate knowledge and skills to the learners as it enables them to impart knowledge unto others and handle sophisticated office technologies and information systems (Amoor, 2010). This is in agreement with the Business education goals of producing competent, skillful and dynamic business teachers, office administrators and businessmen and women that are competent enough to compete in the world of work. In the same vein, Oyebade, Oladipo and Adetoro (2008) looked at education as that vital instrument of economic growth and technological advancement of a nation. This depicts the relevance of education in whatever form it may be acquired, be it general, business, vocational or technical. In addition, Business education is focused on meeting general education and career and technical education needs of students at all levels, be it in the primary and secondary schools, colleges of

education, polytechnics, other teacher training institutes or universities. It is that aspect of education processes that involves general education, study of technologies and related sciences and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in different aspects of economic and social life. Acquiring skills in business education programmes will result in economic viability, prosperity, employment generation, social equity, attraction of foreign investors due to availability of technically skilled manpower, local control of goods and services, community well-being, cultural richness, physical integrity, economic diversity, effective management of resources and environmental purity (United Nations, 2004). Business educators need proper training in order to utilize appropriately the resources and instructional materials available for effective teaching and learning processes, the need for up-to-date knowledge for the use of instructional materials cannot be rights, freedom, equity, justice, etc (Agbonaye and Akele, 2017). A developed society is the one that has succeeded in providing a source of livelihood for the majority of its inhabitants and that in such society, premium is attached to elimination of poverty, provision of food, shelter and clothing to its citizens.

Business education is a form of vocational education that is directed towards developing the learner to become productive in teaching, paid employment and self employment (Anyaeneh and Nkegwu, 2015). Business education prepares beneficiaries for gainful employment and sustainable livelihood. It is an education that provides knowledge and understanding of the economic, financial, marketing, accounting, management system and other branches of Business endeavours. Hence, education about Business prepares students to function intelligently as consumers and citizens in a Business economy. Hence, Business education plays a significant role in the economic development by providing knowledge and skills to the learners, thereby, enabling them to adequately impart knowledge into others, and handle sophisticated office technologies and information systems (Chiadika, Iwendi, Fassasi and Onianwa, 2014). Ajisafe, Bolarinwa, and Edeh (2015) noted that since the primary goal of Business education is to produce competent, skillful and dynamic Business teachers, office administrators and businessmen and women that will effectively compete in the world of work and it is an impetus and sine qua non to national transformation and development because economic development usually engenders national transformation.

The acquisition of skills, competencies and knowledge as imbedded in Business education helps to address unemployment and its attendant vices, increases productivity, and accelerates the development of the nation. By engaging in paid job or running of private Businesses, graduates of Business education programmeare able to reduce social crimes among youths (Udo, 2014). This leads to social gratifications such as personal amusement, love, happiness, affection and enjoyment which are necessary indices for measuring level of national development. Business education plays a significant role in the economic development by providing knowledge and skills to the learners thereby, enabling them to adequately impart knowledge to others and handle sophisticated office technologies and information system (Anyaeneh and Nkegwu, 2015).

Business education is a programme of study designed to produce teachers of Business subjects in our Secondary and Post- Secondary Schools. To this school of thought ably supported by the assertions of Otamiri and Adiele (2001), Otamiri and Odigie (2010), Agomuo (2001), that Business education is education for Business teachers. This school of thought perceives Business education as a specialized and professional arm of the technical and science education focused at preparing and equipping those to impart Business skills and competencies to students and other business trainees. This may provide the rationale for including educational courses in the curriculum of Business education. Business education is education for business. This view of Business education received the support of a host of authors and theorists. Ubulom and Ukwuije (2000) in their view stated that Business education is an aspect of educational programme that prepares students for careers in business. Business education lecturers' training needs are all directed towards more

skill acquisition and effectiveness as they are important and essential issues that the management also need to take proper steps in tackling such teaching problems, so that issues like computation and keying-in aptitude test scores of students' results and other information into the school website will not he contracted out. Business education lecturers are bound to acquire the needed skills of effective classroom communication, computation and computer skills, modern classroom management information system, as well as public/human relations skills (Agomuo, 2001).

In-service teacher education is extremely important for both the teachers who have been prepared in an undergraduate vocational teacher education programme and for those who may be recruited from business and industry (Osuala, 2004). The type of preparation given at the pre-service .degree level by established teacher education departments may not produce the type of teacher that is needed to cope with the needs of modem technology in some of the occupational training areas, hence established teachers need in-service training to increase their skills and improve their teaching practices. Also, there is a strong possibility that teachers who are in the profession for a number of years may become stagnant and fail to keep abreast with innovations in the areas that they teach and that in-service teacher education should be offered on carefully planned continuous basis.

Statement of the Problem

Relevant training skills are needed by Business education lecturers for effective teaching of Business education courses in higher institutions in Imo State. Hence, Business education is a programme that requires skills and innovation of the teachers to deliver their duties of teaching effectively. To this end, Enyekit (2010) asserted that no education system may rise above the quality of its teachers. Conversely, a good Business teacher would more than often try to offset deficiencies in curriculum, in textbooks, and equipments. A good Business educator requires the skills of course content delivery, computer skills, good communication skills, pedagogical skills, as well as public/human relation skills to be able to meet the current trend in the teaching profession. The question agitating in the minds of all concerned with the business of teaching Business education is how trained, prepared, and informed Business education lecturers of today are vis-a-vis the changes in both technology and teaching practice (Ibighami, 2001). There are myriad of problems that face Business education lecturers. Business education lecturers frequently or often times use outdated machines and often times rely on the experience gained throughout their career on the job to the best of their abilities. The competitive global environment poses many interesting challenges to the Business education lecturers to build a competitive advantage by increasing efficiency in teaching, effective communication, computation and computing, classroom management system, as well as the public/human relations skills all with a view to coordinate the activities of the students, departments and other colleagues (Ibe, 1994).

Every country's growth and development is measured by the position it occupies when it comes to the level of education of its citizenry. Investing in human capital development can never be a waste because, over time, education has evolved and is still evolving each passing day and these developments have helped in solving domestic problems and the changes have facilitated up-to-date knowledge of citizens and have given them confidence to compete globally with other countries, hence, the need for constant upgrade and review of the measurements, curriculums, methods and policies that guide activities of the sector. UNESCO (2006) is of the view that, it is evident that current economic development trends cannot sustain its citizenry therefore, public awareness, education, and training are paramount to the paradigm shift needed toward sustainability. It is therefore, imperative to say, no nation or society can thrive in this era of global competition without education as an integral part of human life and existence. To Mungashum, Sylvester and Joshua (2018), education is exclusively used in the development of human beings in the cognitive, affective, psychomotor and psycho productive domains. It is the overall development of the child through acceptable methods and

techniques based on his/her abilities and interests as it satisfies the need of the society and attains self satisfaction (Amaele, 2011). Education can therefore, be said to be an indisputable tool for self-sustenance and economic independence in any nation.

Research Questions

The following research questions were raised by the researcher to guide the study:

1. What are the communication skills needed by Business education lecturers for effective teaching of Business education courses in higher institutions in Imo State?
2. What are the pedagogical skills needed by Business education lecturers for effective teaching of Business education courses in higher institutions in Imo State?
3. What are the computer application skills needed by Business education lecturers for effective teaching of Business education courses in higher institutions in Imo State?

Method

The researchers adopted the survey research design for the study. The population of the study comprised forty eight Business education lecturers drawn from the two selected higher institutions in Imo State. There was no sample in the study since the population was small and manageable. A structured questionnaire was used to collect data for the study. One expert in Educational Measurement and Evaluation and two experts in Business Education validated the instrument for comprehensiveness and consistency. The data collected from the respondents were analyzed by the researchers using mean statistics to answer the research questions.
Any response, with a mean of 2.5 and above was considered as needed by the Business education lecturers, but any one that was below 2.5 was considered as not needed. The analysis was based on the data obtained from the response of the respondents on the questionnaire administered.

Results

Research Question 1: What are the communication skills needed by Business education lecturers for effective teaching of Business education courses in higher institutions in Imo State?

Table 1:*Responses to Relevant Questionnaire Items*

S/N	Statement	X	Remarks
1	Ability to identify and point out errors in letters, memos, lesson notes and conference papers	4.01	Needed
2	Ability to interpret cybernetics in communication by other colleagues online research	3.64	Needed
3	Ability to correct usage of tenses at the right time and avoidance of delay in speech delivery	3.60	Needed
4	Ability to deliver speech before colleagues and students	4.03	Needed
5	Ability to use technical and grammatical concord in speech delivery during paper presentations	3.30	Needed
6	Ability to write reports, public notice as well as press release or papers and magazines	3.40	Needed

The result presented in table 1 aboveshowed that the mean responses of the group on all the six items of this research questions (1-6) are above the cut-off point of 2.50**.** This revealed that the respondents all agreed that communication skills are needed by Business education lecturers in higher institutions in Imo State for effective teaching of Business education courses.

Research Question 2: What are the pedagogical skills needed by Business education lecturers for effective teaching of Business education courses in higher institutions in Imo State?

Table 2: Responses to Relevant Questionnaire Items

S/N	Statement	X	Remarks
7	Ability to apply different teaching techniques	3.30	Needed
8	Ability to use and apply individualized method in teaching	4.01	Needed
9	Ability to apply demonstrating method to teach practical topics	3.30	Needed
10	Ability to apply excursion method in teaching practical topics	4.00	Needed
11	Ability to identify and distinguish between fast and slow learners in the class.	3.54	Needed
12	Ability to use lecture method in teaching	3.40	Needed

The results presented in table 2 above indicated that the mean responses of the respondents on the six items (7-12) on the pedagogical skills needed of Business education lecturers are above the cut-off point of 2.50. The results therefore, revealed that Business education lecturers in higher institutions in Imo State all agreed on the relevance of pedagogical skills.

Research Question 3: What are the computer application skills needed by Business education lecturers for effective teaching of Business education courses in higher institutions in Imo State?

Table 3: Responses to Relevant Questionnaire Items

S/N	Statement	X	Remarks
13	Ability to have access to other institutions' websites and systems network for materials	3.61	Needed
14	Ability to know the best configuration of the computer for PowerPoint presentation	4.03	Needed
15	Ability to design spreadsheets ledger, journals etc with ease	3.40	Needed
16	Ability to install computers and arrange networking of systems	3.40	Needed
17	Ability to use computers for online research	3.30	Needed
18	Ability to network with other institutions' computers	3.81	Needed

From the above table 3, it was revealed that the mean of all the six items (13-18) were above 2.5 which was the cut-off point. It implied that the respondents agreed that Business education lecturers require computer application skills in carrying out their teaching responsibilities in higher institution in Imo State for effective teaching of Business education courses.

Discussion of Findings

The result presented in table 1, revealed that Business education lecturers needed effective teaching communication skill training in their daily duties as it would enable them deliver good teaching and explanation of concepts and issues to the students/learners. The lecturers were aware of how important the skills were especially in the contemporary communication society of ours, which was in agreement with Nwafor (2021) that there is high communication skills gap among graduates of Business education in high institutions in Nigeria. The World Bank report also corroborated this assertion stating that about 2-4% of tertiary education graduates are employable, whereas 18-20% of them will require more training interventions for about 1-4 years to become employable (Nwafor, 2021). It also revealed that Business education lecturers' communication skills such as the ability to identify errors in letters, memos, lesson notes, conference papers, interpret cybernetics in communication, wrong usage of tenses, wrong usage of technical and grammatical concord in speech delivery and the ability to write reports to be relevant in today's world of work.

The results in table 2, showed that Business education lecturers in higher institutions needed pedagogical skills like the ability to apply different teaching techniques, individualized method of teaching practical topics, identify and distinguish between fast and slow learners and ability to use lecture method in teaching. Zakka, Bewaran, and Moris (2021) expressed similar view and maintained that Business educations lecturers need pedagogical skills in view of that growing use of digital technologies that will aid in imparting the needed skills to students who can function effectively in a knowledge driven economy. The study found that pedagogical skills were highly needed for the teaching of Business education in higher institutions in Imo State.

The results in table 3, revealed that Business education lecturers' needed computer application skills such as ability to assess other institutions websites and systems network materials, power point presentation, designing, spreadsheets, ledger journals, installation of computers, online research, and networking with other institutions' computers. The results were in agreement with Ovute and Ovute (2015) which maintained that ICT skills help lecturers in applying technology wisely, logically, effectively, and understand the principles underlying the technological tools and materials. Nik (2021) however, maintained that teachers need to master the following skills and knowledge: technological environmental, behaviourial, pedagogical and motivational skills to remain relevant in the present world of teaching. Heinz (2016) corroborated that computer competence involves confident, critical and creative use of digital technologies to achieve goals related to work employability learning, leisure, inclusive, and participation in the society.

Conclusion

Based on the findings of the study, the researchers discovered that Business education lecturers need relevant training skills for effective teaching of Business education courses such as communication skills training, pedagogical skills training, and computer skills training which will go a long way in delivering good teaching and explanation of concepts and issues as they relate to Business education. Business education as a programme requires skills and innovation of the teachers to deliver their duties of teaching effectively. However, poorly trained teachers tend to produce their kind of students while a good Business educator understands the skills of course content delivery, computer skills, good communication skills, pedagogical skills as well as public/human relation skills to meet the current trend in the teaching profession

Recommendations

The following recommendations were made based on the findings by the researchers:

1. Professional bodies in Business education should be allowed to design the training packages for higher institutions in Nigeria which will go a long way in improving lecturers'

communication skills.

2. The promotion of lecturers should not be based only on the number of years spent but also on the areas of skills and other pedagogical competencies.
3. The management of higher institutions should redesign training programmes suitable for Business education lecturers in their respective institutions.

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AVALIABILITY AND APPLICATION OF SOFTWARE PACKAGES IN THE TEACHING OF ACCOUNTING COURSES IN BUSINESS EDUCATION IN RIVERS STATE UNIVERSITIES

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Abstract

The study determined the availability and application of modern software packages in the teaching of accounting courses in Business Education programme in Rivers State Universities. The research design adopted for the study was a survey research design. The entire population of 87 Business Educators made up of 20 from Rivers State University and 67 from Ignatius Ajuru University of Education respectively was used for the study. There was no sampling and the researchers developed 20 item structured questionnaires for data collection of the study. The responses on the questionnaire were structured on a 4-point rating scale namely; Very High Extent (VHE), High Extent (HE), Moderate Extent (ME), And Low Extent (LE) for research question two. The research questions were answered using the weighted Mean and Standard Deviation (SD) while the hypotheses were tested using t-test statistical tool to determine the difference in the mean responses of Business lecturers from Rivers State University and Ignatius Ajuru University of Education in respect to the availability and application of accounting software packages. The research instrument was validated by two Business Educators and one Measurement and Evaluation experts. Reliability level for the instrument was established using a test-re-test method and 0.75 was obtained meaning that the instrument is appropriate and reliable for this study. The decision rule stands to accept points up to 2.5 of the mean and above, for the research questions, are to null hypotheses was be accepted when the t-test calculated is less than the t-critical value, if otherwise rejected. The two hypotheses were rejected which showed that there is significant difference between the opinion in the two hypotheses at 0.05% level of significance. It is recommended that the Business Educators that are teaching Accounting courses must acquire the practical skills in Accounting software packages.

Introduction

Modern Accounting software has taken over the traditional methods of records keeping in recent times. In line with the modern trend in the field of accounting, Business Education is taking a new shape due to the persistent changes in technological, this calls for Business Educators, Policies makers, Administrators, Managers, Accountants to move alongside with the continuous global trend. According to Robert and Precious (2017), accounting software like spread sheets software, quick-books, Peachtree, Xero, Fresh books, wave Accounting software and sage accounting software help students to acquire the expected practical skills in Accounting area of speciality. Learning Accounting in the higher institution should be a practical course, not just to know, by so doing students can

confidently apply it in any organization they found themselves as there is modern innovations in accounting practices. Organizations are always interested in Business Education graduates who have the practical Accounting knowledge or skills, especially now that all organization are moving from manual to Automated (Okiridu&Godpower, 2020). Businesses, accounting firm or financial institutions, educational institutions, governmental organizations and non-government organizations have changed their methods of daily operation to suit the present days' demands. This is done with the aid of Accounting software packages. Thus, Accounting software packages help the day-to-day accurate records keeping and the integration of technology into the field of Accounting has made operations in organizations easier. Modern Accounting software involves the practical application of accounting theoretical principles into the practical accounting practice, to help make the daily work of organizations more accurate, neat, and easier and limit the era of paper and pen via traditional method. On this basis, Crowder (2017) opined that every modern business and institutions uses computer to complete their daily task. Thus, computer provides business or organizations a more efficient way to manage its affairs which has help to limit the function of paper when compared to traditional papers and filing system.

Business Education is defined by Okiridu and Godpower (2020) as a programme of instruction in the institution of higher learning that involves building skills, knowledge, ethics, values and attitude that will help an individual to be able to face life challenges around them and function effectively as an entrepreneurs, professional teachers and function as operators in organizations such as: Accountants, Managers, Marketers, Secretaries, Entrepreneurs, etc. Business Education programmes create avenue for practical acquisition of skills, competencies and attitudes that will help them as learners to function effectively and efficiently in a given society or economic system. Also, Business Education as a practical programme of instruction in institutions of higher learning equips students with skills to be able to solve practical financial challenges (Godpower, 2017).

Utilization of software packages in educational institutions involve routine activities as training, setting up accounts charts, existing data conversion, interfaces with existing platforms, and even consultation with other experts for effective teaching and learning process for the various courses and programmes offered such as Accounting courses in Business Education programme. Guitierrez, Lim, Ong and Yu (2011) defines account information system (AIS)as a computer systems used for writing and processing business information, as well as producing reports to help management plan and control business activities. Importance of Modern Accounting Software Packages are**:**

1. Financial advantage: Modern accounting system help in the cost of running an organization, instead of buying paper always to run it, you just document everything in the computer, you can also send and receive financial report and save the cost of travelling to meet the second party.
2. Time advantage: Modern accounting system help in saving time, which in turn makes the running of the organization flexible, e.g. you can send and receive messages within a short time, instead of travelling hours to send an application or a proposal.
3. Communication advantage: Through sending and receiving of understandable mail, which will save cost of sending it through paper and transportation, this advantages has really help modern businesses and people in the educational sector to flourish over the past two decades (Okiridu&Godpower, 2020).
4. Economic advantage: with modern accounting system via different online transaction taking place, businesses will easily grow, with a low cost of running this system. Thus, changing the physical accounting environment to a more affordable environment, consumers could buy from their comfort zone and carry out all financial transaction (Okiridu&Godpower, 2020).
5. Software packages help to greatly motivate and encourage students and graduates to master their understanding properly of the application of accounting principles to real work situation.
6. Software packages help organization to access their financial records at different locations at ease.
7. Software packages help learners to learn faster with the direction and tutorials online using accounting principles.

Accounting as a skilled course is very important in all organization, be it an institution, business and governmental organization and teaching of students that will in future become accountznts is essential. The practitioners who pioneered the establishment of the first university accounting courses envisioned broad theoretical and conceptual teaching of accounting. The American Accounting Association (AAA) Committee in 1986 made some specific recommendations, all aimed at achieving three main goals:

1) Approach accounting education as information development and distribution function for economic decision making;
2) emphasize students' learning to learn as the primary classroom objective. Teachers should adjust the curriculum content and learning methods to match the professional skills, personal capacities, and general knowledge they expected students to develop in training, liberal arts exposure, IT integration, and a commitment to lifelong learning; and
3) software accounting should be inculcated into the curriculum for a better practical knowledge and for the students to function effectively and efficiently in the labour market after graduation

The American Accounting Association (AAA) noticed that a growing gap exists between what accountants do and what accounting educators teach therefore accounting education should change in order to meet the needs of the expanding profession as it moves towards the broader, overt acquisition of diverse knowledge. Accountants must acquire, maintain, and continuously promote higher levels of competence to meet the expanding and increasingly diverse demands for services. With the integration of accounting software into the teaching and learning process, it has made interpretation of financial information easier, save more time for accountants, it has also help the teacher in establishing a better relationship between learner and the teacher (Du Plessis, 2014).

In the teaching of accounting software packages in Business Education, planning is an indispensable element in process. Planning is a process whereby a lecturer visualizes and forecast into the future of what, why and how of the teaching process; determine means and ends, and constructs a framework that will guide his or her future actions, (Borges, Santos, Abbas, Marques& Tonin,2014).Business Education as a programme of instruction run in secondary schools (as Business Studies), colleges, mono technics, polytechnics and universities at large with curriculum designed for each level to meet up the occupational needs of its citizens as it certificate is double-barrelled in nature, offering opportunities in teaching and doing businesses and Business Education is closely related to Business Administration and Management (Akpomi, 2019). Business Education as a branch of Vocational Education helps students and graduates at all levels to develop needed skills in the world at large, which enable its recipients to function effectively and efficiently as useful citizens of any country. According to Akpomi (2019), Business Education develops the individuals in socio-economic competencies, that is, the individual becomes an intelligent consumer of goods and services as a result of the knowledge and skills acquired which enables the individual to become a worker, earning a living, a good citizen, playing his or her role in the development of the economy of any country.Graduates of Business Education end up as Entrepreneurs, professional teacher or work as managerial staff in organizations. In this regard, it is expected that Business Educators whose discipline are accounting related ought to equip their students with the application of software packages, since is part of their job specification in the office after graduation.

Statement of the Problem

The problem or issue of Business Education graduates not having the competency in using Accounting software packages in recent time is a thing of great concern to stakeholders, students, lecturers, administrators and the society at large. Due to the lack of competency, industries, governmental and private organizations are lamenting of the inability of graduates to perform and the cost of training and retraining them before absorbing them is too high, and also the time wasted in training which at times can lead to counter productivity on the part of the trained workers. Many researchers and stakeholders have attributed these great challenges to the higher institution not teaching the practical application of modern accounting software. Some organizations especially the private organizations have contended that some lecturers are not knowledgeable and have refused to update their knowledge on the practical use of modern accounting softwares this invariably affects the students' practical performance when employed. Furthermore, most lecturers still dwell on their old notes and materials without improving or sort out recent modern Accounting softwares packages materials to teach including the practical application. The challenges have made most organizations to first of all pay professional trainers to train the new Accounting graduates from Business Education Department for six months to a year to groom them on the practical application of modern Accounting softwares of which is much cost both in time and resources More so, lecturers have also complained about the school management not putting into consideration their demands of computers and modern Accounting studio to enable them impact the students with the recent knowledge and practical skills in modern Accounting software packages. The use of Accounting automated software remains the bone of contention, and the use of accounting packages most of the reasons gathered from commerce and industry are that the accounting students lack the skills and knowledge that are expected of them especially the use of accounting software packages. It is also a bone of contention that practical accounting software packages is not even in the curriculum, so it is difficult for students to know how to use them(Akenbor, 2014). According to Graham (2015), this is part of the growing international movement focusing on the skills required for students to master in preparation for success in a rapidly changing digital society.

Research Questions

In order to address the research problem, the following questions are posed:

1. What Accounting software packages are available in the teaching of Accounting courses in Business Education programme in Rivers State universities?
2. To what extent are the available Accounting software packages applied in the teaching of accounting courses in Business Education programme in Rivers State universities?

Hypotheses

1. There is no significant difference in the mean responses of Business Education Lecturers in Rivers State University and Ignatius Ajuru University of Education on the availability of Accounting software packages in the teaching of Accounting courses in Business Education programme in Rivers State universities.
2. There is no significant difference in the mean responses of Business Education Lecturers in Rivers State University and Ignatius Ajuru University of Education on the extent of application of available Accountingsoftware packages in the teaching of Accounting courses Business Education programme in Rivers State universities.

Methodology

The research design adopted for the study was a survey research design which established the availability and application of Accounting software packages in the teaching of Accounting courses in Business Education programme in Rivers State universities. The population of the study comprised of 87 lecturers in Business Education in Rivers State universities. The entire population of 87 Business Education Lecturers made up of 20 from Rivers State University and 67 from Ignatius Ajuru University

of Education was used for the analysis of the study, meaning that no sampling technique was used because the entire population was used. The researcher developed 20-item structured questionnaire titled "Availability and Application of Software Packages in the Teaching of Accounting Courses in Business Education programme in Rivers State universities (AAMSPTLAC)" for data collection of the study. The instrument was validated by three experts in the field of education, two from Business Education department and one measurement and evaluation expert, all from Rivers State. The validates were given statement of the problem, purpose of the study, research questions and hypotheses including the instrument for face and content validity. Corrections and inputs made by the validates were taken into consideration before the final copy of the instrument was produced. Validation of the instrument was carried out using test-retest method which involved the use of Pearson's Product Moment Correlation Coefficient (PPMCC) and reliability quotients of 0.74 for the was obtained which show that the instrument is reliable for this study, this was done by administering the instrument to 15 lecturers in Business Education who were not part of the study sample and population. The instruments were administered to the respondents at their various institutions. The researchers did this by visiting the institutions concerned. On the spot retrieval was made for those who filled their questionnaire, while those who could not fill on the spot the researchers went back one week after for retrieval and collection. The data collected were organized and analysed around the research questions and the hypotheses formulated to guide the study. The research questions were answered using the weighted Mean and Standard Deviation while the hypotheses were tested using t-test statistical tool to determine the difference in the mean response of Business Education Lecturers from Rivers State University and Ignatius Ajuru University of Education in respect to the availability and application of Accounting software packages. The Decision rule for hypotheses was to retain the null hypotheses if t-calculated value was less than t-critical value and to reject the null hypotheses if t-calculated was greater than or equal to t-table value. The decision rule is as thus:

Response	**Options**	**Ratings**
Very High Extent	(VHE)	4
High Extent	(HE)	3
Moderate Extent	(ME)	2
Low Extent	(LE)	1

Results

Research Question 1

What Accounting software packages are available in the teaching of Accounting courses in Business Education programme in Rivers State universities?

Table 1: Mean Ratings on Accounting Software Packages are Available in the Teaching ofAccounting courses in Business Education programme in Rivers State Universities

		RSU =20			IAUE=67		
S/No.	**ITEMS**	$\bar{x}$	**S.D**	**Remark**	$\bar{x}$	**S.D**	**Remark**
1.	Sage accounting software available	1.15	0.51	NOT AV	1.21	0.62	NOT AV
2.	QuickBooks accounting software available	1.45	0.84	NOT AV	1.53	0.74	NOT AV
3	Oracle accounting software available	1.48	0.69	NOT AV	1.71	0.43	NOT AV
4	Xero accounting software available	1.15	0.51	NOT AV	1.50	0.89	NOT AV

5	Spread Sheet Accounting Software available	3.51	0.74	AV	3.44	0.78	AV
6	Wave Accounting Software available	2.13	1.30	NOT AV	2.67	1.11	NOT AV
7	Peachtree Accounting Software available	1.17	0.43	NOT AV	1.65	1.04	NOT AV
8	Fresh Book Accounting software available	1.46	0.80	NOT AV	1.52	1.06	NOT AV
9	Freeagent accounting software available	1.64	0.90	NOT AV	1.85	0.76	NOT AV
10	Netsuite accounting software available	1.95	1.18	NOT AV	1.64	0.37	NOT AV
	Grand Mean &S.D	**1.70**	**0.67**	NOT AV	**1.87**	**0.78**	NOT AV

Source: Field work, 2022.Key: Not Av = Not Available, AV = Available

Data on Table 1 showed that the respondents agreed that Software Accounting Packages are not available for the teaching of Accounting Courses in Business Education Programme in Rivers State Universities. This is evident in the mean scores as shown in items 1, 2, 3, 4,6,7,8,9,10 is below 2.5 while 5 is above 2.5. That is, the respondents believed that they did not have Sage Accounting Software with a mean set of 1.15, 1.21 QuickBooks Accounting Software with a mean of 1.45,1.53 Oracle accounting software with a mean of 1.48, 1.71 Xero Accounting Software with a mean of 1.10,1.50 Spread Sheet Accounting Software is available with a mean 3.51, 3.44, Wave Accounting Software not available with a mean 2.13, 2.67 Peachtree accounting software with a mean 1.17,1.65 Fresh Book Accounting Software with a mean 1.46, 1.52 Freeagent Accounting Software with a mean 1.64,1.85 Netsuite Accounting Software with a mean of 1.95,1.64. The grand mean and standard deviation of 1.70, 1.87 and 0 .67, 0.87 respectively indicate that the respondents agreed that Software accounting packages are not available in the teaching of Accounting courses in Business Education programme in Rivers State universities.

Research Question 2

To what extent are the available Accounting software packages applied in the teaching of Accounting courses in Business Education programme in Rivers State universities?

Table 2: Mean Ratings on Extent Available Accounting Software Packages Applied in the Teaching of Accounting **Courses in Business Education programme in Rivers State Universities**

		RSU =20			IAUE=67		
S/N	**ITEMS**	$\bar{x}$	**S.D**	**Remark**	$\bar{x}$	**S.D**	**Remark**
1.	Using projector in the teaching of accounting courses	3.39	0.68	High Extent	2.67	1.02	High Extent
2.	Using of computer in the teaching of accounting courses	3.01	0.60	High Extent	3.45	0.64	High Extent
3	Using of QuickBooks, sage accounting software in the teaching of accounting courses.	1.69	0.81	Low Extent	1.71	0.73	Low Extent

4	Using Electronic smart boards in the teaching of accounting courses.	1.25	1.09	Low Extent	2.50	0.98	Moderate Extent
5	Using of fresh book accounting software in the teaching of accounting courses	1.84	1.04	Low Extent	1.44	0.91	Low Extent
	Grand Mean &S.D	**2.24**	**0.84**	Moderate Extent	**2.35**	**0.86**	Moderate Extent

Source: Field work, 2022.

Table 2 revealed a grand mean and standard deviation of that 2.24, 2.35 and 0.84,0.86 respectively, indicating that Software accounting packages are not applied in the teaching of Accounting courses in Business Education programme in Rivers State universities. As such, the respondents agreed that projector can be used in the teaching of Accounting Courses (3.39, 2.67), respondents agreed that computer can be used in the teaching of Accounting Courses (3.01,3.45), respondents agreed that QuickBooks cannot be used, Sage accounting software in the teaching of Accounting Courses. (1.69,1.71), respondents agreed that Electronic smart boards cannot be used in the teaching of Accounting courses (1.25,2.50) and the Fresh Book Accounting software in the teaching of Accounting courses (1.84,1.44).

Hypothesis 1

There is no significant difference in the mean responses of Business Education Lecturers in Rivers State University and Ignatius Ajuru University of Education on the availability of Accounting software packages in the teaching of Accounting courses in Business Education programme in Rivers State universities.

Table 3: Summary of t-test on the Availability of Accounting Software Packages in the Teaching of Accounting Courses in Business Education Programme in Rivers State Universities

Response	**X**	**Sd.**	**N**	**df.**	**Std. errorP**		**t.cal**	**t-crit.**	**Decision**
RSU	1.70	0.67	20	85	1.03	0.05	0.078	1.960	Accept H0:
IAUE	1.87	0.78	67						

Source: Field work, 2022

The data in Table 3 showed the t-test calculated value of 0.078 at degree of freedom 85 and 0.05 level of significance. Since the calculated t-value of 0.078 is less than the t-critical value of 1.960, the null hypothesis was accepted. This implies that the hypothesis: there is no significant difference in the mean responses of Business Education Lecturers in Rivers State University and Ignatius Ajuru University of Education on availability of Accounting software packages in the teaching of Accounting courses in Business Education programmein Rivers State universities.

Hypothesis 2

There is no significant difference in the mean responses of Business Education Lecturers in Rivers State University and Ignatius Ajuru University of Education on the extent of application of available Accounting software packages in the teaching of Business Accounting courses Business Education programme in Rivers State universities.

Table 1.4: Summary of t-test on the Application of Accounting Software Packages in the Teaching of Accounting Courses in Business Education Programme in Rivers State Universities

Response	X	Sd.	N	df.	Std. error	P	t.cal	t-crit.	Decision
RSU	2.24	0.84	20	85	0.214	0.05	0.888	1.960	Accept H0:
IAUE		2.35	0.86	67					

Source: Field work, 2022.

Table 1.5showed the t-calculated value of 0.888 at degree of freedom 85 and 0.05 level of significance. Since the calculated t-value of 0.888 is less than the t-critical value of 1.960, the null hypothesis was accepted. This implies that the hypothesis: there is no significant difference in the mean responses of Business Education Lecturers in Rivers State University and Ignatius Ajuru University of Education on the application of Accounting software packages in the teaching of Accounting courses in Business Education programme in Rivers State Universities.

Summary of Findings

Major findings from the research work are as follows:

1. The result shows that there is no significant difference in the mean responses of Business Education Lecturers in Rivers State University and Ignatius Ajuru University of Education on availability of Accounting software packages in the teaching of Accounting courses in Business Education programmein Rivers State universities.
2. The result shows that there is no significant difference in the mean responses of Business Education Lecturers in Rivers State University and Ignatius Ajuru University of Education on the application of Accounting software packages in the teaching of Accounting courses in Business Education programme in Rivers State Universities.

Discussion of Findings

The discussion of the study was done according to each research question posed in the study. The result of research question one shows that accounting software's are not available for the learning of Business Education accounting courses in Rivers State universities. This findings is in agreement with the views Wen, Matsumura, Mohamed, and Huang, (2012), who opined that the adoption of accounting software in the fastest growing, but is not available in so many institution of learning as practically and theoretically oriented. Furthermore, accountants' levels of computer knowledge were found to be an important consideration in deciding whether or not to embrace accounting software in financial transactions processing in institutions or organization. The researchers are of the view that accounting software's packages has taken the place of paper and pen in terms of recording keeping in modern days organizations and when students are exposed to the learning process its gives them advantage over others.

The hypothesis testing is in relation to the research question one which shows that there is no significant difference in the mean responses of Business Education Lecturers in Rivers State University and Ignatius Ajuru University of Education on availability of Accounting software packages in the teaching of Accounting courses in Business Education programmein Rivers State universities. The result of research question two shows that Accounting software packages are not applied in the teaching of Accounting courses in Business Education programme in Rivers State universities The findings of this study in research question two is in agreement with Martherly, and Burney (2013), that accounting lecturers could help students achieve this practical accounting software knowledge through active learning instructional strategy in teaching difficult concepts like automated accounting

terminologies, activity-based costing, variance analysis, and special order decision-making in all organizations, but if the lecturer do not have sufficient practical knowledge to apply it, then it will become difficult to teach the students. The hypothesis testing is in relation to the research question one which shows that there is no significant difference in the mean responses of Business Education Lecturers in Rivers State University and Ignatius Ajuru University of Education on availability of Accounting software packages in the teaching of Accounting courses in Business Education programme in Rivers State universities.

Conclusion

Based on the findings of the study, the researchers concluded that accounting software packages are not available in the educational system for the learning of Business Education accounting courses in Rivers State universities, since software are not available, even when a student has interest to develop themselves on that area. Therefore, the study has proven that accounting software's are not available and applied in our higher institution, some of the lecturers cannot make use of some of the software's which make students not to have interest and curriculum also has not encourage the teaching of accounting software's, so the graduates that posed the skills learn it out of their personal effort.

Recommendations

Based on the findings of the study and conclusions drawn from this study, the following recommendations were made:

1. Business Educators in Rivers State need to be trained on how to use the modern accounting software packages to enable them impact directly on the students that will in turn use it to gain employment as accountants or accounting educators and be useful to the society at large.
2. Curriculum planners should check the curriculum of Business Education regularly in order to encourage the implement of accounting software packages which will in turn prepare students for the real world of work.

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BUSINESS EDUCATORS' UTILIZATION OF SOFTWARE INTERNET RESOURCES FOR INSTRUCTIONAL DELIVERY IN POSTGRADUATE PROGRAMME IN RIVERS STATE UNIVERSITIES

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Abstract

The study examined Business Educators' utilization of software internet resources for instructional delivery in postgraduate programme in Rivers State universities. Two specific objectives, two research questions were posed for the study and two corresponding hypotheses were tested at 0.05 level of significance. Descriptive survey design was used for the study. The area of study was in Rivers State. A population of 18 respondents was used for the study. Based on the small population, Purposive sampling technique was adopted for the study. A structured questionnaire tagged Business Educators' Utilization of Software and Internet Resources for Instructional Delivery (BEUSIRID) was used by the researchers. The instrument was validated by two experts in the field of study and one in Measurement and Evaluation and reliability co-efficient of 0.82 was obtained using Pearson Product Moment Correlation Coefficient through test-re-test method of estimating reliability. 17 out of 18 copies of the instrument administered were retrieved and used for the study. Research questions were answered with mean and standard deviation and the hypotheses were tested with t-test statistical tool. Findings from the study showed that Business Educators' (teachers) utilize Microsoft Excel, PowerPoint, WhatsApp and Video Conferencing device (zoom) moderately. The hypotheses testing proved that there is no significant difference in the mean responses of the respondents, which means that the hypotheses were all accepted. Based on the findings, conclusion was made that there is need for Business Educators teaching postgraduate programme to embrace the trend and be abreast to various software and internet resources to effectively perform their duties both locally and internationally and recommendation was made amongst others that software and internet resources should be made available and accessible in all universities offering Business Education programme.

Key Words: Business Educators', Utilization, Software, Internet Resources, Instructional Delivery

Introduction

The introduction of e-resources for teaching and learning activities became prominent in the 21st century as more conventional universities and colleges became 'dual-mode' institutions, offering both face-to-face and distance learning programmes (Butcher, 2015). E-learning resources also involve the use of network technologies to create, foster, deliver and facilitate learning. Teachers use a variety of means, formal and informal, to examine how much and how well their students are learning. For formal evaluation, teachers use quizzes, tests, examinations, term papers, lab reports, and home work. These evaluation techniques help the instructor to evaluate students' achievement and assign grades via e-learning resources. This can only be effective if the techniques are utilized. Utilization is the art of putting things or resources that are tangible and intangible to proper use. The utilization of E-

learning resources in the educational sector requires that lecturers must be skilled in the use of E-learning resources to improve their teaching methods.

The need to utilize e-learning resources in Business Education programmes has been advocated by Nwagbo and Ugwuanyi (2012), who stated that in the era of technological development, e-learning resources are expected to be fully and properly utilized in Business Education programme. Thus, e-learning is vital in Business Education as the resources such as software packages enable the educators to carry out huge analyses that may be tedious manually. More so, e-learning resources could help in the area of Business Education research and evaluation of the programme. Consequently, utilization of e-learning in Business Education programme becomes imperative as the traditional teaching and learning method, instructional delivery, and evaluation process are slowly moving to electronic process and activities irrespective of institution type (Federal and State Universities).

Educational software can be defined as a general term for the various kinds of programmes used to operate computers and related devices in the educational settings (Johan, 2014). Therefore, educational software can be simplified as computer software that has been used in proposes to teach people as well as self-learning. Computer software such as Word Processing, Powerpoint, Corel draw, Database Management, Microsoft Excel as opined by Nwaokwa (2015) are used for instructional delivery especially in the areas of speed development, accounting skills, document production, filing and record management. Many schools have begun to teach typing and word processing to their students, starting as early as elementary school. Typically, Microsoft word skills are developed throughout secondary school in preparation for the business world. Techopedia (2018) established that word processing which is one of computer software can be used by both lecturers to type, save, retrieve, view and edit documents such as assignments, term papers, research work as well as documents attached to e-mails. Microsoft Word contains a word processing, a program or software that enables users to create documents, store it electronically on a disk, display it on a screen, and so much more. To perform this task, user needs an educational hardware which is a lap top or a computer. When the users are using Microsoft Word programme, they can see the special features on that. For example, they can insert some pictures or graphics, edit documents, check their spellings, select fonts and so on. Ubani in Egbunefu, Amadi and Nwobike (2018) defined a Microsoft word as a word processing package that is designed to enable users to type, edit, store and generally process their documents.

Educators can integrate Microsoft word for instructional delivery by creating lessons plans, letters and memos, brochures or flyers, report books, notes and activity handout, subject or course syllabi and feedback forms of students and parents. To Egbunefu; Amadi and Nwobike (2018), Business Education graduates require word processing application skills to be able to utilize Microsoft word features effectively for the production of reports and other documents. it is pertinent to note that Microsoft word can also enhance Business Educators.

Microsoft excel can be defined as software that allows users to organize, format and calculate data using a spreadsheet system broken up by rows and columns. It can be used to perform calculations, sort data and create graphs and charts. The basic features of a spreadsheet are protected and hidden 180 cells, copying command, graphing, and editing and sorting. There are some advantages for the users who are using Electronic Spreadsheet. In education, teachers (Business Educators) would use it because it is faster and more flexible. Teachers (Business Educators) do not have to calculate students' marks manually anymore. Secondly, it has ability to recalculate especially when we add another number in the columns. Another feature of Excel which can help teachers is that it can create a grade book. This grade book would help teachers work systematically because Excel can help them to rearrange and calculate various data. Computerized system teachers with the technical know-how to use few minutes in entering records rather than writing (Emmanuel, 2016). Business Educators (teachers) can integrate Microsoft excel for instructional delivery by teaching about mathematical calculations, relationship and formulas, statistic, data analysis and probability, problem solving, numerical data like projected income, cash flow, track of students' performance,

record of students' attendance, database of students' portfolios, budgets for each academic year and transactions and do inventory.

Microsoft PowerPointis a software that allows users to create anything from basic slide shows to the complex presentation. PowerPoint is often used in business, as well as in education or informal purposes. The presentations comprise of slides, which may contain texts, images or other media, such as audio clips and movies. Sound effect and animated transition can also be included to add extra appeal to the presentation. Usually, teacher will use a slide show in order to teach the students. They do not have to waste their time by writing on the white board. All they have to do is to prepare the slide before the lessons. The template consists of background colour or image, variety of fonts, and a choice of several slide shows. Other than that, when the teacher is presenting the slide show, he or she may choose to have the slides change at preset intervals or may decide to control the flow manually. This is one of the computer software according to Azuka (2016) that allows teachers and trainers to display their lessons on an overhead projector. It incorporates graphics, animation, sound effects, video, text, and charts which can be used by lecturers to facilitate instructional delivery. Russell (2018) noted that PowerPoint presentations are suitable for large classes as well as small groups for instructional delivery, training and other purposes. This can be done using the mouse, keyboard, or a remote control.

Microsoft PowerPoint provides presentations with a visual element, which can be used in the field of education to great effect (Kanika in Ibrahim, 2018).

Computer Managed Instruction (CMI) is software that has the basic function of assessment, scoring, and grading of students' tests, quizzes and examinations. It manages students' academic records and enhances individualization of instruction. Adekunle, Adepoju, Suleiman and Abdullahi (2020) opined that CMI is an instructional approach used to present learning objectives, learning resources, record keeping, progress monitoring and assessment of learner performance. The internet facilitates quick information retrieval, dissemination and storage. One of the major advantages of the internet as disclosed by Agomuo (2014) is the availability and accessibility of vast amount of data and information on any subject matter by anyone anytime and anywhere. Internet-based learning is an advancement of computer based learning which makes content available on the internet with awareness of links to related knowledge root, for example Zoom, Google video conferencing, which could be used by instructors and learners anytime, place and season. Social media is also an internet facility hence Social media is defined as a group of internet based applications 'interactive platforms' that build on ideological and technological foundation that allow the creation and exchanges of user-generated content (Ralph & Ralph, 2013).

Video and Podcasting is one of the most widely adopted internet technologies for use in instructional settings is video streaming. Between YouTube Lynch (2020) explained that YouTube helps students to learn new concepts better and assists in capturing the attention of the students who not only need to see but also to hear. Videos uploaded to YouTube can be easily embedded into most e-learning course content. Complicated subjects which can be hard to explain with text or images alone can be illustrated using videos from YouTube, and many other video hosting sites, there are an abundance of lectures, how-to videos, and supporting materials available in the form of web based video. Podcasting has also been used to provide similar offerings of audio materials through popular sites like iTunes.

Video conferencing device is a collaborative communication device that allows individuals or groups to communicate in real time at different geographical locations where they can see and hear one another using computers and internet communications. Otunuya (2016) posited that video conferencing can be used to conduct lectures in real time face–to–face interaction. Learners can record lectures which can later be used on demand for on demand lectures. Podcasts: Podcasts are depository of audio and video materials that can be given to learners without user intervention. These audio and video files can be downloaded to portable media players that can be taken anywhere, providing the potential for anytime, anywhere learning experiences. Podcasting can equally improve

teaching and learning practice. Business Educators can use podcasting for effective instructional delivery.

Presentation Tools is vast and rich. There are hundreds (perhaps thousands) of tools on the Internet that can be used to create and share presentations, from simple Power point slide players like Slide share to multimedia timeline tools like Vuvox and One True Media. These tools can be used to support classroom teaching or distance learning, or for student reports and presentations.

Collaboration and Brainstorming Tools is another wide ranging category, including thought-organizing tools like mind map and bubblus, and collaborative tools like web based interactive whiteboards and Google Documents. Additionally, some of the other tools in this list, such as wikis and virtual worlds, also serve as collaboration tools.

Bloggers and many other regular Internet users are well aware of blogs and blogging, but there are many other professionals who really are not frequent users of the blogosphere. In addition to a basic familiarity with this technology, educators ought to be aware of sites like Blogger and WordPress, where users can quickly and easily create their own blogs for free.

Social networking is used by teachers and students as a communication tool. It is a bi-directional process as students are using these medium to share comments and having lecture with their teachers or lecturers (Amesi & Markson, 2019). All educators ought to have a basic understanding of sites like Facebook and Myspace and how they are used. This does not mean they need accounts on these sites, but they ought to understand what they are and how they are being used. Business Educators ought to also be aware of the professional social networking site LinkedIn.

WhatsApp Messenger is an instant messaging and voice application that allows people to send text messages, voice calls as well as video calls, images and other media, documents and user location globally through the internet in a fast, simple and reliable way (Irfan &Dhimmar, 2019). Lecturers can use WhatsApp to communicate with students on the change of timetable, send recorded audio or video lectures, questions and send lecture notes. Students can use WhatsApp to send lecture notes to fellow students who could not attend lectures, interact with one another on important or difficult topics and send useful information and recorded audio or video lectures to other students.

Large percentage of Business Educators (teachers) use Instant Message (IM) regularly, via e-mail address like yahoo or g-mail, Instant Message aggregator site or other tools. Virtual Worlds has received a lot of press, with Second Life being the clear leader thus far in this application area. In my experience, the use of Second Life has been somewhat constrained by high bandwidth and processing power requirements, but this also means that there is still considerable room for increased adoption of the application as systems continue to become more powerful and higher speed bandwidth more prevalent. Active Worlds is one of the number of competitive technologies, and provides a “universe” dedicated to education that has been popular with educators.

Most faculties of education in Nigerian tertiary institutions do not have adequate state-of-the-art laboratories for information and communication technology training; classrooms are not satisfactorily equipped for information and communication technology usage. Thus, Business Educators do not seem to have adequate access to e-learning technologies within their schools or scope for instructional delivery. Rather, the few ones available are used for administrative services and dissemination of information among staff. It seems to the researchers that the level of Business Educators (Teachers) utilization of software and internet resources for instructional delivery has not being fully established. This is why the study focused on Business Educators’ utilization of software internet resources for instructional delivery in postgraduate programme in Rivers State Universities.

Statement of the Problem

The call for utilization of e-Learning technologies by Business Educators for instructional delivery is to infuse and inject efficiency and effectiveness in curriculum implementation. Ezenwafor and Nwaokwa (2017) pointed out that e-learning resources generally consists of the use of different Information and Communication Technology (ICT) resources (hardware and software) with instructional media to achieve learning at all levels and types of education. In relation to Business Education programme, the need for adequate knowledge and skills for appropriate utilization of e-

learning facilities, such as those related to software, internet and other telecommunication technologies can hardly be over emphasized.

Based on technological advancement, it is expected that Business Education Lecturers (Business Educators), particularly those in tertiary institutions would be well-place to make adequate and good use of the various computer aided electronic learning facilities to aid their instruction. Software and internet resources, despite its numerous uses in teaching and learning process could be lacking in several tertiary institutions for the teaching and learning of Business Education courses (Utoware& Amiaya, 2014). Observations shows that there are differences on the part of Business Educators' in their use of software and internet resources for instructional delivery. The foregoing scenario is a clear indication that research base knowledge gap seems to have been created which has to be filled empirically through this study. This necessitate this study to be carried out to empirically document the fact and fill the gap that is created. It was on this premise that this study sought to assess Business Educators' utilization of software internet resources for instructional delivery in postgraduate programme in Rivers State universities.

Research Questions

The following research questions were posed to guide the study:

1. To what extent do Business Educators utilize Microsoft Excel and PowerPoint internet resources for instructional delivery in Postgraduate programme Rivers State Universities?
2. To what extent do Business Educators utilize WhatsApp messenger and video conferencing device (zoom) internet resources for instructional delivery in Postgraduate programme Rivers State Universities?

Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance.

1. **There is no significant difference in the mean ratings of Business Educators n Rivers State University and Ignatius Ajuru University of Education on the extent**Microsoft Excel and PowerPoint internet resources are utilized for instructional delivery in Postgraduate programme.
2. **There is no significant difference in the mean ratings of Business Educators in Rivers State University and Ignatius Ajuru University of Education on the extent**WhatsApp messenger and video conferencing device (zoom) internet resources are utilized for instructional delivery in Postgraduate programme.

Methods

The study adopted a descriptive survey research design. The descriptive design is aimed at providing opinions from the respondents on Business Educators' Utilization of Software Internet Resources for Instructional Delivery in Postgraduate Programme in Rivers State Universities. The study was carried out in two universities offering Business Education programme in Rivers State. It includes Rivers State University (RSU) and Ignatius Ajuru University of Education (IAUE). The two universities in Rivers State were considered appropriate for the study because they offer Business Education Programme at Postgraduate level. Rivers State is a state in Niger Delta region of South-South Geopolitical Zone of Nigeria. The population of the study consist of 18 Business Educators that teaches at the postgraduate level. This comprised Business Education lecturers in Rivers State University (RSU) and Ignatius Ajuru University of Education (Lecturer 1 with PhD Upward). Details of the population is as shown in Table 1. The entire population of 18 Business Education lecturers was used as the sample size for the study. The reason was that the population was manageable and purposive sampling techniques was adopted for the study. The instrument for data collection was a self-structured questionnaire developed by the researchers and titled Business Educators' Utilization of Software Internet Resources for Instructional Delivery (BEUSIRID). The questionnaire was divided into two sections Section 'A' sought demographic data of the respondents while section 'B' contained 13 items which was in line with the specific objective of the study. The response options of the

questionnaire items were 4 point rating scale of Very High Extent (VHE), High Extent (HE), Moderate Extent (ME) and Low Extent (LE). The instrument was subjected to face and content validity to determine its appropriateness for the study and for its proper wordings. This was done by presenting the instrument to two Business Educators and one Measurement and Evaluation expert who validated the instrument, all in Faculty of Education, Rivers State University. Their inputs and corrections including modifications of the instrument were taken into consideration before the final copy was produced. Reliability of the instrument was done through test-rest method and the scores obtained were correlated using Pearson Product Moment Correlation Coefficient (r) formula, yielding a reliability coefficient index of 0.82 which revealed that the instrument was fit for the study. The researchers administered the instrument personally to the respondents and retrieval was made on the spot where feasible and where not feasible the researchers went back a week after for collection and retrieval of the instrument. 17 out of 18 copies of the instrument administered were retrieved and used for the analysis. Data were analyzed by the researchers using mean and standard deviation in answering research questions raised. The null hypotheses were tested using t-test statistics at 0.05 level of significance. The decision rule for the analysis was based on criterion mean of 2.50 and below 2.50 and that of hypotheses were made based on the fact that, if the t-calculated value is greater than the t-critical value; reject the null hypotheses otherwise accept.

Results

Research Question 1: To what extent do Business Educators Utilize Microsoft Excel and PowerPoint internet resources for instructional delivery in Postgraduate programme Rivers State Universities?

Table 1: Mean and Standard Deviation on Extent Business Education Utilize Microsoft Excel and PowerPoint Internet Resources for Instructional Delivery in Postgraduate Programme

		Institutions						Aggregate Mean/SD		
		RSU = 10			IAUE =7					
S/n	Items	$\overline{X}$	SD	Remarks	$\overline{X}$	SD	Remarks	$\overline{X}$	SD	Remarks
1	Microsoft excel is utilize to teach postgraduate students organize, format and calculate data using a spreadsheet system broken up by rows and columns.	1.80	0.56	ME	1.56	0.24	ME	1.68	0.33	ME
2	PowerPoint is used to teach postgraduate students lessons and projections are made for clarity.	1.90	0.69	ME	1.42	0.24	LE	1.66	0.47	ME
3	Microsoft Excel is used to teach postgraduate students data entry and financial analysis.	2.20	0.56	ME	2.43	0.54	ME	2.32	0.55	ME
4	Microsoft Excel is used to teach postgraduate students time management and task management.	1.00	0.15	LE	1.29	0.20	LE	1.15	0.18	LE

5	PowerPoint are utilized to create or produce a complete presentation of a book or cover topic in different slides	2.00	0.80	ME	2.57	0.53	HE	2.26	0.67	ME
	Grand Mean/SD	**1.78**	**0.55**		**1.85**	**0.35**		**1.82**	**0.90**	

Source: Field Survey Data, (2022)

Table 2 shows that the respondents agreed that Microsoft excel and PowerPoint are moderately utilized in teaching postgraduate students in Business Education Department. This is based on the grand mean and standard deviation of the respondents in both Rivers State University and Ignatius Ajuru University of Education. It shows that Business Educators utilize Microsoft excel and PowerPoint moderately in teaching postgraduate students calculations and computations, lessons, data entry and financial entry, time management and task management including to create or produce a complete presentation of a book or cover a topic with different slides. This is based on the aggregate mean and standard deviation of 1.82 and 0.90 for both institutions

Research Question 2: To what extent do Business Educators (Teachers) utilize WhatsApp messenger and video conferencing device (zoom) internet resources for instructional delivery in Postgraduate programme Rivers State Universities?

Table 2: Mean and Standard Deviation Response on Extent Business Educators Utilize WhatsApp Messenger and Video Conferencing Device (Zoom) Internet Resources for Instructional Delivery in Postgraduate Programme

		Institutions						Aggregate Mean/SD		
		RSU = 10			IAUE = 7					
S/n	Items	$\overline{X}$	SD	Remarks	$\overline{X}$	SD	Remarks	$\overline{X}$	SD	Remarks
6	E-mails are used to send lecture notes and educational information to students for instructional delivery.	2.20	0.56	ME	2.28	0.49	ME	2.24	0.53	ME
7	Zoom are used to conduct online class, seminars, discussion and exchange ideas for instructional delivery.	2.40	0.44	ME	2.14	0.41	ME	2.27	0.43	ME
8	WhatsApp are used to send lecture materials and pass information for instructional	2.40	0.64	ME	2.29	0.49	ME	2.35	0.57	ME

delivery.

9	Video conferencing devices are used to conduct lectures and improve communication efficiency	1.60	0.24	ME	1.71	0.20	ME	1.66	0.22	ME
10	Video conferencing device (zoom) makes courses more accessible and enables teaching events	2.40	0.44	ME	2.14	0.40	ME	2.27	0.42	ME
11	WhatsApp is used to communicate and facilitate lecture materials to postgraduate students	2.00	0.60	ME	2.28	0.49	ME	2.14	0.55	ME
12	Video conferencing device (zoom) is used to make courses more accessible to postgraduate students.	2.00	0.60	ME	2.12	0.40	ME	2.06	0.50	ME
13	WhatsApp is utilized to share learning materials and documents to postgraduate students	1.70	0.21	ME	1.68	0.41	ME	1.69	0.31	ME
	Grand Mean/SD	**2.09**	**0.46**		**2.08**	**0.41**		**2.09**	**0.44**	

Source: Field Survey Data, (2022)

Table 3 showed the responses of the respondents on the extent Business Educators' (teachers) utilize WhatsApp messenger and video conferencing device (zoom) internet resources for instructional

delivery in postgraduate programme. The results from the table showed that to a moderate extent, Business Educators in Rivers State University and Ignatius Ajuru University of Education utilize WhatsApp messenger and video conferencing device (zoom) for teaching postgraduate students. This was based on the aggregate mean and standard deviation of 2.08 and 0.44.

Hypothesis 1: **There is no significant difference in the mean ratings of Business Educators in Rivers State University and Ignatius Ajuru University of Education on the extent** Microsoft Excel and PowerPoint internet resources are utilized for instructional delivery in Postgraduate programme.

Table 3: t-test of Difference between Rivers State University and Ignatius Ajuru University of Education on the Extent Microsoft Excel and PowerPoint Internet Resources are Utilized

Respondents	N	Mean	Sd	Df	Std Error	t-cal	t-crit	Decision
RSU	10	1.78	0.55					
				15	0.22	0.18	2.13	Accepted
IAUE	7	1.82	0.35					

Source: Field Survey Data, (2022)

The results in Table 4 showed that the t-calculated of 0.18 is less than the t-critical value of 2.13. The results showed that the null hypothesis is accepted and the alternative hypothesis of significant difference is rejected. This result shows that there is no significant difference in the mean response of **Business Educators (Teachers) in Rivers State University and Ignatius Ajuru University of Education on the extent** Microsoft Excel and PowerPoint internet resources are utilized for instructional delivery in Postgraduate programme.

Hypothesis 2: There is no significant difference in the mean ratings of Business Educators in Rivers State University and Ignatius Ajuru University of Education on the extent WhatsApp messenger and video conferencing device (zoom) internet resources are utilized for instructional delivery in Postgraduate programme.

Table 4: t-test of Difference between Rivers State University and Ignatius Ajuru University of Education on the Extent WhatsApp Messenger and Video Conferencing Device Internet Resources are Utilized

Respondents	N	Mean	Sd	Df	Std Error	t-cal	t-crit	Decision
RSU	10	2.09	0.46					
				15	0.21	0.05	2.13	Accepted
IAUE	7	2.08	0.41					

Source: Field Survey Data, (2022)

Table 5 showed the hypothesis testing of no significant difference in the mean ratings of **Business Educators in Rivers State University and Ignatius Ajuru University of Education on the extent**WhatsApp messenger and video conferencing device (zoom) internet resources are utilized for instructional delivery in Postgraduate programme. The table showed that the null hypothesis is accepted in disfavour of the alternative hypothesis. In all, the testing showed the t-calculated was less than the t-critical and as such the null hypothesis was accepted.

Discussion of Findings

The findings from the research question one proved that Microsoft excel and PowerPoint to a moderate extent are utilized in teaching postgraduate programme. This findings is in agreement with the view of Azuka (2016), who opined that PowerPoint allows teachers and trainers to display their

lessons on overhead projector and it incorporates graphics, animation, sound effects, text and charts which can be used by teachers or Business Educators to facilitate instructional delivery. Agreeing with the view of Azuka, Russell (2018) depicts that PowerPoint presentations are suitable for large classes as well as small groups for instructional delivery. The hypothesis testing to this research question showed no significant difference in the mean ratings of Business Educators in both universities in Rivers State. The researchers agreed with the views of Azuka and Russell, that Microsoft excel and PowerPoint presentation helps teachers in instructional delivery to communicate, facilitate, compute, calculate and create complete presentation of a work or book and also use to teach time management and task management.

Findings from research question two proves that WhatsApp messenger and video conferencing device (zoom) are moderately utilize for instructional delivery. This finding is in agreement with the view of Otunuya (2016), who posits that video conferencing can be used to conduct lectures in real time face to face interaction and learners can record lectures that can be used later by them. To Irfan and Dhimmar (2019), WhatsApp messenger allows teachers to send text messages, voice calls as well as video calls to students. The researchers agrees with Otunuya and Irfan and Dhimmar (2019), WhatsApp messenger allows teachers to send text messages, voice calls as well as video calls to students. The researchers in agreement with Otunuya and Irfan and Dhimmar, viewed that WhatsApp messenger and video conferencing device helps teachers or Business Educators' improve communication efficiency, facilitates, creates dialogue and encourage sharing of learning materials and video conferencing enables teachers communicate effectively with their students and helps in making courses more accessible by supporting open communication and enable teaching effective teaching events. The hypothesis testing to this research question showed no significant difference in the mean ratings of Business Educators in both universities in Rivers State.

Conclusion

Based on the findings and discussion made, the researchers concludes that software internet resources for instructional delivery ought to be utilized effectively by Business Educators (teachers) for effective delivery of lecture to enhance technology application as it would also enhance digitalization and technology abilities. There is need for Business Educators teaching postgraduate to embrace the trend and be abreast to various software and internet resources to effectively perform their duties both locally and internationally.

Recommendations

Based on the findings and conclusion made from the study, the researchers recommend the following:

1. Business Educators should utilize Microsoft excel and PowerPoint in teaching postgraduate students to enable them utilize it in calculations and computations of their work.
2. Software internet resources should be made available and accessible in Business Education programme in all universities offering Business Education in Rivers State.
3. There should be training and retraining of Business Educators on the usage of internet resources for instructional delivery.

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DATA ANALYTICAL ENTREPRENEURIAL SKILLS ACQUIRED BY BUSINESS EDUCATION STUDENTS FOR DECENT WORKS IN TERTIARY INSTITUTIONS IN RIVERS STATE

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Abstract

This study investigated data analytical entrepreneurial skills acquired by Business Education students for decent works in tertiary institutions in Rivers State. Descriptive survey research design was adopted. The population was 1,013 with a sample size of 279, using Krechie and Morgan Table for determining a sample of a known population. Self-developed questionnaire of five-point rating scale was used.Face and contents validity were established using the opinions of three experts with trial-test on 20 Business Education students. Data collected were analyzed using Cronbach Alpha which yielded a coefficient value of .89. Out of 279 copies of questionnaire distributed, 250 were correctly filled, retrieved, and used for data analysis. Arithmetic mean and standard deviation were used to answer the research question and determine the spread in respondents' views. Inferential statistics of Analysis of Variance (One-way ANOVA) was used to test the null hypothesis. Findings revealed that the level of data analytical skills acquired was at a very low level. Also, Business Education students differed in their mean rating due to personal factors like good ICT background before admission, digital entrepreneurial skills experience and funding. Among other things, it was recommended that students should ensure that they obtain private certificates in ICTs with root in data analytical skills and work experience with support from parents/sponsors for decent works upon graduation.

Keywords:*Data analytical entrepreneurial skills, Business Education, students, decent works, tertiary institutions in Rivers State*

Introduction

Entrepreneurial skills are globally acknowledged as an instrument for achieving economic growth and development through employment creation for decent works. Consequently, entrepreneurship skills development is emphasized in many parts of the world such as USA, UK, Malaysia, Japan, China, Singapore and a host of others. In a country like Nigeria where unemployment and poverty are extremely high, the importance of entrepreneurial skills cannot be undermined. Entrepreneurial skills are the individual's ability to translate ideas into action. It encompasses creativity, innovativeness and calculated risk taking, as well as ability to plan and direct action towards the achievement of goals (Ken, 2013). Akpotohwo, Watchman and Ogeibiri (2016) saw it as the process of bringing together creative and innovative ideas, combining them with management and organizational competencies in order to combine people, money and resources to meet an identified need and thereby create wealth via decent works.

Business Education as an integral part of vocational education is aimed at equipping the students to become entrepreneurs with relevant digital entrepreneurial skills for purpose of making them functional in the society. Business education focuses on skills acquisition in different areas such as Office Technology and Management, Management Information System, Management, Marketing, Digital Marketing, Entrepreneurship, Cooperative Studies, Insurance, Accounting among others. It is therefore expected that the various components of Business Education courses that formed different skills are effectively delivered to the learners to become entrepreneurs via digital entrepreneurial skills (Ukata& Amini, 2022; Oyerinde, Onajite& Aina, 2020).

Digital entrepreneurial skills are skills that give entrepreneurs the ability to find, evaluate, utilize, share, and create contents using information and communication technologies and the internet anywhere, anytime and any day to sell their products and services. Digital entrepreneurial skills involve the use of automation in managing to achieving effective communication, branding, marketing and getting the targeted audience for the supply of products and services (Afrodigital, 2021). Digital entrepreneurial skills are a core part of business owner's toolkit, whether you are in charge of a multinational corporation or operating a local business from home. The five top digital entrepreneurial skills needed to succeed by today`s entrepreneurs and acquire decent works are cloud computing, cyber security, data analysis, social media marketing and user experience (UX) design skills (Martinez, 2021). However, the contents scope of this study is limited to data analysis and social media marketing digital entrepreneurial skills.

Data analysis entrepreneurial skills are technical entrepreneurial skills that Business Education graduates need as a data analysts to report insights and analyze data in an organization (Indeed Editorial Team, 2022). Today, data is the heart of modern business strategy. Data analyst with data analysis entrepreneurial skills extracts trends, statistics, and actionable insights from raw data. Data analysis entrepreneurial skill is used to set pricing strategy, forecast demand, measure marketing effectiveness, reduce costs and inefficiencies, and take informed business decisions (Martinez, 2021).

According to Martinez, (2021), data analysis entrepreneurial skills enable the data analyst organizes and retrieve data to enable a company improve on production, efficiency and other valuable aspects of its operations. Data analysis entrepreneurial skills lead to decent works in personalizing the customer experience with informed business decision-making, streamline operations, mitigate risk and handle setbacks and enhance security (Stitchdata, 2022).

Decent employments or decent work are "productive works for women and men in conditions of freedom, equity, security and human dignity" (International Labour Organization, 2022). Decent employments involve opportunities for work that are productive and delivers a fair income, security in the workplace and social protection for families, better prospects for personal development and social integration, freedom for people to express their concerns, organize and participate in the decisions that affect their lives and equality of opportunity and treatment for all women and men (Ukata& Okafor, 2022). Decent employments can easily be gotten via digital entrepreneurial skills (International Labour Organization, 2022).

Chinwokwu (2013) lamented that graduates of vocational education (including business education) in Nigeria are not establishing and running their own small businesses for self-reliance as expected due to inadequate digital entrepreneurial skills. Chinwokwu further stated that business education graduates lack relevant digital entrepreneurship competencies in the areas of financial management, self-management, ICT, marketing and leadership needed to operate their chosen businesses. He concluded that this is the cause of high rate of business failure, unemployment and lack of decent works.

The moderating factors are students personal and governments' factors. The students' personal factors are those factors that emanated from the students (undergraduates) which may affect and influence their data analytical entrepreneurial skills. They are factors that may or may not be under their control but are related to them and their family background. Factors such as commitment, personal training, and provision of laptop, data, and good ICT background before admission may influence and affect students` digital entrepreneurial skills. Also, personal factors such as age,

gender, education, vicarious experience, funding, and experiences of change to a variety of attributes influence conviction and digital entrepreneurial skills intentions (Amofah & Saladrigues, 2022; Trivedi, 2017).

The governments factors are those factors that are caused either by the state or federal governments. They also include factors from the managements of the state and federal universities, polytechnics and colleges of education. The governments' factors include provision of good policies and implementation, adequate funding, good quality teachers, provision of digital entrepreneurial skills facilities such as laboratories, classrooms, equipment, hardware and software, good working conditions, better job security, training and retraining with certifications programmes (Ukata& Udeh, 2022; Enyekit&Ukata, 2022). The institutions management factors include providing enabling teaching and learning environment, shaping entrepreneurial intention among students, nurturing with specific entrepreneurship education (data analytical entrepreneurial skills), sponsorships to conference, certifications, workshops, and training the trainer programmes among others. The role of tertiary institutions (universities, polytechnics, and collages of education) as provider and creating enabling and conducive environment to nurture entrepreneurial intention, leading to new venture creation cannot be overstressed. The responsibilities of institutions management includeshaping entrepreneurial intention among students, nurturing with specific entrepreneurship education (digital entrepreneurial skills), sponsorships in conference, certifications, workshops, and organizing training the trainer programmes for staff (Amofah&Saladrigues, 2022; Trivedi, 2016).

The governments' roles and factors appears to be prominent in acquiring digital entrepreneurial skills. This may be the reason US government has driven innovation and data economy via open government data, data security, and Google's search engine. The recent violation of data privacy by Facebook, among other major platforms, and the frequent hacking of customers` information of major corporations are heightening awareness of the tradeoffs and risks involved in leaving the cyber space unprotected and unregulated for entrepreneurs with digital entrepreneurial skills and their customers (Mazzucato, 2013).. Also, for emerging economies, the digital economy that is based on digital skills and competencies presents similar challenges where governments play varying activist roles, not only in innovation and adaptation of new waves of digital technologies but also in the assimilation and diffusion of these technologies across the whole economy in partnership with business. This to promote a dynamic ICT ecosystem, create a highly networked system of actors, and invest in the platforms and human capital required for the digital economy for entrepreneur with digital skills to acquire decent works (Hanna, 2018).

There is historical evidence that these governments have broaden and deepened their entrepreneurial and innovation roles, harnessing successive strategies and patient investments to build a dynamic digital transformation ecosystem, ubiquitous Internet access, digital platforms, digital literacy, digital leadership, and sustained commitment to transform (Mazzucato, 2013).

The features of Singapore e-transformation journey are openness of the economy, openness to global knowledge, committed political and public service leadership, cumulative institutional learning, public-private collaboration, investment in a competitive information infrastructure, early attention to ICT literacy and user learning capability, clear cyber policies, and dynamic governance based on results orientation and accountability (Hanna & Knight, 2011). Singapore adopted a holistic approach to developing and using ICT for its economic transformation. For example, ICT applications in the public sector have been planned and evolved, supported by complementary developments in information infrastructure. IT literacy and capability development, ICT industry sector, and ICT governance and institutions. E-government programs have been also based on a common foundation of shared infrastructure and services and deepened by sector-specific ICT-enabled transformations through e- logistics, e-business, e-education, and e-health (Hanna, 2018)

The justification for this topic "Data analytical entrepreneurial skills acquired by Business Education students for decent works in tertiary institutions in Rivers State"was because the study addressed the types, level as well as the influencing factors of data analytical entrepreneurial skills

acquired by Business Education students for decent works which have not been exactly addressed before. So, data digital analytical entrepreneurial skills is a brand new path of study.

Statement of the Problem

The unemployment rate among Nigerian graduates seems to have continued to escalate. Therefore, there is need for appropriate measures to curb the menace especially among Business Education graduates through digital entrepreneurial skills for them to acquire decent works. Chinwokwu (2013) reported that graduates of vocational education (including Business Education) in Nigeria are not establishing and running their own small businesses and without decent works for self-reliance as expected due to inadequate digital entrepreneurial skills and competences. This supports the earlier position by Ekpenyong and Ojo (2008), that Business Education graduates appears to lack relevant digital entrepreneurship skills and competencies in the areas of financial management, self-management, ICT, marketing, leadership, social medial digital marketing , and data analysis needed to operate their chosen businesses. The authors concluded that this may be the cause of high rate of unemployment and lack of decent works. The problems assumed here are that, the Business Education students seemed not to have been adequately and sufficiently prepared with data analytical entrepreneurial skills to enable them acquire decent works. The problem of this study is that, despite the fact that entrepreneurship training and education have been included in Business Education programme for years now, the rate of unemployment of Business Education graduates without decent works is very high seems to continue. This is the reason this study "Data analytical entrepreneurial skills acquired by Business Education students for decent works in tertiary institutions in Rivers State" was conceived.

Research Question

The following research question guided the study:

1. What is the level of data analytical skills acquired by Business Education students for decent works in tertiary institutions in Rivers State?

Research Hypothesis

The following research hypothesis was formulated and tested at 0.05 level of significance:

1. There is no significant difference in the mean rating on the level of data analytical skills acquired by Business Education students for decent works based on their personal factors in tertiary institutions in Rivers State.

Methodology

Descriptive survey research design was adopted for the topic," data analytical entrepreneurial skills acquired by Business Education students for decent works in tertiary institutions in Rivers State". Survey research design was deemed appropriate since it sought to obtain the views of Business Education students on the level of data analytical entrepreneurial skills acquired for decent works. The population of this study was 1,013 which consisted of Year 4 students of Rivers State University, Ignatius Ajuru University of Education, Federal College Technical Omoku and Ken Saro-wiwa polytechnic, Bori, (Higher National Diploma (HND 2). Rivers State University had a total of 368 and Ignatius Ajuru University of Education was 346, Federal College Technical Omoku (FCTOMOKU) was 149 and Ken Saro-wiwa Polytechnic (KENPOLY), Bori had 150 (Departments of Business Education (FCTOMOKU, 2022); OTM Dept. KENPOLY, 2019; &Ukata, 2019).

The targeted population was chosen from the four tertiary institutions in Rivers State offering Business Education programme as course or an option in Office Technology and Management (OTM). Years 1, 2, 3; Higher National Diploma Year 1 and National Diploma years 1 and 2 students of the four tertiary institutions were not included in the population of this study because they may not be able to provide a fair assessment on the level of data analytical entrepreneurial skills acquired for decent works. Captain Elechi Amadi Polytechnic runs Office Technology and Management as a course but was not included because it does not have Higher National Diploma Programme. The sample size

was 279, using Krechie and Morgan Table 1979 for determining a sample of a known population of 1013 (Appendice A, page 8). The instrument for data collection was a self-developed questionnaire based on the reviewed related literature and research questions posed. The instrument was titled: "Data analytical entrepreneurial skills acquired by Business Education students (DAESABES)", with five point rating scale of the following options: Very High Level (5), 4.50 - 5.00, High Level (4), 3.50-4.49, Moderate Level (3), 2.50-3.49, Low Level (2) 1.50-2.49 and Very Low Level (1) 0.50-1.49. The face and contents validity of the instrument were established using the opinions of three experts from the departments of Business Education of Rivers State University and Ignatius Ajuru University of Education. The questionnaire was trial-tested using 20 Business Education students of University of Uyo. Data collected were analyzed using Cronbach alpha and Coefficient value of .89 was obtained.

The high reliability value indicated that the instrument was reliable for the study. The researcher personally administered copies of the questionnaire to the respondents in their schools with the help of four research assistants. The research assistants were adequately briefed on the modalities for administration and collection of the questionnaires. On the spot completion and time gap of one week were used for those who could not fill the questionnaire immediately. Out of 279 copies of questionnaire distributed, 250 copies representing 90% of the sample size were correctly filled, retrieved, and used for data analysis. The arithmetic mean and standard deviation were used to analyze data from research questions and determine the homogeneity and heterogeneity of respondents' views, while the inferential statistics of Analysis of Variance (One-way ANOVA) was used to test the only null hypothesis. The justification for adopting Analysis of Variance (One-way ANOVA) was because the null hypothesis has one categorical independent variable with three levels. A null hypothesis was accepted where the calculated significant (Sig.) value, (p- value) was greater than or equal to (≥) the alpha value of 0.05. Otherwise, the null hypothesis was rejected.

Result Presentation, Analysis and Discussion

Research Question 1

What is the level of data analytical skills acquired by Business Education students for decent works in tertiary institutions in Rivers State?

Table 1: Respondents` mean ratings on the level ofdata analytical skills acquired by Business Education students for decent works.

				N =250
SN	**Item on data analytical skills**	$\bar{X}$	**SD**	**Remarks**
1	Ability to recognize data and their types	1.10	.40	Very Low Level
2	Ability to present data for decision making	1.02	.45	Very Low Level
3	Ability to analyze data	1.01	.41	Very Low Level
4	Ability to interpret data	1.01	.46	Very Low Level
5	Ability to report insights about data to management	1.00	.50	Very Low Level
6	Ability to extract data from primary & secondary sources	1.10	.43	Very Low Level
7	Ability to use Excel and SPSS	1.00	.50	Very Low Level
8	Ability to use T-test statistical tool	1.00	.51	Very Low Level
9	Ability to use ANOVA statistical tools	1.01	.45	Very Low Level
10	Ability to secure data for future use	1.02	.46	Very Low Level
11	Ability to make informed recommendation with data	1.02	.47	Very Low Level
12	Good data management skills	1.01	.48	Very Low Level
	Aggregate Mean	**1.02**		**Very Low Level**

Table 1 shows that all the 12 listed items as data analytical skills have mean scores ranged within 1.00 to 1.10. This means very low level. The aggregate mean was 1.02, meaning very low level also. This means that the level of data analytical skills acquired by Business Education students for decent works was at a very low level. The standard deviations for the 12 listed items ranged within 0.40 to 0.51 which shows that respondents were homogeneous in their views that the level of data

analytical skills acquired by Business Education students for decent works in tertiary institutions in Rivers State was at a very low level.

Testing of Null Hypothesis

Hypothesis 1

There is no statistical significant difference in the mean rating on the level of data analytical skills acquired by Business Education students for decent works based on their personal factors (good ICT background before admission, digital entrepreneurial skills experience and funding) in tertiary institutions in Rivers State.

Table 2: Summary of ANOVA on the level of data analytical skills acquired by Business Education students for decent works.

Sources of Variance	Sum of Squares	Df	Mean Square	F-cal.	Sig. (P-value)	Decision
Between Groups	9.182	2	5.641	5.433	.074 Significant	H_{O1} Accepted
Within Groups	65.980	252	2.248			
Total	**84.062**	**254**				

Data on Table 2 shows a calculated F-value of 5.43 with a significant (sig.) p-value of 0.07 which is greater than the alpha value of 0.05 (0.07 > 0.05) at degrees of 2 and 252. Therefore, the null hypothesis (H_{O1}) was accepted. This means that there is no significant difference in the mean rating on the level of data analytical skills acquired by Business Education students for decent works based on their personal factors (good ICT background before admission, digital entrepreneurial skills experience and funding) in tertiary institutions in Rivers State.

Discussion of Findings

Findings of the study showed that the level of data analytical skills acquired by Business Education students for decent works was at a very low level. Finding of this study agrees with the views of Chinwokwu(2013) who lamented that graduates of vocational education (including business education) in Nigeria are not establishing and running their own small businesses for self-reliance as expected due to inadequate digital entrepreneurial skills. Chinwokwu (2013) further added that Business Education graduates lacked relevant digital entrepreneurship competencies in the areas of financial management, self-management, ICT, marketing and leadership needed to operate their chosen businesses. The authors concluded that this is cause of the high rate of business failure, unemployment and lack of decent works.

The fact that all the (12) listed as data analytical skillsacquired by Business Education students for decent works indicated a very low level and the clustered mean also indicated a very low level. It shows that the level of data analytical skillsacquired by Business Education students for decent works in tertiary institutions in Rivers State was at a very low level. This implies that learners may not be able to get decent works and that the high rate of unemployment will continue in Nigeria.

The findings of this study also disclosed that there is no significant difference in the mean rating on the level of data analytical skills acquired by Business Education students for decent works based on their personal factors (good ICT background before admission, digital entrepreneurial skills experience and funding) in tertiary institutions in Rivers State. This findings disagrees with the study of

(Amofah&Saladrigues, 2022; Trivedi, 2017) which revealed that factors such as commitment, personal training, provision of laptop, data, good ICT background before admission influence and affect students` digital entrepreneurial skills of learners. Also, personalfactorssuchasage,gender,education,vicariousexperience, funding, andexperiencesofchangetoavarietyofattributesinfluenceconvictionanddigital entrepreneurial skills intentions of the learners.

Conclusion

From the summary of the findings, it was concluded that the level of data analytical skills acquired by Business Education students for decent works was at a very low level. Also, Business Education students differed in their mean rating due personal factors such as (good ICT background before admission, digital entrepreneurial skills experience and funding) in their level of data analytical skillsacquired for decent works in tertiary institutions in Rivers state.

Recommendations

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

1. Students should ensure that they go into private certificates programmes in ICTs with root in data analytical skills. Parents should ensure that good experience is acquired to enable learners get a very high level of data analytical skills for decent works. These can be achieved with commitment and funds from sponsors and internship services.
2. Management of tertiary institutions with Business Education programme should seriously engaged in and encourage data analytical skills with good policies on good ICT background before admission, creating conducive environment for digital entrepreneurial skills experience as well as funding through internally generated revenue (IGR).
3. States and federal governments should also ensure that there are good policies and adequate implementation, conducive teaching and learning environment and funding of data analyticalskills for decent works. More so, adequate hardware, software facilities, laboratories, standard offices and welfare packages should be provided to support teaching and learning of data analytical entrepreneurial skills for learners to acquire decent employments in tertiary institutions in Rivers state.

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