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BUSINESS EDUCATION IN THE E-WORLD: ISSUES, TRENDS, CHALLENGES AND STRATEGIES IN AFRICA

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Abstract
This paper is based purely on the review of literature and indications emerging from the review. The paper covers the impact of changing business environment on the functioning and offerings of business education. It discusses business education in the E-World and identifies issues and challenges as well as trends and strategies in Africa. Strategies for effective teaching of business education students have been proposed. The strategies include: the integration of business ethic courses in the business education curriculum, training and retraining of business educators; engaging students in competency-based training and the adoption of online learning in teaching.

Keywords*: Business Education; E-World; Trends; Challenges; Strategies*

Introduction

The future of business higher education in the 21st Century in Africa will involve dramatic changes that will lead to a vastly different business education environment than we have today. By recognizing opportunities and preparing strategies to embrace these changes, business schools will be better able to prepare for what lies ahead. Recent technological advancements also offer both tremendous challenges and significant opportunities for business school administrators as they guide their institutions into the future.

The mission statement of any business education institution must describe the school's values and who their customers are. It is a statement of purpose and focuses on the present and future. As a result, the mission statement addresses the end goal of the institution. Business schools have multiple end goals including educating students, fostering economic and community development and providing meaningful community service. While the education of students is the primary end goal, the issues, trends, challenges and strategies that directly impact those end goals of business schools include funding opportunities, business accreditation, globalization efforts, entrepreneurship programs, energy and sustainability initiatives, executive education offerings, and enrollment management efforts, changes in technology, demographic shifts, and curriculum efforts. This paper examines significant issues, trends, challenges and strategies related to business schools and addresses what the future holds for business schools in Africa.

Issues

Research studies has shown that business education in Africa has massive challenges including accessibility to the masses, empowering youth, promoting entrepreneurship, the rapid rate of technological development and remaining relevant to the

context and to the challenges of growing globalization (Heaton,2008 and Bruton,2008). It is also realized that understanding he technological advancements and market needs, only few players in the market are exercising various mode of delivery which ranges from traditional and effective contact classes, distance education model, open distance learning and mixed mode of learning (Purushottam and Rwelamila, 2016). Literature indicates that in Africa, the demand for business education is higher than its supply (Bruton, 2008) and this situation makes this market attractive. As indicated by Mahajan (2008) in his book "Africa Rising" that the youth of Africa is going to be the main source of demand for various products especially the product of youth and business education.

It is important business education institutes understand these scenarios and focus on managing the challenge of keeping balance between academic and research rigour, affordability and accessibility. It is therefore clear that educators and business education policy makers in Africa will need a sober reflection and a clear domain of implementable scenarios to work from in order to address the complexity of forces of change in business education in Africa in the medium to long term. The following salient questions could guide any strategic initiatives towards sustainable business education in Africa:

What is the position of Africa among other continents in offering business education and impact on the issues of globalization, privatization, technology advancement and changing demographics?

What are appropriate modes of delivery are there typical modes or hybrids to suit different environments?

What are overarching and key knowledge base areas for sustainable skill?

What are appropriate models for bridging the gap between research and practice as building blocks for sustainable business education?

What are the nature of demands from employers (private and public) and professional organizations on continuing professional development?

Trends

Recent changes in the external environment, such as internalization of education, technological innovations as well as labour market demands for new skills, inevitably lead to a shift in perception about business education and society expectations about the institutions. The importance of developing not only academic or practical knowledge, but also skills, such as the ability for creative problem solving, are crucial for business students asfor potential enablers of innovations (Schlee.et.al,2014).

During the last decade business schools have launched different programs and adjusted their curricula and campus experience to address ethnical and cultural differences of their students.

Addressing the new teaching challenges the faculty of business school has to re-assess their teaching methods; some of the schools have created business projects to intensify project-based learning method with virtual entrepreneurial experience.

In Africa business education today should not be seen as only training in subjects for further business administration, but also solid partnership and networking, actualized curricula and flexible teaching methods. The trends are summarized in Table 2.

Table 1: *Business education trends and examples, years 2010-2016 (Nikitina and Lapina, 2017)*

S/N	Business Education Trends	Examples
1	Partnership and networking	With Higher Education Institutions, educational technology organizations, business entities
2	Curricula are highly responsive to the needs of society and business	Including subjects that are not related to business administration directly (such as ethics), and improving creativity and problem solving skills
3	Flexible teaching methods	Online education, dramatic arts, problem-based learning, project-based learning, virtual business projects Different methods for different international students to increase their cultural and academic competences

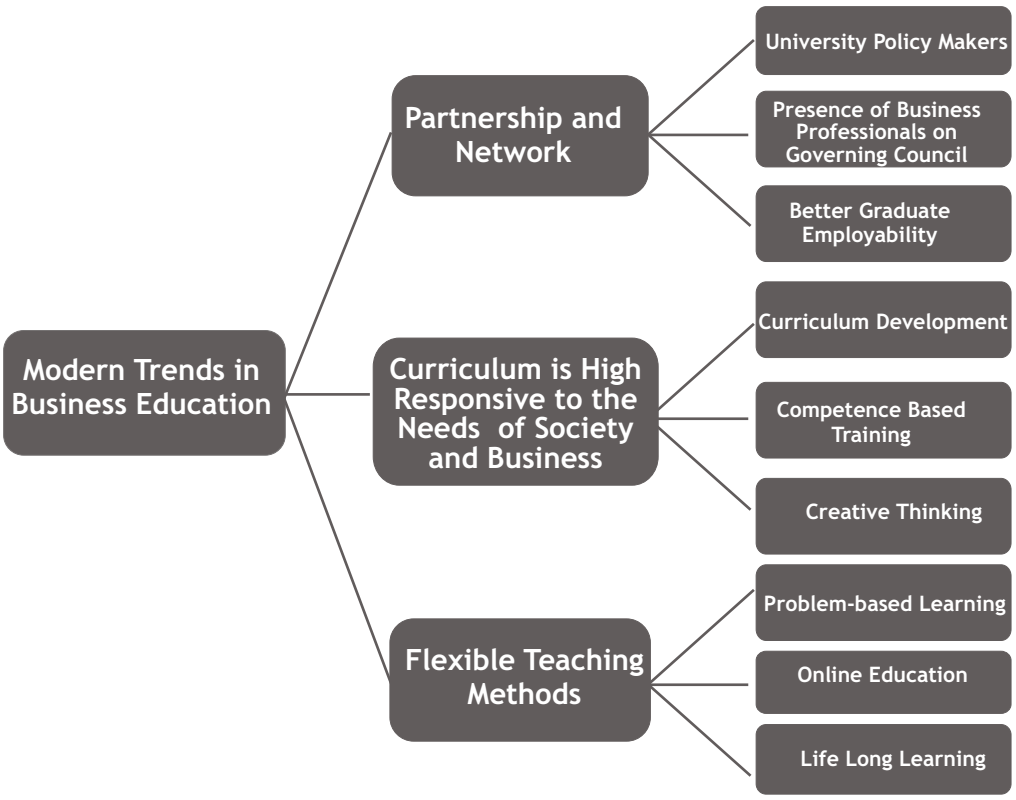

Figure1: *Modern Trends in Business Education*

I) ***Partnership and Network***

Partnership and network in universities and business communities goes a long way to benefit students and staff as they involve in innovative and entrepreneurial activities through internships, conferences, research projects, seminars, and consequently apply their knowledge in the real world environment. Gawel, 2014 argued that all these actions help to increase the level of satisfaction of companies with their employees' abilities. Whiles Plewa, Galán-Muros and Davey, (2015) noted that there is increase employability of students. Additionally, a dialogue between universities and business is required to increase the quality of entrepreneurship education and the number of start-ups in countries where entrepreneurship hostile environments serve as a motivation for policy-makers to promote entrepreneurship education (Walter and Block, 2016).

ii) ***Curricula response to the needs of society and business***

The key movements and events in the external environment enable the development of business education. Corporate bankruptcy scandals in recent times hasallowed many researchers to criticize the moral and ethical aspects of business education hence many researchers reveal the importance of addressing ethical issues in business education and even reveal new directions in leadership pedagogy to increase the role of Higher Education Institutions in society.

iii) ***Flexible and contemporary teaching methods***

Bartram (2005) defines Competency-based training/learning (CBT) or Competency Based Education and Training as an approach to teaching and learning more often used in learning concrete skills than abstract learning. One of the primary features of CBT is that each learner's achievement is measured against the competency standards set by industry, rather than against the achievement of other learners. Under the CBT approach, each learner is assessed to find the gap between the skills they need (as described in the Training Package) and the skills they already have. However, the learning outcomes achieved through the curriculum are derived from the competencies described in the training package. Competencybased training programmes are often comprised of modules broken into segments called learning outcomes, which are based on standards set by industry, and assessment is designed to ensure each student has achieved all the outcomes (skills and knowledge) required by each module (Smith & Nangle, 1995).

iv) Review on business education trends and sub-trends

It has been observed that during the last decade the most researched areas of business education are collaboration between universities, businesses and government and its barriers, as well as mutual curriculum development. Apart from it, courses delivery over the internet, life-long education, importance of interpersonal (another) skills development for business students, match of education and future occupation, and international orientation of business schools have been researched quite substantially. As represented in Table 2, due to the implementation of literature overview method the following findings about the trends and their sub-trends have been observed.

Table 2: Groups of trends based on mapping literature review (Nikina & Lapina, 2017)

Trend	Sub-trends
Triple helix model /University, business, and policy makers' cooperation	Adjustments in curricula to increase employability Cooperation between universities, businesses, and policy makers Importance of connections with industry Collaborative research Importance of dedicated resource allocation to maintain the relationships between faculty and business Curriculum design and development Higher Education Institution (HEI) image in labour market
Competence- based training	Development of entrepreneurial competences Generating productive innovation Importance of competence based education
Teaching challenges	Problem-based/case-based learning Faculty development to understand entreprene-urship education Ethical leadership Critically assessed role modern organization Ethical decision making
Online education & Massive Open Online Courses	Assessing HEI strategy to define role of online education. Important role of online education
Funding issues	Limited funding in HEI Free education
Other	Lifelong learning Corporate social responsibility Presence of international students on campus

Answering the research question "What are the current trends in business education in Africa?" the following observations have been made:

University and business cooperation (UBC) as well as university, business, and policy makers' synergy, and Triple Helix model implementation is widely discussed addressing it from different perspectives, such as:

- Adjustments in curricula to respond to labour market challenges
- Importance of connections and relationships between the parties
- Significance of collaborative researches and case studies development
- The importance of competence-based education is raised, especially the development of entrepreneurial competences
- Problem-based or case-based teaching method is evaluated as significant for the student-oriented approach.

Globalization and internalization of the modern world is an important aspect that affects business education all around the world.

On the basis of different research results, researchers have collected the following set of factors affecting the development of business education in recent years:

1. Higher Educational Institutions collaboration with businesses, policy makers, and students in curriculum design has a positive effect on the outcome of educational programs in business schools.
2. Competency-oriented approach in curricula design increases the employability of graduates and prepares them for life-long learning.
3. Use of IT enables application of new teaching methods and fosters the development of online education as well as enhances the availability of training in business disciplines worldwide and promotes free higher education.
4. Ethics, social responsibility and principles of responsible management education stimulate critical leadership approach in teaching future business leaders that raise many challenges for educators in terms of the courses design and student-oriented teaching methods.

Challenges

i) *Historical Perspectives influencing Business Education*

Since the inception of business education in the early part of the 20th century, the discipline was shaped by the forces of the market place. Business education was not created based on research and scientific methods, but it evolved based on industry procedures and practices that were later compiled into business theory and textbooks (Pierson, 1959). In the post world war II era, there was strong demand for business graduates driven by the business expansion that occurred, which intensified the need for business managers. Pierson (1959) found that the most acute problem in business education was the lack of strong academic standards needed to produce scholarly graduates at the four-year college level. The challenges then were that the business field was new, and the daily aspects of business careers had remote connections to academic work that was taught at the college level.

ii) *Inherent Discipline Problems*

The market demands a variety of skills in business graduates, and thus the training of some graduates may need to be different than others. With the broadening of the business discipline in sub-functional areas such as marketing, accounting, finance, and management, it is difficult to balance the appropriate training for the mentioned areas. In man cases, business programs opted to teach what was offered by other schools rather than originating new programs customized to the various sub-areas.

iii) *Institutional Factors*

Other factors adding to the problems facing business education are related to the institutions, and the faculty and administrators within it. The proliferation of business institutions persisted post the 1980s to the 21st century. This created a resource problem to institutions in terms of business faculty. The AACSB (2002) reported a shortage of business faculty, especially at the doctoral level. In certain business disciplines such as accounting, over half the faculty in business institutions were professionally qualified rather than academically

qualified to teach, meaning that they have not attained a doctoral degree, but it must be both. Additionally, business faculty had significant pressure placed upon them due to the dynamic changing environment in business in terms of technology and globalization.

Pearce (1993) explained that business education requires faculty that adapts easily to new pedagogy and curriculum design. Because the business field demands that faculty learn new skills all the time, faculty with only an academic background and little practical experience may be less willing to constantly shift their training to new areas, especially faculty who have achieved tenure. Faculty members who are tenured are less flexible and less willing to always train to catch up with industry. This system of traditional tenure makes it difficult to have an updated and motivated training force for students. In addition, it is not possible to lay off incompetent faculty members whose skills are no longer in demand. At a time when business programs are being asked to do more with less resource, this phenomenon places a significant restriction on institutions (Porter & McKibbon, 1988).

iv) ***Limitations of Academic Business Research***

A major issue causing a significant rift between academia and industry is the disconnectedness between academic research and the market. Faculty academic research that is underwritten by business donors to colleges and universities has been less than responsive to critical issues faced by executives day to day. Business research should lead to improved business practices business methods that lead to higher productivity. There is little evidence that business research is connected to the industry's critical issues that are faced in the field (Pearce, 1993). The past AACSB president in 1993, Lawrence McKibbon, emphasized that business research should be done in collaboration with business partners working directly on issues relevant to business. Moreover, students pursuing doctoral programs can pursue their research in industry working with corporate managers. This is beneficial not just to the students who may potentially intern in business but it is also helpful to business executives who may receive exposure to research methods taught to Ph.D. students. Also more collaborative research agenda may develop from Ph.D. students and executives joining forces. The idea of integrating experience with academia is certainly a positive one, but the challenge is in implementation of such a plan and also faculty members who have been privileged with academic freedom may not desire for their research agenda to be dictated by industry. A balancing approach between academic freedom and collaboration with industry will have to guide the change in business research.

v) ***Globalization and Diversity***

One of the challenges identified is the rapid growth of globalization, which is intensifying the need to bolster international business education. Employers have commented that the curriculum in business schools lags behind the true scale of the globalization strategy in their operations (AACSB, 2002).All business schools in Africa have been affected by global business trends and international business activity, forcing these institutions to develop international curriculum to prepare students to work in a global business environment. This content had to be developed at a rapid pace, and largely came from expertise obtained from professionals in the field (AACSB, 2002). This is another prime example of how business

education is not developed by research but rather as documented case studies from the industry. Often, this type of content is more challenging to standardize and compare with other academic disciplines in quality and scientific method. Yet the market demands students who are able to interact with diverse groups in order to conduct business and develop effective business strategies appropriate for the respective culture (Martensson & Bild. et al., 2008).

vi) ***Technological Influences***

Another challenge to the field is the technological race between the business environment and educational institutions. The latter has a limited amount of resources to introduce and replicate technology to help train graduates. Employers demand graduates who can leverage technology and can advance the company's strategy and operation. This creates widening gaps between colleges that can afford to keep up with technological advances and the ones that are unable to afford the needed investment. It also forces colleges to insert more technological courses in the business curriculum that are considered descriptive rather than analytical further pushing the discipline away from the liberal arts (AACSB, 2002). Other obstacles to inserting technology in the curriculum include faculty's discomfort level with new technologies; academicians whose background is mostly theoretical with limited business practical experience are reluctant to utilize new software and business technology in the classroom (Pearce, 1993).[Lana Nino, 2010]

Strategies

It is important for business education students who will form part of the stakeholders in the organization in future to be educated on standard institutional activities that are undertaken with due diligence and accountability to meet organizational objectives. Thus Obiete *et al,* 2015suggest the following strategies for educating business education students for industries in tertiary institution in Africa. These strategies include:

1. ***Integration of Business Ethics Courses in the Business Education Curriculum*:** education is the strongest correlate to and predictor of cognitive moral development and ethical maturity. Heron (2007) asserted that cognitive moral development is considered to be one of the critical personal characteristics influencing the entire ethics decision-making process. Similarly, Neubaum, Pagell, Drexler, McKee-Ryan and Larson (2009) averred that ethics can be taught, and that educational programs that integrate the study of ethical theory with its practical application can be highly effective. In consonance, Cavico and Mujtaba (2009) opined that if the society is concerned about the behavior of its business people, then it is quite appropriate that a business ethics course becomes a required course in business school curriculum.

2. ***Training and Retraining Business Education Lecturers*:** since there has been a downward trend in the quality of business education graduates, it suffices to say that the quality of teaching these graduates received while in school is below standard and has reflected in their inability to function effectively in corporate business environments. It is in

light of the above, and the need to produce quality business education graduates that it has become very important for the training and retraining of business education lecturers on modern practices like transparency and accountability, the legal and regulatory environment, appropriate risk management measures, information flows and the responsibility of senior management and the board of directors. These lecturers can be trained through organization of seminars, conferences and professional courses in co-operate governance.

3. ***Engaging students in Competency-Based Learning/Training*:** It has become necessary to support the teaching of work-based learning as a program for business education school students. The purposes for work-based training are:

acquiring knowledge or skill related to employment in particular occupations or industries;

providing career exploration and planning;

learning all aspects of an industry;

increasing personal and social competence related to work in general; and

Enhancing students' motivation and academic achievement.

Stasz and Brewer (1998) supported the contentions that through work-based learning students can acquire occupational and social skills, as well as information about industries and possible careers. Work-based learning is a form of experiential learning, along with learning from experience in other settings such as the school, home, the community or recreational pursuits. Work-based learning is used in vocational education and training to develop basic work habits, occupational identity, and specific occupational competences.

4. ***Exposing Business Education Student to the Current Trend and best Practices of Firms*:** the lecturers and coordinators of the business education programmes in tertiary institutions in Africa can promote the teaching of corporate governance and acceptable industry standard and ethics by exposing students to the current trend applied by industries in tackling issues. Some techniques for exposing students to current trends in corporate governance include:

a. Organizing seminars for students.
b. Inviting industry experts to talk or lecture students on acceptable standards and practices
c. Engaging students in research on the current trends in corporate.
d. Collaboration between business education lecturers and industry experts on counseling students.
e. Making available internet facilities for students, so as to enable them compare the corporate governance practices in their country with those of other countries.

5. ***Application of Online Teaching Method**:* the integration of information and communication technology in teaching and learning of business education courses cannot be over emphasized. Evans and Howe (2007) noted that he recent corporate climate, riddled

with many high profile corporate collapses and a trend towards tightened legal regulation of the business environment, has served as a wake- up call not only to the business world, but to educators who are teaching students about complex sets of rules, which it is increasingly understood can only be truly appreciated through contextual application and situational discussion. Furthermore, Errington (2003) observed that the current methodology utilized in business education is based almost entirely on scenario-based learning including both skills-based and problem-based scenarios. Varzaly and Baron (2009) postulated that various form of technologies like the Microsoft power point, images, audio and visual technologies to create online scenarios that will help capture the students attention and improve their understanding of corporate governance. Varzaly et al (2009)also advocated the use of online role playing simulations in teaching corporate governance. Varzaly et al (2009) suggested the use of an online role play simulation for situations where there are multiple perspectives to an issue and where there is not necessarily one correct answer. The stakeholders interact via online discussion boards and other technologies. The learners adopt a role, undertake a briefing and interact and debate in order for decision-makers to make a final decision. Evans and Howe (2007) averred that optimal online scenario-based learning necessitates the use of creative methods to keep student interest, increase the breadth of student knowledge, and evaluate student learning and understanding in a manner which is time efficient. In line with the above, Varzaly et al (2009) asserted that the development of an innovative online scenario-based learning would be effective for teaching corporate governance. [Obiete et.al. ,2015]

Conclusion

Business education institutions in Africa should follow the modern trends in the development of business education and act as a driving force for the process by updating curricula inagreement with the topical changes in the external environment and should proceed proactively and incorporate the latest trends into the institution's development strategy. The trends could be grouped as follows: Partnerships and Network; Curricula response to the needs of society and business; Flexible and contemporary teaching methods. It is advisable for business schools to recognize and adjust to the dynamic environment and adjust to its influence to be able to thieve and not experience major problems. From the literature, it is clear that there is a mismatch between the training received in school and the expectations of employers of labour. These have resulted in the need to educate business education students with the necessary corporate governance knowledge that would enable them function effectively in a corporate organization. Strategies like the integration of business ethic courses in the business education curriculum, training and retraining business education lecturers, engaging students in competency based training, exposing business education student to the current trend in the corporate governance practices of firms and application of online teaching method are being recommended as some of theways of effectively educating business education graduates for corporate governance in tertiary institutions in Africa.

Recommendations

Administrators of Business Education Institutions in Africa should:

Integrate the study of business ethics courses in the business education curriculum.

Map-out out training programmes that will keep the business education lecturers up-to-date on current corporate governance practices of industries across various sectors of the economy.

Ensure students access to business, legal and related information to help keep students alerted on practices and principles of corporate governance in the early stages of their business development.

Organize and offer mentorshipopportunities to students to learn from more experienced business people. For instance, workshops, conferences, and competitions that brings together investors, business people, andgovernment representatives.

Adopt the use of technology in educating their students on businessethics, risk management practices, management practices and regulatory practices of businessorganizations in the country and abroad. This can be done through online collaboration withestablished industry experts.

Adopt Competency-Based Training Methods for the training of Business Students.

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INTERACTIVE TECHNOLOGY COMPETENCIES REQUIRED BY TEACHERS OF OFFICE TECHNOLOGY AND MANAGEMENT FOR IMPROVED SECRETARIAL OUTCOMES IN POLYTECHNICS IN NORTH-CENTRAL NIGERIA

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Abstract

Adaptation to new methodologies in education demands that teachers adequately possess relevant new technology competencies for teaching. It is against this backdrop that this study determined the interactive technology competencies required by teachers of office technology and management for teaching in Polytechnics in North central Nigeria. One research question guided the study and the hypothesis of no significant difference was tested using the independent t-test at 0.05 level of significance. Descriptive survey design was adopted. The population of the study which was also adopted as the sample consisted of 85 teachers of office technology and management (OTM) drawn from Polytechnics in North central Nigeria. The main instrument for data collection was a four point rating scale questionnaire with 15 items. The data collected were analysed using mean and standard deviation to answer the research questions and determine the homogeneity or otherwise of the respondents while the independent t-test was used to test the hypothesis. The findings revealed that OTM teachers required competencies in the use of interactive multimedia and presentation application and web 2.0 tools for teaching in Polytechnics. The study further revealed that there was no significant difference between the mean response of experienced and less experienced teachers of OTM on the interactive technology competencies needed for teaching in Polytechnics (t_{80} = 0.251, P>0.05). It was concluded that the possession of interactive technology competencies by OTM teacher will make for greater efficiency and effectiveness in their performance. Based on the findings and conclusion of the study, it was recommended among others that Polytechnic authorities should take the issue of teacher development and re-training with all the seriousness it deserves by organizing workshops, seminars, conference and in-service training for teachers.

Key words: *Interactive technology; Competency; Secretarial outcomes.*

Introduction

Attention is being shifted globally to the new trends in teaching and learning with the advent of new technologies. This has added additional responsibilities on the part of teachers and students of OTM, particularly in the acquisition of relevant competencies for teaching and learning in order to make OTM graduates acquire saleable and marketable skills needed for the world of work.

Interactivity is the most perceived advantage of new technologies in terms of their support for teaching (Kennewell, 2015). Beauchamp and Kennewell (2010) define interactivity as the ability to respond contingently to learner's actions. In order to enhance the interactivity of classroom activities, technology needs to provide interactive affordances, which can be implemented to support interactive teaching strategies and to create pedagogical opportunities. Interactive technology therefore is any technology that digitally facilitates interaction between people and allows for user content creation and manipulation (Vaterlaus, 2018). It is any form of technology that allows the users to interact with it and/or other users by opening up a whole new realm of possibilities in communications, manipulation of images and exploration. Hobbs (2010) opines that teacher-students' interaction can be facilitated by interactive digital media. Interactive media refers to products and services on digital-computer based systems which respond to the user's actions by presenting content such as text, moving image, animation, video, audio and video games. Borup and Graham (2013) view interactive media as the integration of digital media including combination of electronic text, graphics, moving images, and sound into a structured digital computerized environment that allows people to interact with the data for appropriate purposes. The digital environment can include the internet, telecoms and interactive digital television.

Agbatogun (2016) in Adeola (2017) observes that the last two decades have witnessed a proliferation of interactive technology tools in the education landscape, especially in developed countries. The use of tools such as the interactive white board, web 2.0 technologies, individual response pads, interactive multimedia, interactive forms, on-line survey tools, collaborative editing software, Instant messaging/chat room, multimedia projectors etc. are becoming popular. As a matter of fact, the rapid change that interactive digital technology is bringing to teaching and learning is almost un-believable because the learning scenario is imperceptible like never before. Beyond the 21st century, the tendency to stop the avalanche of change seems invisible.

The traditional methods of teaching (lecture, explanation, exercise, etc.) are certainly important for professional development. However, *Bada, and Adekomi (2014)* observe that their limitations are felt even more acutely at present when a complex phenomenon such as competence is formed. This therefore informs the need for modern methods which should focus on the student's independent activity. Interactive technology encourages interest in the profession; promote the efficient acquisition of training materials; form patterns of conduct; provide high motivation, strength, knowledge, team spirit and freedom of expression; and most importantly, contribute to the complex competences of future specialists (Dick &Burrill, 2016).

Certain factors play a major role on how interactive technologies are used in educational settings. Nwokocha and Onwuchekwa (2014) opine that the most common factors that impact on the use of interactive technologies for teaching include: school culture, teacher training, time to practice and prepare materials, teacher confidence and technical support. Others include classroom setup and quality of equipment. The overall objective of having interactive technology in the classroom is to make learning process more encompassing. Umoru (2012) observes that the use of ICTs in teaching-learning process allows the student as well as the teacher to overcome the time and space constraints which are present in traditional teaching.

The design of the office technology and management (OTM) programme components according to Baba and Akarahu (2012) appears to be in response to global initiative with an objective that portends new direction in favour of new technologies for teaching OTM. According to Ezeahurukwe and Ameh (2017), OTM is an efficient, effective, productive and functional education which lends itself to self-employment, self-reliance, paid employment and consequently self-actualization. It focuses on combining office information technical skills with adequate and relevant business knowledge in solving organisation wide problems.

This brings to the fore the issue of secretarial outcomes. Chibuike (2013) reports that due to certain impediments and inadequacies that have plagued the process of skill acquisition in the secretarial profession, the level of practical skills acquired by the students, compared with the demands of the labour market and technological development is nothing to boast about. This therefore informs the need for the acquisition of relevant competencies in new technology by OTM teachers which will help engender the much cherished skill-related outcomes in the graduates.

Arikwandu, Okoro and Ozoemenam (2016) view competency as the capability of applying or using knowledge, skills, abilities, personal characteristics to successfully perform critical work task, specific functions or operate in a given role or position. Effective teaching of OTM in any learning environment requires demonstration of various competencies which invariably enable students to learn by improving their knowledge, skills, attitudes and values. Office technology and management teachers in Polytechnics have it as their obligation to be knowledgeable and confident of their ability to use interactive technologies for effective and efficient instructional delivery. However, Okoli and Wagbara (2016) report that many of the teachers lack knowledge and skills to use new technologies and in addition are not enthusiastic about the changes due to inadequate training to meet up with technological flux. There is also the fear of the unknown which leads to resistant

behavior (Chukwumerije, 2012). Umoru (2015) opines that in Nigeria, many business education teachers lack competence in new technology application as a result of which they face their work with fear and trepidation. Similarly, Omeje (2009) observes that although business teachers have been sensitized especially to acquire skills in new technologies, the skills acquired by most of them fall short of what is required to be able to utilize new technologies in teaching. This explains why, in some Polytechnics, ICT based courses with OTM course codes which require office styles of production and application are being taught by computer science lecturers with no real office experience. This situation has been attributed to inadequate curriculum content for the training of business teachers in new technologies, irregular training and retraining of business teachers on the use of new technologies (especially those who were trained with obsolete equipment) and resistance to change by some business teachers (Adegbanjo, 2014). Similarly, Nwosu and Mbaezue (2016) confirm that there is dearth of OTM teachers with adequate skills in new technologies with the result that non-specialists are often called upon to teach OTM courses.

The issue now is how many of the teachers of OTM are competent enough to use the available new technologies and become receptive to change by knowing the strengths and limitations of these technologies? How many of these teachers understand what can and cannot be achieved with new technologies to allow the realization of its maximum potentials?

The problem of this study therefore is to examine the interactive technology competencies required by OTM teachers for improved secretarial outcomes in Polytechnics in North-central Nigeria. This is in view of the seeming ineffectiveness of OTM teachers in teaching using interactive technologies with the inevitable consequences of professional obsolesce on the part of the teachers, increase graduate unemployment, poverty and youth restiveness.

Research Question

What are the interactive technology competencies required by teachers of office technology and management for improved secretarial outcomes in Polytechnics in North-central Nigeria?

Research Hypothesis

There is no significant difference in the mean response of experienced and less experienced teachers on the interactive technology competencies required by teachers of Office Technology and Management for teaching in Polytechnics in North-central Nigeria.

Methods

The study used the descriptive survey design with 85 office technology and management teachers drawn from eight accredited public Polytechnics in the six states of the North-central Nigeria. These Polytechnics include: Benue State Polytechnic, Ugbokolo; Federal Polytechnic, Idah; Kogi State Polytechnic, Lokoja; Federal Polytechnic, Offa; Kwara State Polytechnic, Ilorin; Federal Polytechnic, Nassarawa; Federal Polytechnic, Bida; and Plateau State Polytechnic, BarkinLadi. The entire study population was used for the study since the population was not too large. There was therefore no sampling. The instrument used was the Interactive Technology Competencies Required by Office Technology and Management Teachers Questionnaire (ITCROTMTQ). The questionnaire consisted of 15 items based on the purpose of the study and the research question. The instrument was validated by one Senior lecturer in the Department of Business Education, Kwara State University Malete and one Chief lecturer in the Department of Office Technology and Management, Federal Polytechnic, Bauchi. A pilot study was conducted at the Federal Polytechnic, Bauchi, in order to establish the reliability of the instrument. Cronbach Alpha was used to determine the reliability of the instrument which yielded a reliability coefficient of 0.79. Each of the items was assigned four response options of Highly Required (HR-4 points), Moderately Required (MR-3 points), Slightly Required (SR-2 points) and Not Required (NR-1 point). The data collected were analysed using the mean and standard deviation. The mean was used to answer the research questions while the standard deviation was used to determine the closeness or otherwise of the responses from the mean. Positive decision rule for this study was established at a mean of 2.50 and above while any mean less than that was regarded as negative. The null hypothesis stated was tested using the t-test at 0.05 level of significance. Hypothesis of no significant difference was accepted when the observed probability value was greater than or equal to 0.05 level of significance. Where the calculated probability value was less than 0.05 level of significance, the null hypothesis was rejected.

Results

Research Question: What are the interactive technology competencies required by OTM teachers for teaching in Polytechnics in North-Central Nigeria?

Table 1: Mean and standard deviation of responses on the interactive technology competencies required by OTM teachers for teaching in Polytechnics

S/N	Item Statements	$\overline{X}$	SD	Remark
1.	Ability to use interactive white boards or electronic board for teaching	3.40	0.52	Moderately Required
2.	Ability to use interactive forms on the web to create feedback or ask questions	3.44	0.57	Moderately Required
3.	Ability to organize videoconferencing or Internet phone chat (Skype, Team Speak, etc.)	3.09	0.67	Moderately Required
4.	Ability to use interactive on-line survey tools (Survey Monkey, Zoomerang, etc.)	3.21	0.58	Moderately Required
5.	Ability to use student response systems (clickers, wireless learning calculator systems, etc.)	3.16	0.46	Moderately Required
6.	Ability to use instant messaging/chat room for content delivery	3.07	0.44	Moderately Required
7.	Ability to use interactive multimedia and presentation application for teaching	3.76	0.51	Highly Required
8.	Ability to use simulations, or virtual worlds (Ayiti, EleMental, Second Life, Civilization, etc.)	3.28	0.85	Moderately Required
9.	Ability to use interactive collaborative editing software (Wikis, Google Docs, etc.)	3.29	0.56	Moderately Required
10.	Ability to use on-line student video projects (using YouTube, Google Video, etc.)	3.10	0.71	Moderately Required
11.	Ability to use Web 2.0 tools to interact and collaborate for teaching and learning purposes.	3.54	0.50	Highly Required
12.	Ability to use interactive E-book	3.30	0.46	Moderately Required
13.	Ability to use educational cloud services to store, manage and process data	3.32	0.59	Moderately Required
14.	Ability to use audience response pads	3.28	0.59	Moderately Required
15.	Ability to create online interactive audio and video instructions	3.43	0.50	Moderately Required
	Weighted average	**3.31**	**0.57**	**Moderately Required**

Table 1 above showed the responses of OTM teachers in Polytechnics in North-Central Nigeria on the interactive technology competencies required for teaching. The result revealed that all the competency items outline were required for teaching by OTM teachers with a weighted mean of 3.31. However, ability to use interactive multimedia and presentation application for teaching and ability to use Web 2.0 tools to interact and collaborate for teaching and learning purposes were considered to be highly needed with mean ratings of 3.76 and 3.54 respectively. The close range of the standard deviations showed that the respondents were not very far from each other in their responses.

Research Hypothesis

There is no significant difference in the mean response of experienced and less experienced teachers on the interactive technology competencies required by teachers of Office Technology and Management for teaching in Polytechnics in North-central Nigeria.

Table 2: Summary of t-test of the difference between the mean responses of experienced and less experienced teachers of OTM on the interactive technology competencies required for teaching in Polytechnics

Group	N	Mean	SD	t-cal	Df	p-value	Decision
Experienced Teachers	44	3.32	0.22				
				0.251	80	0.802	Not Rejected
Less Experienced Teachers	38	3.30	0.33				

P > 0.05

The data in Table 2 revealed that there are 44 experienced OTM teachers and 38 less experienced OTM teachers. The experienced and less experienced teachers' responses showed that interactive technology competencies are required by OTM teachers for teaching in Polytechnics (= 3.32; SD = 0.26) and (= 3.30; SD = 0.33). Their responses are close to the mean as the standard deviations are very low. The table revealed that there was no significant difference between the mean response of experienced and less experienced teachers of OTM on the interactive technology competencies needed for teaching in Polytechnics ($t_{80} = 0.251$, P>0.05). Therefore, the null hypothesis was not rejected. This implied that experienced and less experienced OTM teachers did not differ in their responses regarding the interactive technology competencies needed for teaching in Polytechnics. Though there was a slight difference between their mean responses with experienced teachers having higher mean responses, but the difference was not statistically significant (mean difference = 0.02).

Discussion of Findings

The study revealed that OTM teachers highly required the ability to use interactive multimedia and presentation application in teaching and the ability to use Web 2.0 tools to interact and collaborate for teaching and learning purposes. The study revealed that OTM teachers required competencies in the use of interactive forms, electronic boards, interactive collaborative editing software, interactive survey tools and simulations. Also the study showed that ability to use student response systems, online student video, organize video conferencing and use instant messaging for content delivery were moderately required by OTM teachers for teaching in Polytechnics. The findings further revealed that there was no significant difference between the mean response of experienced and less experienced

teachers of OTM on the interactive technology competencies required for teaching in Polytechnics ($t_{80} = 0.251, P>0.05$).

This finding corroborates that of Adeola (2017) who opines that the last two decades witnessed a proliferation of interactive technology tools in the education landscape. The use of tools such as the interactive white board, web 2.0 technologies, individual response pads, interactive multimedia, interactive forms, on-line survey tools, collaborative editing software, Instant messaging/chat room, multimedi**a projectors** etc. are becoming popular (Borup & Graham, 2013). As a matter of fact, the rapid change that interactive digital technology is bringing to teaching and learning is almost un-believable because the learning scenario is imperceptible like never before and the acquisition of interactive technology competencies by teachers is inevitable.

Conclusion

Based on the findings of the study, it was concluded that the need for OTM teachers to acquire relevant competencies in the use of interactive technologies cannot be over emphasized. Since the responsibility of the teacher in any circumstance is the education of the student, then the teacher should possess the best type of competence necessary for the realization of the objectives of the programme. If in any case the teacher is lacking in the relevant competencies, then the ingenuity, agility, competence and skills of secretarial students that are crucial to their success and competitiveness would be compromised. This clearly indicates that the OTM programme would be producing graduates who would not be able to function effectively in the 21st century world of work and who cannot contribute anything meaningful to the development of an economy driven by technological innovativeness.

Recommendations

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

1. Polytechnic authorities should take the issue of teacher development and re-training with all the seriousness it deserves by organizing workshops, seminars, conference and in-service training. The authorities should also ensure that the identified interactive technology competencies are integrated into the programme for effective use in the teaching and learning process. Teachers who are still deficient in the use of the identified interactive technology competencies should also make personal efforts to update themselves in order to be more effective and efficient in teaching using interactive technologies.

2. The National Board for Technical Education (NBTE) should ensure that the OTM curriculum is regularly reviewed, revised and adjusted with inputs from the academia and industry to reflect the identified new technology competencies. This

is in view of the fact that the competencies keep changing. The curriculum for teacher training at all levels should also be reviewed to incorporate the identified new technology competencies.

3. Management of Polytechnics should ensure that the minimum standards prescribed by the NBTE in terms of equipment, infrastructure, personnel etc. are adequately provided for. OTM teachers and other stakeholder in the Polytechnic should not compromise but insist that the minimum standards are rigidly adhered to. NBTE on its part should come up with a strategy of having unscheduled and unannounced visits to Polytechnics to ensure that no Polytechnic operate below the minimum standard.

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UTILIZATION OF INFORMATION AND COMMUNICATION TECHNOLOGY COMPETENCIES BY MECHANICAL TRADES TEACHERS OF TECHNICAL COLLEGES IN PLATEAU STATE

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Abstract

The rapid proliferation of Information and Communication Technology (ICT) has placed new demands on competencies needed to fully, effectively participate and progress in the new information technology society. This challenge posed by ICT is of great concern to technical education. Technical education trains and develops manpower in quantity and quality to meet societal needs and contributes to National development. The technical teacher is a major player in achieving this goal. This study was designed to investigate the utilization of ICT competencies, for quality teaching and learning of mechanical trades in technical colleges of Plateau State. Specifically, the study determined the extent of ICT competencies needed by mechanical trade teachers for computer operation. A research question and hypothesis were formulated to guide the study. A descriptive survey design was employed for the study. The study was carried out in the two technical colleges of Plateau State namely, GTCBukuru and John Bosco Technical College Kuru. The population of the study comprised 16 mechanical trades teachers and 3 Administrators. A structured questionnaire containing 19 items was used for data the collection. Reliability test of the instrument was carried out using Cronbach alpha. The findings of the study revealed that the teachers do not have the needed competencies for the effective utilization of ICT facilities in the technical college of Plateau State. Based on these findings it was recommended that teachers should be trained to acquire the needed competencies so as to ensure effective utilization of ICT facilities in the teaching and learning of mechanical trades in the technical colleges of Plateau State.

Keywords: *Information and communication Technology (ICT), Technical teachers, Mechanical trades, Technical colleges*

Introduction

The modern world we now live in is dominated by Information and Communication Technology (ICT). The application of ICT has affected virtually every aspect of life, be it in agriculture, commerce, transportation, manufacturing etc. ICT is a term that covers any

product that will store, retrieve, manipulate, transmit, or receive information electronically in a digital form, e.g. personal computers, digital television, email, robots. (Wikipedia, 2018).One of the areas that ICT have had tremendous impact is in education. Kalu and Eweme (2003) described education as a process through which one generation transfers or import the ideals and values of the society to the next generation in an unending process. Indeed, ICT has not only changed the way people live, work, play and study but has also changed the teaching and learning processes.

The chalk and talk method had been applied in the teaching and learning processes for centuries; today the emergence of ICT can be used not only to supplement teaching, but to take over as medium of passing information and the entire pedagogical issues, at least in a phase by phase process. No wonder, Begho in Garba, Guga and Yusuf (2016) noted that electronic media is accepted globally as a major factor in pedagogical issues, where many western countries have made it compulsory for all teachers to undergo ICTs certification, regardless of their subject area. Furthermore, the usage of ICTs is geared towards ensuring the attainment of qualitative education for the enhancement of sustainable socio-economic development, global competitiveness and the individual's ability to survive in the contemporary environment. This can lead to the production of graduates of the educational system that can survive in the contemporary society, sustain national development and can compete globally (FRN, 2016). ICT can enable a global outreach for sharing of knowledge, materials and data bases, quickly and cheaply over long geographically distances using online resource.

Paradoxically though, one of the areas that ICTs has had little impact is in education, especially Technical Vocational Education and Training (Oluwatumbi, 2015). The National Policy on Education described Technical Vocational Education and Training (TVET) as that aspect of education involving in addition to general education, the studies of technologies and related sciences and the acquisition of practical skills attitudes, understanding and knowledge relating to the occupations in various sectors of economic and social life (FRN, 2016).The policy specifies that Technical Colleges should produce craftsmen at senior secondary level (FRN, 2016:40). The courses offered at the technical colleges lead to the award of the National Technical Certificate (NTC).

The curriculum of technical colleges includes mechanical trades.Mechanical trades is a general name used in describing trades that have direct bearing with metals, welding/forming and or servicing/repairs of machines or machine related equipment and appliances (FRN, 2016). In mechanical trade skill learning, students must relate directly with tools, equipment, instruments, special relationships etc. The common mechanical trade skills include general metalwork, welding and fabrication, automobile repairs, metal machining etc.

Broadly, competency in teaching mechanical trades is eventually anchored on subject matter mastery and instructional technique. However, beyond these basic skills is the

for mechanical trade teacher to be able to apply ICT skills in the preparation, presentation and evaluation learning. For instance, there is the need for the teacher to be able to access learning resources, and ability to deploy the most effective method of presenting practical exercises. The competency in handling ICT tools in teaching mechanical trades therefore becomes necessary. Unfortunately, in Nigeria today, the traditional method of teaching and learning remain unchanged (Amunche & Iyekekpolor, 2014). The absence of ICT skills among the technical teachers could spell doom as learners may fail to access quality education as ICT has been identified as the best way of improving learning.

The importance of ICT in learning is well captured in the National Policy document for Information and Communication Technology which clearly spells out the ICT vision and mission for Nigeria (FRN, 2010). Access to computers and other ICT materials are important aspect of teaching and learning which mechanical trades' teachers must acquaint to function effectively to meet the learning challenges of the 21st century. There are strong suggestions that success in ensuring that teachers acquire the competencies and knowledge needed in using ICT effectively open doors to all kinds of new educational opportunities for changing their classrooms practice (Amunche and Kpoler, 2014). In the same manner, Akudolu (2006) points out that the benefit of ICT can only be realized when teachers develop necessary pedagogical competencies for instruction using ICT. Teacher competencies in handling instruction for mechanical trades are therefore fundamental for effective learning.

In spite the importance of ICT in learning, the situation of the use of ICT in the technical college in Plateau State appears to be poor, as most mechanical trades teachers don't seem to utilize ICT facilities for their instruction. The consequence is that teachers still rely on the traditional method of instruction. This practice confirms the study by Abdulkadir (2011) who lamented the lack of utilization of ICT in teaching and learning in most technical colleges in Nigeria. Buttressing this assertion, Olayanji (2007) cautioned on the danger of neglecting the application of ICT in TVET.

Whether the teacher is involved in higher education, secondary education, elementary or special education, it is necessary for all to catch up, keep up, andput up with fast moving ICT. Not since the introduction of blackboard has there been a piece of equipment to make such a difference in how teaching and learning take place. Thus, it is no longer acceptable for technical teachers to be ICT illiterate. As ICTcombines to change and evolve, technical teachers must continue to strive to excellence in their work.This demands that technical teachers acquire the new set of skills to efficiently participate in the technology-driven economy.

Basic operational knowledge and skill of computer is a core ICT competency needed of every ICT user. Williams, Wilson, Richardson, Turkson and Coles (1998) found that even where teachers have firm ideas of how they would like to apply ICT in the classrooms, they can be held back by lack of technical skills and knowledge in their operation. The ultimate goal may be the effective use of ICT in teaching and learning but there is a feeling amongst teachers that they first need to build up their basic skills and

confidence. A fair knowledge of ICT competency in operating computer is pre-requisite for acquiring other ICT competencies.

Statement of the Problem

Advances in technology have brought instructional materials especially the Information and Communication Technologies (ICTs) to the forefront as the most radical tools of globalization and social development which have affected the classroom teaching/learning situation positively. With them both teaching and learning become very pleasant experiences and less stressful. While acknowledging that the issue of instructional materials may not be easily resolved, it is important to remark that teachers should not use lack of instructional materials as an excuse not to teach well. However, Current reality is that, most teachers depend mostly on textbooks and chalkboards as instructional materials while other relevant ICTs such as overhead projectors, digital televisions, and computers were sparingly used in aiding teaching.

Okabia (2011) noted other problems associated with the utilization of ICTs in most parts of Nigeria, including cost, power supply, poor network, non-availability, poor utilization and maintenance skill. But,Information and Communication Technology (ICT) affect virtually all aspects of life in the modern world and in recent times the integration of ICTs in teacher training programmes have been the topic of much debate because educational systems around the world are under increased pressure to use the ICTs to teach knowledge and skills that students need in the 21st century. The dominant role of ICT means that there must be adequate presence and utilization of ICT in teaching and learning at all levels. The utilization of ICT in Technical and Vocational Education and Training (TVET) is even more important for both the teachers and students because of the need for applied learning at this level. For mechanical trades studies, ICT plays an even more significant role in learning, hence the need for teachers in mechanical trades in Plateau State to be competent in handling ICT for effective teaching and learning.

According to Abdulkadir (2011), literature available points that most teachers are deficient in the aspect of utilization of ICT in teaching and learning in technical colleges. The competency of mechanical trade teachers could make them be aware of the best application of ICT in teaching as well as encourage teachers for more skills and competencies necessary for sourcing for relevant issues that affect the mechanical trades in general. The problem of the study therefore is the low utilization of ICT in teachers of mechanical trades in technical colleges in Plateau state.

Successful integration of ICT into TVET classrooms will depend not only on the ability of mechanical trade teachers of technical colleges structure the learning environment into non-traditional ways, but to also merge new technology with new pedagogy and to develop socially active classrooms in order to encourage cooperation, interrelation, collaborative learning and group work.Therefore,the problem of this study therefore is the lack for empirical data on ICT competencies by teachers of mechanical trades in technical colleges of Plateau State.

Purpose of the Study

The purpose of the study specifically is todetermine the utilization of ICTcompetences by teachers of mechanical trades in technical colleges of Plateau State.

Research Question

One research question was formulated for the study:

What is the level of utilization of ICT competencies by teachers for in mechanical trades in technical colleges of Plateau State?

Hypothesis

A hypothesis was postulated and tested at 0.05 significant level:

Ho: There is no significant difference between the mean response of mechanical teachers from technical colleges of Plateau State and administrators in the ministry of education on the extent of utilization of ICT competencies by mechanical trade steachers of technical colleges in Plateau state.

Method

The population of the study consisted of all the23 mechanical trade teachers in the two technical colleges in Plateau State and 3 administrators from the department of Science and Technology, Ministry of Education, Jos. There were 16 teachers at Government Technical College Bukuru, 7 teachers at St. John Bosco Technical College, Kuru and 3 administrators of the Ministry of Education. There was no sampling as the population was manageable. A structured questionnaire was developed to obtain information from the subjects of the study (Mechanical trades teachers and administrators). The instrument was validated by two experts in TVET from the University of Jos. The internal consistency of the instrument was ascertained using chronbach alpha and a reliability coefficient of 0.87 was obtained. Data collected in the study were analyzed by using the mean and standard deviation. The mean of an item was interpreted in relation to the real limits of the nominal value of the scale used for data collection. A cut-off point of 2.50 was used to determine which item was accepted or rejected. Based on this cut-off, any item with mean score equal to or greater than 2.50 was accepted and any item with less than 2.50 was rejected. T-test statistics (for independent samples) was used to test the null hypothesis at 0.05 of significance using the Statistical Package for Social Science (SPSS) from computer software.

Results

Research Question

What is the level of utilization of ICT competenciesby teachers in mechanical trades in technical colleges of Plateau State?

Data collected in respect of this research question are presented in table 1.

Table 1: *Mean rating of the respondents on the level of the utilization of ICT competencies. **(N=19)** (U = Utilized, NU = Not Utilized)*

S/N	Level of utilization of ICT Competencies	Mean ($\bar{x}$)	SD	Decision
1.	Setup system Computer	1.2	0.8	NU
2.	Connect and install peripheral devices (printer, scanner, etc.	1.1	0.97	NU
3.	Start up and shut down computer	1.47	0.5	NU
4.	Make backup copies of key applications and documents	1.05	0.23	NU
5.	Install and upgrade an application	1.0	1.02	NU
6.	Identify and use icons, windows and menu	1.2	0.2	NU
7.	Start an application, create and save document using save and save as command	1.3	0.48	NU
8.	Insert and eject external storage devices (floppy, flash, CD)	1.47	0.5	NU
9.	Initialized, name/rename storage devices and folders	1.47	0.5	NU
10.	Copy from hard disk to external storage drives and vice versa	1.37	0.49	NU
11.	Recognize different file types and adjust file format for easy exchange	1.3	0.97	NU
12	Effectively use Word Processor e.g. MS Word, Word Perfect	1.0	1.02	NU
13	Effectively use Presentation Software e.g. MS Power Point	1.2	0.8	NU
14	Effectively use of Spreadsheets e.g. MS Excel, Multiplan, Super Calc	1.05	0.23	NU
15.	Effectively use of Desktop Publisher e.g. MS Publisher, Ventura publisher, Adobe Page/maker	1.1	0.97	NU
16.	Effectively use Computer Aided Design e.g. AutoCAD. Anita Cad.	1.0	1.02	NU
17	Effectively use Computer Aided Manufacturing (CAM)	1.0	0.02	NU
18.	Effectively use of computer design e.g. Corel Draw, Adobe Illustrator	1.0	1.02	NU
19.	Effectively use of control technology/robotics	1.0	1.02	NU
	Overall mean	**1.2**	**1.5**	**NU**

Data in table 1 show that nineteen items had their mean values ranging from 1.0 to 1.47. These values are below the criterion value point of 2.50, indicating that the level of utilization of ICT competencies needed for computer operation by the mechanical trade's teachers in technical colleges of Plateau State was low. This indicates that all the respondents in the study have little or no ICT competencies fir computer operation. The standard

deviation of all the nineteen items ranged from 0.32 to 1.20 indicating that respondents were not far from mean and from one another in their responses. The overall mean (1.2) of all the items on the level of utilization of ICT competencies for computer operation was low. This indicates that teachers of mechanical trades in Plateau State have little or no competencies for computer operation.

Hypothesis

There is no significant difference between the mean responses of mechanical trades teachers from technical colleges of plateau state and their administrators on the extent of utilization of ICT competencies in technical colleges in Plateau State.

Data collected in respect to this null hypothesis are shown in Table 2.

Table 2: T-test comparison between mechanical trades teachers and their administrators on the extent of utilization of ICT competencies in technical colleges in Plateau State.

	n	$\bar{X}$	S^2	df	t-cal	t-tab	Decision
Teachers	16	16.23	4.02				
				17	-5.4606	2.110	Accept
Administrators	3	19.33	0.213				H_0

Data in Table 2 above show that the calculated t-value is -5.406 and is less than t-value of 2.110 at 17 degree of freedom at 0.05 level of significance. Consequently, the null hypothesis was accepted and based on this result; teachers of mechanical trades in Plateau State do not differ significantly from their administrators on the extent of utilization of ICT competencies neededfor computer operation.

Discussion of Results

The research question sought to find out the level of utilization of ICT competencies in computer operation. From the findings presented in table 2, the respondents indicated that they lacked ICT competencies for computer operations. The study revealed that the present ICT competencies of teachers in computer is too low and needs to be improved upon and sustained in order to enhance teaching and learning in the technical colleges of Plateau State. This is in line with the views of Ayeni&Ogunbaru (2013) who stressed that in spite of the benefit of ICTs in education, most teachers have not taken the advantages in their classroom teaching and professional development. Ayeni&Ogunbaru (2013) further stressed that the adduced for non-utilization of ICT in teaching and learning process were inadequacy of ICT facilities for the teaming population of teachers who needed them. The use of ICTshas not been institutionalized in our schools and colleges (Aleburu&Olusanya, 2007; Kundishrra, 2018). The new innovation of ICTs in teaching and learning process is still a dream yet to be realized in most technical colleges, thus traditional world of paper is still the order of the day (Abdulkadir, 2011).

Since computer operation skills are pre-requisite to acquiring other ICT competencies, there is the need for technical teachers to be trained on computer operation. Almas and Nilson (2006) observed that technical skills were the first step to acquire knowledge about ICT. Gulbahar and Guven 2008 found out that the main barrier to technology implementation is insufficiency of teachers' technical knowledge to prepare materials based on technology. As it was observed in the study of Williams, Wilson, Richardson, Turson and Coles (1998), that even where teachers have firm ideas of how technology can be applied in the classroom, they were held back by lack of technical skills and knowledge.

The hypothesis, which was formulated for the research question was accepted on the findings presented in table 2. This was because t-value of all the items of the instrument falls below the critical t-value of 2.50. Therefore,it implies that there was no significant mean difference in the mean responses of teachers and administrators with regards to the utilization of ICT competencies needed for computer operation in technical colleges of Plateau State.

This finding agrees with Abdulkadirand Ma'aji(2014) who noted that in spite of the benefits of ICTs in education, most teachers are not utilizing themfor the teaching and learning.

Conclusion

The study thereby concluded that competence in the operation of ICT tools such as computer can be used for effective instructional planning, delivery in the technical colleges in Plateau State. This finding when properly utilized by the government and other stakeholders in Plateau State could possibly help to enhance the rate and adoption of ICT tools for instructions in the technical colleges in the state for effective instructional delivery in line with the current straggle for e-leaning and technological advancement.

Recommendations

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

1. TVET teacher's preparatory program/curriculum should be reviewed so that relevant ICT competencies that will meet the needs of the technical teachers as well as the demands of the knowledge economy will be incorporated.
2. ICT should be helped and encouraged through in-service educational activities to become competent in and the receptive to ICT.
3. Technical teachers in the technical colleges in Plateau State should be sent by their employers on in-service training to upgrade their skills in ICT, particularly in the area of integrating ICT into the courses they teach.
4. Technical colleges should make ICT facilities sufficient enough to expose their teachers to current and emerging ICT facilities meant for teaching purposes.

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IMPROVING BUSINESS EDUCATION PROGRAMME THROUGH SCHOOL-INDUSTRY COLLABORATION FOR CAPACITY BUILDING IN IMO STATE, NIGERIA

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Abstract

The study was designed to determine strategies for improving business education programme through school-industry collaboration for capacity building in Imo State. Two research questions were developed for the study with two null hypotheses that was tested at 0.05 level of significance. The population of the study consisted of 41 business education teachers from tertiary institution in Imo State. There was no sampling because the population size was manageable. A four point rating scale validated questionnaire with reliability coefficient of 0.76 was used to collect data for the study. Mean was used to answer the research questions while t-test was used to test the null hypotheses. The findings of the study showed among other things that school-industry collaboration programmes are ineffective and poorly utilized in business education programme for capacity building. It was recommended that government, tertiary institution authorities and business educators should establish contact and partner with industries so as to improve business education programme for capacity building.

Key words: *business education, school-industry collaboration, capacity building*

Introduction

A nation is made up of people whose individual contributions are directed towards national growth. Individuals need to develop and acquire necessary skills for capacity building. Linkage between education and industry is essential for preparing individuals to be enthusiastic and efficient employees (Osinem, 2005) .Such partnership is a positive response to educational initiatives to strengthen links with the industry sub-sector. Part of the ultimate goal of education and training is to prepare individuals to acquire appropriate mental, physical and social competences for the future.

Business education is a programme basically for skill acquisition, vocational and competency. 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. Iwuoha (2016) noted that the rapid change in the world of work makes it compulsory to improve the business education programme to

produce individuals for capacity building. Specifically, business education in Nigeria evolved from the country's economic, industrial and commercial circumstances and therefore requires collaboration with the industry to provide the needed assistance towards helping individuals acquire the necessary skills to be relevant in life. Business education focuses on impacting in its learners the appropriate skills needed to be self employed or be employable.

Unachukwu (2013) stated that graduate unemployment is one of the major problems facing Nigeria. It is believed that Nigerian graduates do not possess the skills suitable for industry sector of the economy which is a big challenge to the society. Onabu (2015) noted that as a result of neglect, higher Institutions lack the tools needed to inculcate in the students skills required by employers. The students industrial work experience scheme (SIWES) was introduced to tackle the problem of lack of skill and competence. According to Iruegbu (2017), the scheme seems to have not achieved so much as majority of the graduates employed in the industrial sectors are incapable of proffering technical solutions of the work expected of them to perform.

According to Uzondu (2016), school industry collaboration is the process of two or more people or organizations working together to complete a task or achieve a goal, school and business co-produce progress in job-specific skills integrating formal education and employment school industry collaboration is mutually accepted training partnership in which school learning experience and skills are complemented through industrial training experience. There are a number of factors influencing the increase in the number of unemployed graduates from tertiary institution in Nigeria. Ejeka and Iwuoha (2015) noted that one of such issues is the inadequate preparations of recipients of business education programme through effective career exploration activities, students industrial work experience, occupational orientation programmes, and field trip activities for practical knowledge to perform well in the world of work. Njoku (2013) added that lack of required facilities and conducive learning environment are hindrances to effective business education programme in Nigeria. There is therefore need to bridge the gap through school-industry collaboration. Ukamadu (2011) identified such collaborations to include engaging students in industrial training programme and ensuring that the students acquire skills; taking students for field trips, provision of scholarship and grants among others. Okeke (2014) added that it is pertinent that educational institutions train the students to the point of acquisition of productive, saleable or employable skills in both private and public industries and commerce thereby contributing to the economic development of the society.

Ibeziem (2012) stated that school industry collaboration helps learners develop functional skills for the world of work. It is a training outfit which integrated training into productive and relevant work to give the learner the opportunity of matching theoretical learning experiences with practical skills that lead to school industry linkage. Industry collaboration therefore, presents a wide range of benefits to individuals, school and the industry as well.

Statement of the Problem

Business education, by design, primarily aims at providing individuals with skills needed for self reliance. In the view of Ibekwe (2011) school industry collaboration is highly required to help schools send their students to industries 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 industries, probably as a result of poor understanding of the indices of collaboration. Uwalaka (2012) noted that many graduates from Nigerian institutions are not qualified for employment in the world of work. This is linked to lack of practical experiences caused by insufficient facilities as well as poor communication between school and industry. Several tertiary institutions in Nigeria and in Imo State in particular lack the facilities required to help the students practice the practical aspects of the theories they receive. The problem of ill equipped laboratories and workshops result in poor skill acquisition and limit learners towards job performance. This therefore calls for Business education to encourage and actively be involved in industry collaboration in order to improve business education programme for capacity building. This study therefore sought to determine how business education programme can be improved through school- industry collaboration programme for capacity building among tertiary institutions in Imo State.

Purpose of the Study

The purpose of the study was to determine the strategies for improving business education programme through industry collaboration for capacity building in Imo State. Specifically, the study sought to determine:

1. the effectiveness of industry collaboration programme in business education programme.
2. the challenges of industry collaboration in business education.

Research Question

The Following research questions guided the study

1. How effective are the available school-industry collaboration programmes in business education?
2. What are the challenges of industry collaboration in business education programme?

Null Hypotheses

The following null hypotheses were tested at 0.05 level of significance

Ho_1: There is no significant difference in the mean responses of male and female business education lecturers on the effectiveness of available school- industry collaboration in business education programme.

Ho_2: There is no significant difference in the mean responses of male and female business education lecturers on the challenges of school-industry collaboration to business education programme.

Methods

The study adopted a survey research design which involved gathering data through the use of questionnaire. The population of the study consisted of 41 business education lecturers from the tertiary Institutions in Imo State. Structured questionnaire with four response options of Very Effective (VE) Effective (E) Moderately Effective (ME) and Ineffective (IE) The instrument was validated by experts in the field of study. Cronbach Alpha reliability coefficient was used to test the reliability of the instrument and a coefficient of 0.76 was obtained. The researcher with the help of two research assistants administered and collected the instrument from the respondents.

The data collected for the study were analyzed using the arithmetic mean to answer the research questions and t-test statistics to test the hypothesis. Any item whose mean score was 2.50 and above was accepted while any item with the mean below 2.50 was considered as ineffective and therefore was rejected.

Results

The results of data obtained from the respondents are shown below:

Research Question One

How effective are the available industry collaboration programmes available for business education programme for capacity building in Imo State?

Table 1: Means ratings of business educators on the effectiveness of school industry collaboration programme available to business education programme for capacity building in Imo State (N =41)

S/N	Items on effective available programmes	X	SD	Decision
1.	Career exploration activities	2.29	0.62	Ineffective
2.	Student industrial work experience	2. 51	0.84	Effective
3.	Work study programmes	2.40	0.73	Ineffective
4.	Occupational orientation programmes	2.52	1.09	Effective
5.	Field trips and exclusion programmes	2.30	0.57	Ineffective
6.	Teaching practice programmes	2.58	1.14	Effective
7.	Industrial workshop conferences and seniors	2.43	0.75	Ineffective
8.	Vacation jobs	2.39	0.51	Ineffective
9.	School Partnership programmes with NGO's	2.45	0.62	Ineffective
10.	Assessable grants to students	2.23	0.42	Ineffective
11.	Scholarship funds to students	2.46	1.93	Ineffective

Data contained in table 1 shows three items with a mean of 2.5 0 and above. This is an indication that the respondents considered the three items as effective. While the remaining eight items had a mean score below 2.50 which indicates that the items were considered ineffective by the respondents.

Research Question Two

What are the challenges of industry collaboration in business education programme?

Table 2: Mean rating of Business educators on the challenges of school industry collaboration in business education programme for capacity building in Imo State

S/N	Items on Challenges to school Industry Collaboration	X	SD	Decision
1.	Poor academic Performance of students	2.62	0.41	Agreed
2.	Disruption of Academic Calendar by frequent industry action	2.81	0.38	Agreed
3.	Short contact period available to SIWES	2.51	0.48	Agreed
4.	Poor attitude of students on SIWES	2.63	0.33	Agreed
5.	Poor attitude of students of Teaching Practice	2.78	0.20	Agreed
6.	Poor follow up activities by business education	2.55	0.62	Agreed
7.	Wrong placement of students in industries	2.81	0.28	Agreed
8.	Lack of experienced liaison officer to supervise students	3.21	0.33	Agreed
9.	Poor communication between schools and industries	2.90	0.66	Agreed
10.	Lack of information on the current and available school industry	3.51	0.26	Agreed
11	Lack of occupation orientation programmes	2.92	0.43	Agreed

Data contained in table 2 shows the eleven items with a mean of 2.5 0 and above. This is an indication that the respondents considered the items as challenges of school industry collaboration in business education programme for capacity building in Imo state.

Results of Test of Hypotheses

Hypothesis 1: There is no significant difference in the mean responses of male and female business education lecturers on the effectiveness of available school-industry collaboration in business education programme.

The result of the comparison is shown in Table 3 below:

Table 3: t test analysis of mean differences in the mean responses of business educators on the available school-industry collaboration in business education programme.

Respondents	No.	X	SD	DF	Standard Error	T-cal	P -value	Lev	Decision
Male business educators	15	2.50	0.60	148	0.15521	-0.53	0.349	0.05	Not Sig
Female business educators	26	2.57	0.71						

The Data in Table 3 show a t calculated value of - 0.53 with a degree of freedom of 148 and P value of 0 .349 which is greater than 0.05. This shows that there is no significant difference in the mean ratings of male and female business education lecturers on the available school industry collaboration required to improve business education programme for capacity building in Imo State.

Hypothesis 2: There is no significant difference in the mean responses of male and female business education lecturers on the challenges of school-industry collaboration in business education programme.

The result of the comparison is shown in Table 4 below:

Table 4: t- test analysis of mean differences in the mean responses of business educators on the challenges of school-industry collaboration in business education programme.

Respondents	No.	X	SD	DF	Standard Error	T-cal	P Value	Lev	Decision
Male business educators	15	2.21	0.70	148	0.15521	-0.53	0.349	0.05	Not Sig
Female business educators	26	2.29	0.78						

The Data in Table 4 show a t- calculated value of - 0.53 with a degree of freedom of 148 and P value of 0.349 which is greater than 0.05. This shows that there is no significant difference in the mean ratings of male and female business education lecturers on the challenges of school industry collaboration in business education programme.

Discussion of Findings

The result of the analysis showed that the majority of school industry programmes available to business education program were considered ineffective. Such programmes like, work study programme, vacation jobs, research partnership grants, among others. The findings are in agreement with the study of Nwosu and Ojo (2014) which stated that school industry collaboration that results in quality and skilled students have not been given adequate and required attention in business education programme and therefore there are no serious linkages between the schools and the industries for effective partnership. The study also revealed that there were several challenges to effective school industry programmes available to business education programme for capacity building in the tertiary institutions in Imo state. The findings relate to the findings of Eze (2016) that identified several challenges like; short contact period available to SIWES, disruption of academic calendar by frequent industrial action, among others as hindrances to effective school industry program. The two hypotheses tested were upheld indicating that the respondent were of the same view and shows that they agreed that business education programme can be improved through school-industry collaboration for capacity building.

Conclusion

School- industry collaboration programmes aims at solving the problems of lack of required skills which leads to unemployment. The deplorable state of teaching facilities, poor communication between institutions current and available school industry collaboration programmes, poor attitude of students to SIWES, poor follow up activities. From the findings of this study, institutions should partner with the industries to help students acquire practical skills of the theories learnt in schools avoid producing half baked graduates who are not relevant and competent in the world of work. The study therefore concluded that school industry collaboration should be encouraged towards improving business education programmes for capacity building.

Recommendation

Based on the findings of the study, the following recommendations are made;

1. School industry collaboration should be strengthened by school management to increase students practical skills needed in the world of work.
2. Liaison offices for industries should be established in every higher Institution to bridge the communication gap between schools and industries.
3. Seminars and works should be organized from time to time to educate students and business education lecturers on the current school industry collaboration programmes in existence.

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REBRANDING ENTREPRENEURSHIP EDUCATION IN NIGERIAN TERTIARY INSTITUTIONS FOR NATIONAL ECONOMIC DEVELOPMENT

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Abstract

Entrepreneurship education is an educational programme designed for the training of individual learners for the acquisition of skills. Nigeria as a developing country adopted this type of educational programme to enhance her economic development. But the question is whether the country's economy has actually benefited from this programme. Despite its inclusion in Nigerian educational curriculum at all levels for many years now the economy seems to be dwindling. The paper addressed the need to rebrand entrepreneurship education in Nigeria tertiary institutions for national economic development. The paper focused on the concept of entrepreneurship education, role of entrepreneurship education in economic development, objectives of entrepreneurship education, status of entrepreneurship education in tertiary institution, challenges of entrepreneurship education in tertiary institution, rebranding of the entrepreneurship education programme in Nigerian tertiary institution for national economic development, Conclusion and recommendations were drawn accordingly.

***Keyword**: Rebranding, Entrepreneurship Education, National Economic Development*

Introduction

To promote entrepreneurship education in Nigerian tertiary institutions and in order to make it meet up with the national economic development strategy, there is need to rebrand entrepreneurship education.Therebranding of entrepreneurship education in this context implies the creation of new look and re-orienting the minds of people towards the establishment of the programme in order to make entrepreneurship education look more attractive to the learners in tertiary institutions. In general context, entrepreneurship is often associated with starting and running a business. Entrepreneurship involves a way of thinking, reasoning, and acting that results in the creation, enhancement, realization, and renewal of value for an individual, group, organization, and society (Rwamitoga, 2011). At the heart of this process are the creation and/or recognition of opportunities followed by the will and initiative to seize these opportunities in order to make life worth living for people in the society. The behaviours associated with entrepreneurship include needs for achievement, calculated risk-taking, initiative, growth-seeking, a strong drive and determination, networking, opportunism, and the like (Manimala, 2006). With this broader view in mind, not all business start-ups constitute entrepreneurship because not all founders display these

behaviours which required additional training by an expert. At the same time, entrepreneurial individuals are found in all kinds of contexts and endeavours (Gibb, 2006).

The idea of infusing entrepreneurship into education has spurred much enthusiasm in the last few decades. A myriad of effects has been stated to result from this, such as economic growth, job creation and increased societal resilience, individual growth, increased school engagement and improved equality. Putting this idea into practice has however posed significant challenges alongside the stated positive effects. Lack of time and resources, fear of commercialism, impeding educational structures, assessment difficulties and lack of definitional clarity are some of the challenges practitioners have encountered when trying to infuse entrepreneurship into education.

The Concept of Entrepreneurship and Entrepreneurship Education

Entrepreneurship plays a vital role in economic development through the creation of utilities and generation of employment within a short period (Onyemah, 2011). It is the act and art of being an entrepreneur or one who undertakes innovations or introducing new things, finance and business acumen in an effort to transform innovations into economic goods. This may result in new organizations or may be part of revitalizing mature organizations in response to a perceived opportunity. Nwafor (2007) defined entrepreneurship as the willingness and ability of an individual to seek out investment opportunities in an environment, and being able to establish and run an enterprise successfully based on the identified opportunities. In this definition, the following words willingness, ability and investment opportunities are integral to the understanding of entrepreneurship. In other words, the entrepreneur must have the ability/technical know-how in addition to being willing to establish an enterprise. This definition further reveals that not all opportunities appear are worth investing in. So, the responsibility now falls on the individual or would-be entrepreneur to seek for an investment opportunity. Stallworth (2009) described entrepreneurship as the creation of a new economic entity centered on a novel product or service or at the very least, one which differs significantly from products or services offered elsewhere in the market. Ugiagbe in Owenvbiugie and Iyamu (2011) stressed that entrepreneurship is the process of bringing together creative and innovative ideas and coping with management and organizational skills in order to combine people, money, and resources to meet an identified need, thereby creating wealth.

There are various forms of entrepreneurship and the most obvious form of it is starting new businesses popularly referred to as startup companies. A start-up business has numerous advantages. There is joy and satisfaction of creating one's own dream business, choose a business name, a location, and site, a product or service, a target market, technology, employees and operating procedures. The main disadvantage of a start-up business is the mountain of unforeseen/unexpected problems generally associated with the business formation and often encountered in the process of building a business (Inegbenebor, 2006). These problems may take the form of the negative attitude of the

consumers towards the product or service, inadequate capital to finance operations and unexpected hitches in the performance of some of the fixed assets in the business. The need for education in the developmental effort of any nation cannot be underestimated. The development of education sector is a sine-qua non for the development of all other sectors. According to the European Union Commission in Ekankumo and Kemebaradikumo (2011), entrepreneurship education seeks to provide students (especially those in tertiary schools) with the knowledge, skills and motivation to encourage entrepreneurial studies in a variety of setting.

The Commission emphasized that different aspects of entrepreneurship education are offered at all levels of schooling. In a similar vein, the Consortium for Entrepreneurship Education (2004) maintained that it is a lifelong learning process, starting from elementary level to other levels of education and spanning to adult education. Akpomi (2009) also held the view that entrepreneurship education focuses on developing understanding and capacity for the pursuit of entrepreneurial behaviours, skills and attitudes in widely different context. According to Alain (2009), entrepreneurship education refers to all activities aimed at fostering entrepreneurial mindsets, attitudes and skills as well as covering a range of aspects such as idea generation, start-up, growth and innovation. Akudolu (2010) saw entrepreneurship education as the acquisition of knowledge, skills and attitude to enable the learner to apprehend life challenges in whatever form and take decisive steps to realize new trends and opportunities for meeting those challenges in all aspects of human life. Entrepreneurship education is a specialized training given to students of vocation and technical education to acquire the skills, ideas, and the managerial abilities and capabilities for self employment rather than being employed for pay(Osuala, 2009).

Objectives of Entrepreneurship Education

Entrepreneurship education is a functional education centered on making graduates to be job producers rather than job seekers. Entrepreneurship education is oriented towards different ways of realizing opportunities. This is what makes entrepreneurship education distinctive in its focus on the realization of opportunity, whereas management education is focused on the best way to operate existing hierarchies. Furthermore, entrepreneurship education seeks to provide students with the knowledge, skills and motivation to encourage entrepreneurship success in a variety of settings.

Entrepreneurship education, according to Paul and Ojeifo (2013) is structured to achieve the following objectives:

1. To provide meaningful education for the youths, which could make them self-reliant and subsequently encourage them to derive profit and be self- dependent;
2. To provide small and medium-sized companies with the opportunities to receive qualified graduates who will receive training and tutoring in the skills relevant to the management of the small business centers;
3. To provide graduates with training in skills that will make them meet the manpower needs of the society;

4. To provide graduates with the training and support necessary to help them establish a career in small and medium-size businesses;
5. To provide graduates with enough training in risk management to make uncertainty almost possible and easy;
6. To provide graduates with enough training that will make them creative and innovative in identifying new business opportunities;
7. To stimulate the industrial and economic growth of rural and less developed areas.
8. To serve as a catalyst for economic growth and development; and
9. Reduction in rural-urban migration.

However, the essence of entrepreneurship education is to produce entrepreneurs who can make use of their initiative and innovative skill to invent businesses and manage same in order to escape the dangers of poverty and frustration of employment.

Status of Entrepreneurship Education in Tertiary Institution

The introduction of entrepreneurship education in tertiary institutions in Nigeria has played a significant role in national economic development through the process of jobs creation. Chigbuson (2011) highlighted the following as the status of entrepreneurship education in the tertiary institution:

1. Entrepreneurship education has helped to foster entrepreneurial mindsets, skills and behaviours among the recipients' (students).
2. Entrepreneurship education has empowered students with the competencies and skills necessary to prepare them to respond to their life needs, including running their own business, so that they become productive citizens.
3. The programme has helped to develop innovation in youths and develop their skills to identify, create, initiate and successfully manage personal, community, business, and work opportunities.
4. Entrepreneurship education help to increase the awareness and understanding of the process involved in initiating and managing a new venture as well as to enhance the public's perception of learners of small business ownership as a serious career option.
5. The programmes identify and stimulate entrepreneurial drive, talent and skills to undo the risk-averse bias of several analytical techniques and to devise attitudes towards change.

Roles of Entrepreneurship Education in Economic Development in Nigeria

The introduction of entrepreneurship education in Nigerian tertiary institutions is actually a direct response to the changing socio-economic and political conditions in the world and Nigeria in particular. According to Oborah (2010), entrepreneurship education programme can equip students with entrepreneurial skills that will enable them to create and develop enterprises in various areas. The emphasis here is that the programmes have a way of shifting

the focus of students from paid employment to self-employment. During the colonial era, people were trained to work for the colonial masters and as such, their education was patterned towards such. Immediately after independence, the emphasis of our education system was after paid employment (Akpomi, 2009). Another role of Entrepreneurship education is that it has the tendency of equipping and making students experts in the production of certain items. The curriculum framework of this programme has been designed such that individuals will be able to channel their creative abilities and skills to an area or areas of interest. The interest area may be barbing, soap making, farming and so on (Agoha, 2011).

The knowledge of entrepreneurship education helps the students to gain information that will help to boost teaching and learning (Agoha, 2011). Entrepreneurship education builds the spirit of being entrepreneurs in the minds of the students. Thus, entrepreneurship education has a way of discouraging laziness and idleness among our teeming population. Most people that are idle today or probably lazy are those that seem to know little or nothing about entrepreneurship. That is, what it takes to develop business plans, start and manage businesses.

Entrepreneurship education can greatly help in addressing the level of poverty in the country. The issue of poverty eradication has been a top priority of many governments and institutions, especially in developing countries where extreme poverty is conspicuous and has become pandemic (Akpomi, 2009; Kalirajan, 2009). The incidence of poverty in Nigeria is on the high side, where about 70% of the total population has been classified as poor (Ewhrudjakpor, 2008). This situation may be seen as a direct consequence of the absence of entrepreneurial spirit and culture which entrepreneurship education is supposed to foster. In other words, the relevance of entrepreneurship education is felt more in the area of checking or reducing poverty. Entrepreneurship education equally helps in checking high dependency ratios (That is, the ratio of dependent population to working population) in the country. Once the working population is adequately equipped with these entrepreneurial skills thereby leading to self-employment, burden arising from the dependent population will be reduced.

Challenges of Entrepreneurship Education

Entrepreneurship education is widely conceived as one of the surest strategies for escaping the socio-economic problems of unemployment and poverty, but it is most often misconceived by scholars.

Nigeria like most developing nations of the world is faced with myriads of problems and harsh realities which include poverty, unemployment, conflicts, and disease (Baba, 2013). These situations pose great challenges to the very existence of individuals in most developing nations thereby calling for the training of educated man and women who can function effectively in the society in which they live in. In Nigeria, more than half of the Nigerian population is under the age of 30 according to the National Population Commission (2001). Therefore it can be asserted that the economy of Nigeria is a youth economy. This reality leaves them without any meaningful means of sustenance livelihood. To make ends

meet, they simply indulge in armed robbery, kidnapping and so on. The country wants to increasingly globalize education through information and communication technology, and entrepreneurship. This is why the former President, Obasanjo, mandated that all students in Nigeria, regardless of their major, will need to study entrepreneurship.

Different meanings are ascribed to entrepreneurship education in different tertiary institutions in the country. Some of these programmes commonly present entrepreneurship education programmes in the context of vocational and technical education rather than developing the spirit of entrepreneurship, which is the stimulation of entrepreneurship activities and performance in various disciplines.

Despite the profound benefits of entrepreneurship education it is still not full blown in Nigeria. The problems that militate against the development of entrepreneurship education in tertiary institutions in Nigeria include the following (Ojeifo, 2013):

1. Rampant political and bureaucratic corruption together with the absence of social consensus on important macroeconomic policy issues.
2. Poor access to vocational skills development training for rural and urban youths involved in the informal economy.
3. Data for entrepreneurship education has been lacking. There is little or limited programme design for entrepreneurship education.
4. The presence of administrative and trade barriers that curtail capacity building and inhibit access to technical support.
5. Significant infrastructural deficits (especially with regards to roads and electricity) and systematic irregularities inimical to small businesses.
6. The absence of a pro-active regulatory environment that encourages innovative enterprise development at the grassroots level.
7. The deplorable or complete absence of infrastructural facilities has contributed to the poor development of entrepreneurship education in tertiary institutions in Nigeria.
8. Young graduates may have brilliant ideas (creativity and innovation), but these entrepreneurial ideas would be stifled without enough funds to finance it at the start-up stage and sustaining it
9. Poor policy implementation, self-greed, and the private interest syndrome have marred most policy implementation effort in Nigeria.

No doubt, one of the biggest challenges of any entrepreneur is access to capital. There is a need for substantial funds for teaching in practical terms for entrepreneurship education; for financing start-ups and expansion of business ventures in order to produce successful entrepreneurs.

Ways Entrepreneurship Education can be Rebranded in Tertiary Institutions

Entrepreneurship education in tertiary institutions offers the chance to develop knowledge-intensive high-growth enterprises for all academic disciplines, not only the

technical ones. Thus tertiary institutions should create an environment that fosters entrepreneurial mindset, skills, and behaviours across various disciplines. However, in order to achieve a viable entrepreneurship education in tertiary institutions in Nigeria the following strategies should be taken into consideration as subjected by Nwangu (2006):

1. There should be some form of genuine school- work-based learning incorporated in some studies as part of the national economic development strategies. This implies enriching the curriculum to incorporate more vocational and technical training. The development of apprenticeship scheme would give new graduates some work skills and experiences.
2. There should be school-based enterprises where students identify potential business plans, create and operate small businesses by using the school as mini-incubators.
3. The government should establish small business schools where interested students and community members can participate. This will make students to be self-reliant.
4. The government should develop entrepreneur internship programme by matching students with local successful entrepreneurs with clearly established education programmes.
5. The Government should establish an enterprise college aimed at fostering the specific skills required for entrepreneurship. This will serve as a skill-acquisition centre for the youths.
6. The government should create an economic friendly environment. These centers on the reduction of taxes on small-scale businesses.
7. There should be enough incentives for students of vocational and technical schools.
8. Sensitizing students that creating a new venture can be an alternative to employment
9. Develop entrepreneurship intensive programmes by attaching students to locally successful entrepreneurs with clearly established education programmes.

More so, the researchers equally identified the following ways in which Entrepreneurship Education can be rebranded in tertiary institution especially in a developing country like Nigeria.

1. Revisiting the curriculum
2. Training and retraining of teachers for quality delivery
3. Provision of equipment and infrastructural facilities
4. Collaboration/partnering with the industries
5. Exchange programmes with other developed countries.
6. Students should develop learning culture

Conclusion

This paper has addressed key entrepreneurial issues and challenges in Nigeria. The issue of entrepreneurship education to any nation especially developing country like Nigeria is no doubt of paramount importance. Its role in economic growth cannot be underestimated in all ramifications. Entrepreneurship education is a central pillar of economic growth and

development, as well as employment generation and poverty alleviation. It is, therefore, necessary that aggressive efforts should be made to see to its full development. This is because; there is an increasing need for highly skilled and innovative workforce in the global economy. Professionals and non-professionals must have the skills to meet modern business needs and to be able to function in today's knowledge-based information economy. The government should also set the machinery in motion to provide an enabling environment characterized by adequate infrastructural facilities to facilitate the studying of entrepreneurship education in Nigeria tertiary institution.

Recommendation

It is obvious that economic empowerment and development cannot take place if there is no proper implementation of entrepreneurship education programme. Based on this, the following recommendations are therefore necessary for ensuring economic empowerment and development:

1. Youths should be exposed to training in technology, especially new discoveries from time to time. This keeps them in tune with trends of the technological world and thus avoids the drudgery in their business.
2. All stakeholders must encourage the proposed introduction of entrepreneurship study across colleges and departments as general courses in Nigerian universities. The government should set the machinery in motion to provide an enabling environment for entrepreneurship.
3. Universities should start to commercialize their research findings instead of leaving them on the shelves.
4. The National Universities Commission (NUC) should as usual set the minimum benchmark of the courses in Nigerian universities. This development should not be politicized, rather, the entire policy frameworks needed for its sustainability and improvement should be provided so as to salvage Nigeria from the clutches of poverty.
5. To be effective, the educational system in Nigeria also must ensure that entrepreneurship training and knowledge transfer become an integral part of their culture, highly valued by National University Commission and Vice-Chancellors and their Senate.
6. Entrepreneurship teaching has to go beyond the traditional teachings in schools. This implies the need to involve students in experiential training.
7. There should also be openness and linkages with systems of other countries abroad. This encourages the exchange of ideas, and knowledge transfer through access to research endeavours.
8. Any new discovery with high potentials for entrepreneurship should be encouraged and fully funded.

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SCHOOL-INDUSTRY COLLABORATION: SUSTAINABILITY TOOL FOR PREPARING BUSINESS EDUCATION GRADUATES FOR E-WORLD CHALLENGES

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Abstract

This study examined school-industry collaboration as a sustainability tool for preparing business education graduates for e-world challenges. Two research questions were answered by the study while two null hypotheses were tested. Survey research design was used and the study was carried out in Enugu State, Nigeria. The population of the study consists of 21 business education lecturers in Federal and State universities that offers Business Education programme in Enugu state, Nigeria. The study had no sampling due to the manageable size of the population. Questionnaire was used for data collection. The instrument was validated by three experts. Cronbach Alpha reliability method was used and an overall coefficient of .87 was obtained. The questionnaire was administered and data analyzed using mean and standard deviation for the research questions, while t-test was used to test the hypotheses at 0.05 level of significance. Generally, the study found out that school-industry collaboration is a sustainability tool for preparing business education graduates for e-world challenges. Also, some challenges were identified as hindrances to school-industry collaboration in Enugu State, Nigeria. Based on the findings, the study recommended among others that business education students should be exposed to industries that will give them practical knowledge while in school; there is need to train and re- train lecturers on the use and application of e-world learning tools and technology so as to be abreast with the trend; there is need to encourage e-learning platforms that provides teaching and learning facilities to learners with opportunities to access information whenever and wherever they want especially with industries that can help them. Also, orientation on the need to promote collaboration among business educators should be encouraged for efficient and effective service delivery through the use of e-world learning platform that promotes school-industry collaboration.

Keyword: *Business education, Business education graduates, E-world, Sustainability, collaboration*

Introduction

The advent of industrial revolution, discovery and development brought a strong force with regard to the proliferation and exchange of information across the globe (Entonyeaku, Onuoha and Kanu 2016). Today's industries are thinking of how to operate and compete favourably in order to combat the new forces in the economy. For this to happen, there is need for industries who are the employers of labour to collaborate with schools that has the mandate of producing graduates that will eventually work in the industries or become self-employed. Schools emphasize their role in shaping future technology by providing platforms for innovation and educating future generations. Traditionally, school education has contributed greatly to the current levels of industrial evolution and technological advancement. However, in order for higher school education to deliver future generations with the right set of skills and knowledge; an imperative question has to be asked regarding how high school education institutions would be repositioned when linked with industries on instruction delivery of education through school-industry collaboration.

Collaboration is the process of two or more people or organizations working together to complete a task or achieve a goal (*Rubin, 2009).* It is viewed as a means by which a gap is bridged between the less experienced and the more experienced. *To the author,* collaboration relies on openness, knowledge sharing, some level of focus and accountability on the part of the institutions and the industries. Across the nation, businesses and governments are facing the challenge of high level of youth unemployment and shortage of job seekers with critical skills. Merely having a high school diploma or degree is not enough to be qualified for many white-collar jobs in today's workplace. The job market now requires a high level of analytical reading, creative thinking, writing, skill and math than the same jobs in some ten or twenty years ago (Odugbesan, 1999). The rapid evolution of technology is fueling this gap. As such, schools are seeking ways to partner with employers of labour in industries in other to closely align the skills needed to succeed on the job that is school-industry collaboration. To achieve this objective, school should foster close collaboration with employers and industries on curriculum development, lab training, and professional standards so as to ensure schools are producing work-ready graduates who can quickly begin to deliver value without the need for additional on-the-job training.

Wagner and Ramsey (2019) defines school industry collaboration as when a school and industry join together to share resources. This can take the form of monetary donations, contributing time from local professionals, donating equipment, offering internships depending on what the school needs, and what the industry has to offer. School industry collaboration is an opportunity to access untold resources which stand to benefit students tremendously. To the authors, when a school collaborates with an industry, everybody wins. The industry has a chance to give back to the community and at the same time allowing benefiting students to experience a whole new type of education. Building school-industry collaboration might seem complicated and daunting. One of the most important things about building a successful relationship between a school and industry is making sure that everyone is clear about expectations. Because industries are the one employing graduates

from schools and at the same time offering the goods or services. The school should be respectful of what they are willing (and not willing) to contribute. It should be very clear to both parties what the school is getting, how they are getting it, and what the time frame is. Scheduling and transparency are extremely important to make sure that the experience is a positive one for everyone involved especially the graduates.

Mourshed, Farrell and Barton (2013) highlighted two features that stand out among schools to prepare work-ready graduates. First, education providers and employers must actively step into one another's worlds. For example, employers can help design curricula and offer their employees as faculty while education providers can have students spend time on a job site and assist with job placement. Secondly, the most transformative solution involves multiple providers and employers working within a particular industry or occupation. Such collaboration will help solve the skills gap at a sector level by splitting costs among multiple stakeholders (educators, employers and trainees). Consequence, investment is reduced for everyone, which acts as an incentive for increased participation, review curricula and recommend changes to align learning with industry demands. To the authors, the perceived 'gap' between academic and practical knowledge has been a concern to various parties for decades. This gap, if not checked will bring a total disconnection between academic schools and industries which originally needed to be sustained.

To sustain is to retain. Sustainability focuses on meeting the needs of the present without compromising the ability of future generations to meet their needs. The concept of sustainability is composed of three pillars: economic, environmental, and social also known informally as profits, planet, and people (Tan, Udeaja, Babatunde and Ekundayo 2017). Sustainability encourages businesses and industries to frame decisions in terms of years and decades rather than on the next quarter's earnings report and to consider more factors than simply the profit or loss involved in such Sustainable collaboration development. Sustainable collaboration has been defined by different authors in various ways. Adebola (2007) defined sustainable development and collaboration as a kind of development that can be initiated and managed properly in such a way that gives attention to continuity and preservation for people to explore explicitly available resources for the enlargement of their existence. Kundan in (Ugoh, 2008) described sustainable collaboration as a construct, which visualize development as meeting the need of the present generation without compromising the needs of the future generation. To the author, continued sustainable collaboration is only possible and assured when concrete steps are taken to make the youth acquire the right skills and dexterity that will enable them to be self-reliant and become a tool for achieving development and sustainability in an electronic world.

Electronic world (e-world) as one of the forces reshaping the world's economy provides education and training to learners, both on and off-campus (Takalani, 2008). The electronic world may be defined as the use of electronic media to deliver instructional contents to learners regardless of the location. It is viewed as technology based learning in which learning materials are delivered electronically to learners through computer based network (Okigbo and Ndolo, 2011). In Nigeria today, e-world is considered by scholars as a

critical stratagem in institutions as it enables them to provide affordable, efficient and flexible learning environment for rapidly growing and diverse community of learners. With e-world platform, learners can reach out to their fellows, receive educational materials from their teacher, submit assignments, take tests and receive feedback; teachers can also reach out to students (Jegede, 2009). There are a number of benefits to e-world platform which makes it indispensable to teaching and learning. Among them are; access to quality education and information; effective interaction between students and teachers; opportunity for acquisition of up-to-date technological skills; greater collaboration among academics; learners have control over contents; prospect of self-learning; anytime and anywhere learning; tracking of learners' progress is made easier; exposure to standard course content and learning content among others (Olaniyi, 2006; Oguzor, 2011) which can be achieved through preparation of business education graduates with the requisite skills and knowledge.

Business operations are getting more complex and sophisticated with the intervention of electronic gadgets employed in almost every stage of business operation; communication, finance, administration and research among others which have all experienced great change. For business operation to be efficient there is need for sound business education. Business education is a form of vocational education that is geared towards developing the learner to become productive entrepreneurs, paid employment, self reliant and even in teaching business, (Ajisafe, 2015, Idialu in Amoor, 2010). Business education prepares beneficiaries for gainful employment and sustainable livelihood. It is seen as a form of education for and about business (Osuala 2006). Business education provides knowledge and understanding of the economic, financial, marketing, accounting, management system and other branches of business endeavor. Hence, business education prepares students to function intelligently as consumers and citizens in a business economy. According to Rufia, (2013) Business education holds the prospect of contributing, through its job creation and self-employment packages, for the attainment of vision 20:20:20. A gainfully employed individual contributes to GDP per capital; reduces poverty and unemployment which are some of the indices of development that national transformation is rooted and striving hard to achieve. Njoku (2006) defined business education as an educational programme that equips an individual with functional and sustainable skills, knowledge, attitude and value that would enable those individuals operate effectively in the environment they find themselves. Business education as a programme of study offers students who wish to pursue a career in business an opportunity to develop those skills, abilities and understanding that will enable them enter, perform and progress in a business occupation after graduation from high school or university and eventually become a business education graduate.

Nigeria economy is facing technological changes in business, industry and education. Hence the increasing demands for competent, efficient personnel and business education graduates in these sectors. The economy today is such that specialization is required in the labour market. It is no longer a period for pen pushers and letter writers but a time for people who possess the necessary skills and knowledge in various occupations, such as business and office occupations. The inclusion of modern technologies in institution's

programme prompted a swift shift from the use of traditional instructional equipment to modern technological devices in moving on with the tide of global technological advancement. Business education is an institutions' programme that utilize diverse technologies to promote and enhance teaching and learning (Etonyeaku, et' al 2017). Business courses in tertiary institutions are designed to equipped graduates with necessary skills and knowledge required to meet the dynamic nature of the ever changing nature of the world of work. Business education graduates are recipients of knowledge and skills from various higher institutions of learning who are expected to be employed after graduation.

There is need to equipped Nigerian graduates with the requisite skills needed by industrial sector on graduation cannot be overemphasized. Awareness on latest development, skills and applicability in area of concerned which has been neglected by some higher schools in Nigeria (Fnae 2008). This affirm the need to inculcate in business education graduates the requisites skills needed by industries as eventually some of these graduates may end up in such industries or be self-employed. Hence, the need for school-industry collaboration as a sustainability tool for preparing business education graduates for e-world challenges

Statement of Problem

As the nations grew and developed, the economy changed from agrarian to industrial technological, a number of factors have influenced school-industry collaboration for sustainable educational endeavors. A few of these include; economy, society, demographics, and technological advances in the e-world. Reinforce competence is vital for business education graduates to thrive in a rapidly changing electronic world as the societies progresses without leaving anyone behind. Against a context in which we all have much to gain from growing openness and connectivity, and much to lose from rising inequalities and radicalism, business education graduates need skills to function in the competitive world of work, but more importantly they also require the capacity to analyze, understand global and intercultural issues even before facing the e-world challenges. The development of social and emotional skills, as well as values like respect, self-confidence and a sense of belonging, are of the utmost importance to create opportunities for all and advance a shared respect for human dignity. This calls for the need to prepare the leaders of tomorrow with requisite skills needed to face the e-world challenges.

Purpose of the Study

The study examines school-industry collaboration as a sustainability tool for preparing business education graduates for e-world challenges. Specifically, the study examined;

1. The areas of collaboration among school-industry in preparing business education graduates for e-world challenges in Enugu State
2. The challenges faced by school-industry collaboration in preparing business education graduates for e-world challenges in Enugu State

Research Questions

Based on the specific purpose of the study, the following research questions guided the study:

1. What are the areas of collaboration between school-industry in preparing business education graduates for e-world challenges in Enugu State?
2. What are the challenges faced by school-industry collaboration in preparing business education graduates for e-world challenges in Enugu State?

Hypotheses

Two null hypotheses were formulated and tested at 0.05 level of significance.

$H0_{1:}$ There is no significant difference in the mean responses of business education graduates in the Federal and State Universities on the area of collaboration among school-industry in preparing business education graduates for e-world challenges in Enugu State.

$H0_{2:}$ There is no significant difference in the mean responses of Federal and State Universities on the challenges faced by business education graduates in the area of collaboration among school-industry in preparing business education graduates for e-world challenges in Enugu State.

Method

Two research questions guided the study and two hypotheses were formulated and tested at the probability level of 0.05. Descriptive survey research design was adopted for the study. Descriptive survey design is that in which the same information is gathered from an unbiased representative group of interest using questionnaire, interview and observation (Nworgu, 2015). Descriptive survey design was found suitable for this study because data were collected from the respondents using questionnaire on the school-industry collaboration as sustainability tool for preparing business education graduates for e-world challenges in Enugu State, Nigeria. The population for the study consisted of 21 business education lecturers drawn from Federal and State Universities that offer business education in Enugu State. Due to the manageable size of the population, the entire population was involved in the study. The instrument for data collection for the study was a 19 item structured questionnaire. The questionnaire was structured on a 4 point 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 validated by three experts in business education. For the purpose of ascertaining the internal consistency of the instrument, Cronbach Alpha reliability method was used and reliability coefficient .87 was obtained. Copies of the questionnaire were distributed and collected by the researchers on the spot to avoid loss. All the 21 copies of the questionnaire administered were retrieved representing 100% rate of return. The data collected were analyzed using mean and standard deviation for answering the research question while t-test was used for testing the null

hypotheses at 0.05 level of significance. Research questions were answered using boundary limit of 3.50 4.00 (Strongly Agree), 2.50 3.49 (Agree), 1.50 2.49 (Disagree), and 1.00 1.49 (Strongly Disagree) the null hypothesis of no significant difference was accepted for items who P-values were greater than 0.05 level of significance while hypothesis of no significant difference was rejected for items whose P-value were less than 0.05 level of significance.

Results

The results from research questions and hypotheses are presented in Tables 1 and 2

Research Question One

1. What are the areas of collaboration needed between school-industry in preparing business education graduates for e-world challenges in Enugu State?

$H0_{1:}$ There is no significant difference in the mean response of business education graduates in preparing business education graduates in Enugu State.

Table 1: Mean ratings and t-test of the responses of business education graduates on the areas of collaboration needed among school-industry in preparing business education graduates in Enugu State, Nigeria.

S/N	Item Statements	X	SD	Rem	P.value	Rmk
	Collaboration for school-industry in preparing business education graduates for e-world challenges in Enugu State, Nigeria include:					
1.	Collaboration by school-industry in work-visits/excursions/field-trips to industries	3.52	.81	SA	.71	NS
2.	Collaboration in Organization of seminars/workshops by the industries for technical education students.	3.59	.79	SA	.59	NS
3.	Employers help design curricula and offer their employees as faculty while education providers have students spend time on a job site and assist with job placement.	3.77	.60	SA	.98	NS
4.	Multiple providers and employers working within a particular industry or function.	3.65	.73	SA	.61	NS
5.	Collaborations to solve skills gap at a sector level by splitting costs among multiple stakeholders (educators, employers and trainees	3.87	.77	SA	.82	NS
6.	Educators closely collaborate with manufacturers on curriculum development and training program	3.67	.46	SA	.72	NS
7.	Refinement of training programes through biannual Program Advisory Council meetings	3.57	.81	SA	.71	NS
8.	Donation of equipment/devices from industries to technical education institutions.	3.65	.56	SA	.81	NS
9.	Professionals from industry to engage in part time teaching in technical educational programmes	3.55	.67	SA	.73	NS
	Grand Mean	**3.66**	**.71**	**SA**	**.73**	**NS**

Note: G = Grand Mean; X = Mean; SA = Strongly Agree; A = Agree; N = No of respondents; S = Significant; NS = Not significant; Sig. at 0.05.

Date presented in Table 1 show that the mean ratings of respondents on all the nine items range from 3.52 3.87 which are within the boundary limit of 3.50 4.00 on 4 point rating scale. This indicates that business education lecturers strongly agree that all the nine identified items are areas of collaboration between school-industry in preparing business education graduates in Enugu State. Furthermore, the test of the first hypothesis shows that the P- values of the entire nine items range between .46-.81 which are greater than 0.05 level of significance. This indicates that there are no significant differences in the mean ratings of lecturers in the Federal and State Universities on the areas of school-industry collaboration in preparing business education graduates in Enugu State

Research Question Two

1. What are the challenges faced by school-industry collaboration in preparing business education graduates for e-world challenges in Enugu State?

$H0_{2:}$ There is no significant difference in the mean response of lecturers in the Federal and State University on the challenges faced in the area of collaboration between school-industry in preparing business education graduates for e-world challenges in Enugu State

Table 2: *Mean ratings and t-test of the responses of lecturers on the challenges faced school-industry collaboration in preparing business education graduates for e-world challenges in Enugu State*

S/N	Item Statements	X	SD	Rem.	P. Value	Rmk
	Challenges faced by school-industry collaboration in preparing business education graduates for e-world challenges in Enugu State include:					
1.	Challenges in the case disciplines such as management and accounting of records.	3.53	.54	SA	.72	NS
2.	Curriculum planning and review.	3.78	.67	SA	.52	NS
3.	Sharing training facilities between school-industry	3.92	.43	SA	.28	NS
4.	Donation of equipment/devices from industries to technical education institutions	3.57	.49	SA	.47	NS
5.	Organization of seminars/workshops by the industries for business education students.	3.66	.58	SA	.19	NS
6.	Special skills training/retraining for lecturers.	3.69	.81	SA	.31	NS
7.	Research collaboration and grants	3.55	.69	SA	.38	NS
8.	Organisation of joint cooperative programme of research between the school-industry.	3.79	.60	SA	.79	NS
9.	Sharing training facilities between school-industry.	3.67	.92	SA	.97	NS
10.	Organisation of school-industry liaison offices.	3.79	.33	SA	.42	NS
	Grand Mean	**3.69**	**.60**	**SA**	**.51**	**NS**

Note: G = Grand Mean; X = Mean; SA = Strongly Agree; A = Agree; N = No of respondents; S = Significant; NS = Not significant; Sig. at 0.05.

Data presented in Table 2 reveal that the mean ratings of the responses of the respondents on the entire 10 items range from 3.54 3.92 which are within the boundary limit of 3.50 4.00 on 4-point rating scale. This indicated that business education lecturers strongly agree that the entire ten identified items are challenges faced by business education lecturers in school-industry collaboration in preparing business education graduates for e-world challenges in Enugu State, Nigeria. Similarly, data presented in Table 2 also reveal that the P-values of the entire 10 items ranged between .19 - .97 which are all greater than 0.05 level of significance. This indicates that there is no significant difference in the mean ratings of the responses of business education lecturers in Federal and State Universities on the challenges faced by school-industry collaboration in preparing business education graduates for e-world challenges in Enugu State

Discussion of Findings

This study identified areas of school-industry collaboration in preparing business education graduates for e-world challenges in Enugu State which included: collaboration by school-industry in work-visits/excursions/field-trips to industries, collaboration in the organization of seminars/workshops by the industries for technical education students, employers help to design curricula and offer their employees as faculty while education providers have students spend time on a job site and assist with job placement, multiple providers and employers working within a particular industry or function, collaborations to solve skills gap at a sector level by splitting costs among multiple stakeholders (educators, employers and trainees), educators closely collaborate with manufacturers on curriculum development and training program, refinement of training programme through biannual program advisory council meetings, donation of equipment/devices from industries to technical education institutions, professionals from industry to engage in part time teaching in technical educational programmes among others.

These findings were in agreement with the opinions of Mourshed, Farrell and Barton (2013) who opined that collaboration with industries is key to aligning instruction with in-demand skills, the authors emphasized that the more creative and innovative one gets, the more result one gets. industries in other to closely align the skills needed to succeed on the job. Thus the need for all concerned to perform their part to close the skills gap. Close collaboration with employers and industry on curriculum development, lab training, and professional standards is important to ensuring schools are producing work-ready graduates who can quickly begin to deliver value without the need for additional on-the-job training. Such collaborations will help to solve the skills gap at a division stage by splitting costs among multiple stakeholders (educators, employers and trainees) among others.

Furthermore, the study identified challenges faced by school-industry collaboration in preparing business education graduates for e-world challenges in Enugu State. These include and not limited to curriculum planning and review, research collaboration and grants, scholarship to technical education students, planning of work-

visits/excursions/field-trips, organization of seminars/workshops by the industries for technical education students, Invitation industrial workers for special lectures, organization of school-industry liaison offices, skill acquisition programmes for students, special skills training/retraining for lecturers, supply/maintenance of school equipment, school visits to industries for relevance information, organization of joint cooperative programme of research between the school-industry. These perceived 'gap' between academic and practical knowledge have been of concern to various parties for decades. This is particularly the case in disciplines such as management and accounting. Notwithstanding this concern, evidence suggests that the gap has continued to grow, leading many to question whether it can be closed, whether such action is, in fact, desirable, and how a closer relationship between academics and practitioners can best be cultivated.

The finding of this study is in line with Kundan in Ugoh, 2008. To the author, sustainable collaboration is only possible and assured when concrete steps are taken to make business education graduates acquire skills that will enable them to be self-reliant which becomes a tools for achieving development and its sustainability despite the challenges. There are numerous challenges facing business education programme in Nigeria. Among which are; lack of adequate training facilities and equipment; inadequate laboratory and workshop, shortage of trained manpower responsibility for preparing business education graduates with employable skills among others. There is need for industries and schools to create a balance between the supply and demand in terms of collaboration that ensures sustainability for business education graduates employability in the e-world market. With all these laudable strategies in place as revealed by the study, such collaboration if applied will yield meaningful positive results.

Recommendations

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

1. Business Education graduates should be linked with industries that will give them practical knowledge while in school.
2. There is need to train and re- train business education lecturers on the use and application of e-world learning tools and technology so as to be abreast with the trend.
3. There is need to encourage e-learning platforms that provide teaching and learning facilities to learners with opportunities to access information whenever and wherever they want especially with industries that can help them.
4. Orientation on the need to promote school-industry collaboration should be encouraged for efficient and effective service delivery through the use of e-world learning platforms that promotes school-industry collaboration.
5. The learning environment should be made a replica of the work environment. Business education graduates should be provided with the machines and equipment that align skill acquisition.

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EFFECTS OF PROGRAMMED INSTRUCTION TEACHING METHOD ON ACADEMIC ACHIEVEMENT AND RETENTION OF STUDENTS IN BUSINESS STUDIES IN OYO STATE, NIGERIA

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Abstract

The study investigates the effects of programmed instruction teaching method (PIM) on the academic achievement and learning retention of students in business studies in Oyo State, Nigeria. Three research questions guided the study and two hypotheses were tested at 0.05 level of significance. The population of the study was all junior secondary school business studies students in Oyo State, Nigeria. Purposive sampling technique was used to select a sample of 105 students for the study. Pre-test, post-test non-equivalent groups quasi-experimental design was used for the study and the instrument for data collection were programmed book in business studies and business studies achievement test (BSAT) which were developed by the researchers and validated by two experts. A reliability correlation co-efficient of 0.78 was obtained for the test items using test re-test and Pearson Product Moment Correlation instrument. Mean was used to analyse data relating to research questions while analysis of covariance (ANCOVA) was used to test the hypotheses. Findings revealed that students taught business studies using programmed instruction method (PIM) achieved better with higher post-test mean score than those taught using conventional teaching method (CTM). Also, findings revealed that mean retention score of students taught business studies using PIM was higher than that of those taught using CTM and that the interaction effects of teaching methods and gender was not significant on students' academic achievement and retention in business studies. It was recommended that business studies teachers should use programmed instruction method in teaching so as to enhance students' academic achievement and retention in the subject. The school administration and other stakeholders should provide opportunities for in-service training for business studies teachers in other to equip them with competencies needed in the application of programmed instruction teaching method for teaching business studies.

Keywords: *Academic Achievement, Learning Retention, Business Studies, programmed Instruction Teaching Method*

Introduction

The present global yearnings for education for gainful living and self reliance indicates that there is the urgent need for effective and well trained individuals who would be able to take care of themselves and contribute meaningfully and productively to the

development of the society both mentally, socially and economically. It is an age long fact that education is one of the most potent tools for survival, growth and development. The concept of education, according to Agbatogun (2010) is that it is a systematic way of imparting knowledge, skills and attitudes to the learners in the process of their preparation for meaningful life and contribution to better society. In the same vein, Lawal (2013) defined education as the process of giving knowledge or developing the learners' abilities through teaching, training and schooling. It is viewed as an instrument of positive re-orientation of both individuals and society towards more productive and beneficial ways of achieving desired goals and objectives.

Nigeria as a country, recognizing the importance of education has continued to make serious efforts towards providing the citizens with qualitative and functional education needed for social, economic and political development. Thus, the Federal Republic of Nigeria (2013) in her National Policy on Education (NPE) stated expressly that one of the aims and objectives of education in the country is to equip the child with appropriate productive or functional skills, abilities and competencies both in natural and physical dimensions so as to be able to contribute meaningfully to the development of the society.

Effective teaching and learning of business studies being a vocational subject is capable of addressing economic, political and social crises threatening the stability of Nigeria. Mustapha cited in Adeagbo (2014) observed that the teaching and learning of business skills is gaining prominence in many schools and colleges. The author maintained that this is caused by the need for producing educated, skilled and motivated workforce. Business studies as a subject is taught in junior secondary schools today and it encompasses office practice, commerce, typewriting, book-keeping and shorthand. Business studies has the following stated objectives according to Vanguard (2013) in Adeagbo (2014): to equip students with basic knowledge of business, to develop basic skills in office occupation, to provide orientation and basic skills with which to start a life of work for those who may not undergo further training, to provide basic skills for further use in future, to relate their knowledge and skills to the national economy.

Academic achievement is defined according to Epunam (2009) as performance in school subjects as depicted by scores or marks obtained in an achievement test. The author contended further that it is learning outcomes of students in terms of level of acquisition of skills, knowledge and ideas needed for gainful employment in related fields or careers. This definition suggests that academic achievement is attitudinal in nature and is a permanent change in conceptual attainment of knowledge, skills and attitude of the learner on the successful completion of a specified course of study. This assertion may be in line with the opinion of Spinath (2012) that academic achievement represents learning outcomes that shows the extent to which a person has accomplished specific goals that were the focus of activities of instructional environment particularly in schools. Academic achievement refers to how students performed in school examination and it could be high average, low or poor. Poor academic performance can be described as any academic performance that falls below the acceptable standards (Abdulahi, 2013).

Academic achievement measures the acquisition of knowledge and skills, but it is not enough as there is the need to recall what has been taught hence, this is called retention. Houghton (2007) defined learning retention as the ability of the mind to remember information acquired from reading observation or other process. It is the amount of what the learner has retained about the learnt material equals amount the learner originally learned less the amount forgotten (Zain, Subramaniam, Rashid, & Ghani, 2009). The retention ability of students depends on the teaching method and activities performed by the students. Safo, Ezenwa & Wushishi (2013) defined retention as the ability to keep or retain the knowledge of what is learnt and be able to recall it when required hence, retention in this work refers to the ability to recall or remember what has been taught after a given period of time with the notion of measuring students' academic achievement in business studies.

Many strategies have been employed by the teachers to teach business studies in schools. Some of these common strategies used by teachers include: traditional method of teaching, project, lecture, play way, demonstration, problem solving among others. Igboko and Ibeneme (2006) noted that traditional education practices like demonstration and lecture methods alone have proved incapable of producing desired skills needed to cope with the present challenges of explosion in technology and economic development. They argued further that teachers are strongly advised to use the students' activity based and inquiry mode, involving substantial workshop activities in their teaching so as to ensure proper achievements and learning of concepts in the classroom. One of the methods in this regard that is, activity and inquiry based is programmed instruction.

Programmed instruction teaching method refers to a method of presenting new subject matters to the students in a graded sequence of controlled steps. Students work through the programmed materials by themselves at their own speed and after each step the teacher tests their comprehension and capabilities by giving them examination questions or fill in the gap or objectives. They are then immediately shown the correct answer or given additional information. Computers and other teaching machines are often used to present the materials, although books and printed materials may also be used (Edutechwiki, 2017). Programmed instruction consists of a network of statements and tests which direct the students to new statement depending on their pattern of errors. It is based on a particular tool which is called teaching machine (Encyclopedia, 2017). Also Study Lecture Notes (2017) defined programmed instruction method of teaching as an autocratic and individualized strategy that is based on psychological principle of operant conditioning. The authors argued further that it can be used in secondary schools where many subjects are being taught.

There are mixed results from studies on gender differences and academic achievement. For instance, studies have shown that girls spend more time on homework than boys but compared to boys, in standardized test, girls have better results in reading and worse results in science and mathematics (Gershenson and Holt, 2015, OECD, 2013a).

Programmed instruction method can also be linked to computer aided instruction (CAI) which refers to an innovative teaching and learning strategy where topics and contents to be taught are carefully planned, written and programmed on a computer which could be run at the same time on several computer units (Safo, Ezenwa &Wushishi, 2013) Safo,et al. posited that the instruction can also be programmed in a Computer Disk (CD) which could be

printed, played in either audio or video systems for student to learn the programmed instruction at his/her own leisure hour or pace. This definition suggest that the strategy gives room for individualized thinking which is one of the hallmark of teaching business studies because it will allow the learners to have comprehensive business thinking idea needed to be more successful in the present competitive business environment.

There are different types of programmed instruction. Maheshwari (2016) grouped them into two namely; linear sequence and branching sequence. The linear sequence is conceptualized as a programme in which the learners responses are controlled externally by the programmer sitting at a distant place and the learner followed as straight in behavioural modification (initial behaviour to terminal behaviour) in which learner proceed from one frame to the next until the programme is completed. It has the characteristics of exposing small amount of information, rewarding correct responses of the students, correcting their mistakes and enhances self pace learning. Also responses are controlled and emphasized, cheating is discouraged and responses are self-structured. The linear programming thus has five principles; principle of small step, active responding, immediate confirmation, self pacing and student resting. The major advantage of this type of programme is that itenable students to learn better as learning is presented in small steps and it is appropriate for teaching in secondary schools particularly for recall and recognition of facts and it is disadvantaged in that it is monotonous in nature and this may lead to lack of motivation. Also, it is costly and does not permit differentiation among responses.

The branching sequence is a problem solving approach. It is a programme which adapts to the needs of the learners without medium or external device like computer. Hence it is intrinsic because it allows the learners to make decision and adapt their learning to their needs. It has the characteristics of larger material frame in which much information can be presented to students to aid learning, differentiation in students' responses, allows for communication in teaching, learner can choose their own line of action according to the subject matter, materials are presented in form of books and offer less guidance to learners. It is based on the principles of exposition, diagnosis and remediation. Hence the programme is similar to linear programming but differs in that it is more complicated since there is attempt to diagnose learners' response. The major advantages of this type of programming that makes it more appropriate for teaching business studies according to Maheswari (2016) is that it enables students to learn better because it exposes them to whole situation or contents, it facilitates democratic learning environment, it is learner- centered, it gives the learner freedom to learn and hence improves learning; it allows for learning of new concepts and learning is self paced but it suffers the setbacks of guess learning as learner may guess the correct response, high cost of preparation, low consideration to learning process and places more emphasis on remediation .

Statement of the Problem

To enhance acceptable standard of academic achievement teachers of business studies have adopted several methods of teaching. Despite all their efforts, it is observed that many students are finding it too difficult to pass business studies judging by their learning

outcomes in both internal and external examinations. The reasons for this difficulty may vary but could be ascribed to teaching strategies adopted by business studies teachers to disseminate instruction to students during classroom situations. For instance, Omotayo (2014) suggested that poor academic performance of student is caused by poor strategies and approaches of teaching, lack of instructional materials and wrong teaching methods.

It is observed that the common conventional teaching methods do not sufficiently fit the demand of present day students whose motive is to seek freedom and creativity because the methods do not give them the opportunity to participate in classroom and therefore they do not acquire skills and knowledge they require. Eze, Ezenwafor and Molokwu (2015) maintained that poor performance of students can be linked to deficiency in the methods of teaching adopted by the teachers which is always teacher-centered in an attempt to cover more grounds and this in turn creates frustration, learning difficulties and in-active participation of students. Furthermore, despite all their efforts, these methods do not seem to yield the expected results as there is a situation of decline in academic achievement of students in some school subjects (NECO, 2014). What is not certain is whether the poor performance in business studies could be traceable to inappropriate teaching strategies, parents' attitudes, and students' attitudes. Moreover, Umar, Abdulahi and Hassan (2015) stressed that students-centered methods could improve academic achievements in some subjects better than the conventional teaching methods. If this study is not conducted, student's academic achievement and retention in business studies may stagnate or even worsen. Therefore, what are the effects of programmed instruction teaching method on academic achievement and retention of students in business studies in Oyo State?

Purpose of the Study

The main purpose of the study is to determine the effect of programmed instruction, teaching methods on the academic achievement and retention of students in business studies. Specifically, the study sought to:

i. determine the differences in the academic achievement of students taught business studies using conventional teaching method and those taught using programmed instruction method.
ii. ascertain the differences in the mean academic retention score of students taught business studies using conventional teaching method and those taught using programmed instruction teaching method.

Research Questions

The following research questions guided the study:

i. What are the differences in the academic achievement of students taught business studies using conventional teaching method and those taught using programmed instruction method?
ii. What are the differences in the mean academic retention score of students taught business studies using conventional teaching method and those taught using programmed instruction teaching method?

Research Hypotheses

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

Ho_1 There is no significant difference between the pretest and post-test achievement mean scores of students taught business studies using conventional teaching method and those taught using programmed instruction method.

Ho_2 There is no significant difference between the mean academic retention scores of students taught business studies using conventional teaching method and those taught using programmed instruction teaching method.

Methods

The study adopted quasi experimental research design in which intact class of 105 junior secondary school II business studies students were used for the study. The major instrument used for data collection was Business Studies Achievement Test (BSAT) containing 40 test items of four options A to D developed by the researchers. It was face validated by two research experts and was pilot tested by using 30 students who are not part of the selected sample at interval of two weeks after which the scores obtained were treated using Pearson Product Moment Correlation Instrument. A reliability co-efficient of 0.78 obtained indicates that the instrument was reliable.

The pre-test was administered on both experimental and control groups after which copies of programmed book in business studies developed by the researchers were given to the control group as treatment to study on their own for four weeks which implies that the experiment lasted for four weeks. At the end of the treatment, post-test was conducted on the two groups to determine the differences in the academic achievement while a delayed post-test was equally conducted on them two weeks after post-test to determine difference in learning retention.

Mean was used to answer the research questions while hypotheses were tested using analysis of covariance (ANCOVA). Any method with higher mean is adjudged to be better than the other while hypotheses will be rejected if the calculated F-value is less than F-critical at 0.05 level of significance but were it is greater at 0.05 level of significance, it is not rejected.

Results

This section presents analysis of data collected in the study based on research questions and hypotheses.

Research Question 1: What are the differences in the academic achievement of students taught business studies using conventional teaching method and those taught using programmed instruction method?

Table 1: Mean achievement scores of students taught business studies using conventional teaching method and those taught using programmed instruction teaching method.

Groups	N	Pre-test ($\bar{X}_1$)	Post-test ($\bar{X}_2$)	Mean Difference ($\bar{X}_D$)
Control	36	27.47	33.95	
				22.85
Experimental	69	32.26	56.80	

Table 1 shows control and experimental groups' post-test mean achievement scores of 33.95 and 56.80 respectively with a mean difference of 22.85 in favour of experimental group. The result therefore indicates that after treatment, the students in the experimental group achieved higher than those in control group.

Research Question 2: What are the differences in the mean academic retention score of students taught business studies using conventional teaching method and those taught using programmed instruction teaching method?

Table 2: Mean retention scores of students taught business studies using conventional and those taught using programmed instruction teaching method.

Groups	N	Post-test($\bar{X}_1$)	Delayed Post-test ($\bar{X}_2$)	Mean Difference ($\bar{X}_D$)
Control	36	33.95	30.72	
				31.40
Experimental	69	56.80	62.12	

Table 2 shows control and experimental groups' delayed post-test mean achievement scores of 30.72 and 62.12 respectively with a mean difference of 32.40 in favour of experimental group. The result therefore indicates that after treatment, the students in the experimental group add higher mean retention score than those in control group.

Test of hypotheses

Hypothesis 1: There is no significant difference between the pretest and post-test achievement mean scores of students taught business studies using conventional teaching method and those taught using programmed instruction method.

Table 4: ANCOVA summary on conventional teaching method and programmed instruction teaching method on student's achievement scores in business studies after the treatment

Source	Type III sum of Squares	Df	Mean Square	F	P-value	Decision
Corrected model	14871.581	1	14871.581	132.777	0.000	
Intercept	1389.472	1		12.405	0.000	
Group	14871.581	1	1389.472	132.777	0.000	Rejected
Error	12544.356	105	14871.581			
Total	264153.000	107	112.003			
Corrected total	27415.938	106				

Table 4 shows that at 0.05 level of significance and 1 Df, the P-value is 0.000s which is lower than the level of significance of 0.05. This implies that there was significant difference between the post-test mean achievement scores of students taught business studies using conventional teaching method and those taught using programmed instruction method. Thus, null hypothesis was therefore rejected.

Hypothesis 2: There is no significant difference between the mean academic retention scores of students taught business studies using conventional teaching method and those taught using programmed instruction teaching method.

Table 5: ANCOVA summary on conventional teaching method and programmed instruction teaching method on student's mean academic retention scores in business studies.

Source	Type III sum of squares	Df	Mean square	F	P-value	Decision
Corrected model	4065.172	1	4065.172	11.997	0.001	
Intercept	52437.666	1		154.760	0.000	
Group	4065.172	1	52437.666	11.997	0.001	Rejected
Error	37949.352	105	4065.172			
Total	319858.000	107	338.815			
Corrected total	42012.525	106				

Table 5 shows that at 0.05 level of significance and 1 Df, the P-value is 0.001 which is lower than the level of significance of 0.05. This implies that there was significant difference between the mean retention scores of students taught business studies using conventional teaching method and those taught using programmed instruction method. Thus, null hypothesis was therefore rejected.

Discussion of Findings

The study in table 1 revealed that students who were taught business studies using programmed instruction method (PIM) achieved higher post-test score than those taught using conventional teaching method (CTM). This result is in line with the findings of Anupam (2014) who reported that PIM is very effective in the attainment of skills by the learners at their own pace and that it increase academic achievement and independent learning of the learners. The findings also agrees with that of Emaikwu (2012) who reported that students taught using activities method like PIM performed better than those taught using CTM like lecture and discussion methods.

The study in table 2 revealed that students taught business studies using PIM tend to retain better what they have learnt over a period of time than those taught using CTM. This implies that teaching method used in teaching students was significant on students' retention. This finding is line with the opinion of Snezana and Sonja (2013) who found that PIM is one of the interactive teaching methods through which efficient and effective acquisition and application of knowledge and development of skills can be achieved and maintained. This could be as a result of experiences involved which made the students to develop their own knowledge, meaning and retain the concept taught. Also, all the null hypotheses were rejected which implies that there is significant difference between the academic achievement and learning retention of students taught business studies using PIM and those taught using CTM in favour of PIM.

Conclusion

The findings of the study so far showed that programmed instruction increase students' academic achievement and retention in business studies and that if teachers can use the method in teaching and learning process, students will acquire and possessing-depth knowledge and skills which will help them to demonstrate and retain the concept for good achievement in test and examination as well as in daily practical activities.

Recommendations

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

1. Teachers of business studies should acquire the knowledge and skills for using programmed instruction through in-service training, conferences, seminars, and workshops.
2. School administration should encourage business studies teachers to use programmed instruction by sponsoring in-service training that can equip them with competencies needed in its use.
3. Education stake holders and relevant professional bodies in business studies should sponsor more research on the efficacy of programmed instruction method so as to popularize the method
4. Government and stake holders in education should provide adequate instructional materials, gadgets and facilities at the secondary school level to facilitate effective use of programmed instruction method in the teaching of business studies.

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E-MENTORING PREPARATION OF BEGINNING BUSINESS EDUCATION TEACHERS IN NIGERIAN UNIVERSITIES

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Abstract

The paper looked at e-mentoring preparation of beginning business education teachers in Nigeria Universities. The paper captured different perceptions of e-mentoring. It looked at Business Education and Business Education teachers; preparing beginning Business Education teachers in the world; need for e-mentoring of beginning Business Education teachers; areas to prepare beginning Business Education teachers such as teaching methods, instructional materials and lesson plan. The paper also looked at tools used in e-mentoring, benefits of e-mentoring, limitations and suggestions.

Introduction

Education has been proven beyond all doubts as the highest legacy that can transform a nation and even generations to come. According to the Federal Republic of Nigeria (FRN, 2004), education is an instrument per excellence for attaining genuine national development. Teachers are indispensable tools in the education of any nation. Undiyanudeye (2017) opines that the world today, is in a state of flux and there has been incredible pressure on human resource management, to meet up with the continuous changing environment. The elements that are saddled with the responsibility of imparting knowledge and skills to learners must be versed with diversified practices. Kahraman and Kuzu (2016) note that the diversification of skills and knowledge needed in academic, social and business lives are rising expectations from educational institutions. This continuous change in environment demands that the human element in any organization, especially, the education environment meets up with the expectations of the environment.

Teachers play significant roles in the educational achievement of students. Teaching per say, is an intellectual activity that requires teachers to equip themselves with the pre-requisite knowledge and skills. This implies that beginning teachers will need to understand the complexities, intricacies and technicalities of the requirements of the job. This is in line with Bersin (2015) assertion that, mentoring is a powerful way to provide context and help employees refine and build their skills, which in turn will enable item to put those skills to use on the job more quickly and efficiently. However, with the advent and integration of new

technologies, a new approach of preparing beginning Business Education teachers has been developed. This new approach (e-mentoring) is a diversified way of giving a face-left to the traditional method of mentoring beginning teachers. Kahramau and Kuzu (2016) maintain that the re-structured traditional mentoring can be regarded as a life-long learning approach that, as an electronic mentoring (e-mentoring) provides new opportunities and sources. The duo state further that, it is important to question not just the extent to which individuals needs and the information provided in class environment overlap each other but also, more importantly, whether the information has been acquired starting from the moment it is needed.

E-mentoring in Focus

Mentoring is not a new concept. It is as old as the history of mankind, but e-mentoring is an appendage in fact, an alternative method to the old mentoring. Looking at the difficulties and challenges present in the traditional mentoring, there is need to introduce a more modern, flexible, innovative, and creative approach of supporting beginning teachers, hence e-mentoring. Online mentoring always referred to as electronic or e-mentoring, has grown in popularity, as advanced in the social media and online communication over the last 15 years have given momentum and have moved the world of mentors into the virtual world. According to Janaz and Goldshalk, (2013); Murphy (2011) e-mentoring is considered to be a flexible alternative (sometimes as complementary) besides the traditional face-to-face mentoring. In this regard, Akin & Hilbun, (2007); Hunt, Powell, Little & Mike (2013) are of the opinion that e-mentoring not only removes flexibility regarding the response time and allows reacting more people when compared to face-to-face mentoring.

E-mentoring has been described in different terms as; telementoring, cybermentoring, instant mentoring, distance mentoring, online mentoring or virtual mentoring. Smith and Israel (2010) defined e-mentoring as the use of computer-medicated communications such as e-mail, discussion boards, chat rooms, blogs, web conferencing and growing interact-based solutions that are changing the way mentors and mentees interact.

According to Adams and Crews (2004), telementoring involves more experienced individuals sharing experiences with younger or less experienced protégés with the mission of helping the protégé achieve a goal and or gain entry into the mentors world (through the use of e-mail, online chats and conferencing tools). This new approach of mentoring gives beginning teachers access to resources. In support, Smith & Israel (2010) emphasized that teaching in 2st century schools cannot easily be separated from technology-based solutions. Instead, Prensky (2005) stated that technology is increasingly becoming an essential tool for any teacher's toolbox, especially the new teacher who is often considered a digital native (i.e. someone who has grown up with digital technologies). Jaffe, Moir, Swanson & Wheeler (2006) defined e-mentoring as a relationship between a more expensed individual (mentor) and a less skilled or experienced individual (mentee), primarily using computer-mediated communications, that is intended to develop and improve each mentees skills, knowledge, confidence, and cultural understanding.

Darling-Hammaud, Le Maistre and Parne (2010) believed that beginning teachers need support in their first few years of teaching particularly with teachers learning the profession in those early years with according to Howe (2006) a seriously 'Sink or swim' approach from many schools. Online mentoring, often referred to as electronic or e-mentoring, has grown in popularity as advances in social media and online communication over the last 20 years have given both young people and educational institutions increasing ability to move the work of mentors into the virtual world. Studies have been done on mentoring related issues relating to beginning teachers. The studies include Onyemaudu (2014), Nicholas and Ezenwelu (2017), Salter (2016); Smith and Israel (2010); and Okpa (2010). Nevertheless, most studies have not been carried out on e-mentoring and teacher preparation of Beginning Business Education teachers.

Howe (2006) placed emphasis on consisting beginning teachers with teaching rather than assessing them in these formative years of teaching in which mentoring appears to be preferred support mechanism as it draws upon the expertise of existing school staff who can provide immediate benefits to the beginning teacher. Bersin (2015) points that skills are new currency and those professionals at all levels have to continuously re-skill themselves to stay current and relevant.

E-mentoring will assist beginning teachers to be more skilled, versatile, engaged, and productive because they learn while doing. E-mentoring sought to guide Beginning Business Education teachers on the teaching methodologies, instructional materials and lesson preparation/plan.

Business Education and Business Education Teachers

Business education teachers like other disciplines, manage and maximize their potential, develop their skills, improve their performance and become abreast with modern technologies. Business education is seen as education that prepares youth and adult for employment by providing experience which enables them to develop competences needed in the job. Beginning business education teachers need e-mentoring to be more productive on their job so as to achieve educational objectives. For the objectives of business education to be achieved, the human resources (Business Education Teacher) must be painstakingly harnessed. It is in this light that, Spencer (2010) emphasized that the effectiveness of a university is directly linked to the quality and vigour of its faculty members. Okurame (2006) opined that in faculties the professors are the mentors while the newly employed lecturer ranging from assistant to about Lecturer II are often subjected to mentorship.

On the contrary, when beginning teachers are dried of mentorship, Fry (2010) observed that it is expected that some beginning teachers may discover through the full responsibility of teaching that this was not the career for them. On this note, Reis (n-d.) remarks that teaching is one of the loneliest professions, with teachers rarely having the opportunity to work with a colleague in a collaborative way so that they can learn more about the teaching-learning process. E-mentoring in one way or another is a means by which teachers can collapse their isolation and support learning in ways that focus on the daily work

of teachers and teaching learning situations. Using technology is another strategy to address scheduling and distance issues both mentors and beginning teachers can record themselves teaching a class, and then the other can critique, provide feedback and ask questions based on what they observe in the recording. There is need to introduce something new, when there is high expectation from stakeholders and there seems to be so much to be learned by teachers, showing or explaining what they did that really worked to motivate, inspire and engage students in their class.

Preparing Beginning Business Education Teachers in the E-world

Some researchers have asserted that money does not grow a tree. Youths used to be groomed along this line so that they will start on time to prepare and equip themselves for the task ahead. Teachers of Business Education have the responsibility of preparing students for the real world. Business Education teachers help students reach their full potential as consumers, savers, investors, and working professional by exposing them to economics, management principles, personal and corporate finance, and technology (USC Rosser, 2018). For this reason, USC Rossier, (2018) averred that Business Education teachers hold a gratifying position. To join this rewarding and dignifying profession, Beginning Business Education teachers need to be prepared. Since computer literacy is often embellished into the Business Education Curriculum, then, potential business teachers need to the up-to-date with the latest advances in technology.

Need for E-mentoring of Beginning Business Education Teachers in the E-world

Historically, mentoring have been practiced both within schools and organizations where individuals we mentored one-one-one on, according to Kimberly (2012) a synchronous environment.

Akin and Hilbern (2007) believe that mentoring is transferring knowledge and skills from an established professional to a junior or new member of the field and e-mentoring uses an asynchronous electronic means to communicate and establish the support of a mentoring relationship. In contrast, ColkyandYamg (2006) believed that it is important for a mentoring process to be established in a traditional method before moving into an e-mentoring process.

In this regard, Headlam-Wells (2004) maintained that e-mentoring remains reasonably new and still under-researched. In looking at the impact of e-mentoring has on beginning teachers, Single & Single (2003) observed that e-mentoring provides psychosocial benefits such as self esteem, enhancement, confidence building, and support for risk-taking that protégés gain from successful mentoring relationships. They stated that this was due to impartiality, while allowed the relationships to develop and rely on individuals being open and honest with each other.

Areas Beginning Business Education Teachers need Preparation in E-mentoring

The preparation of beginning teachers is an area of concern to educators and stakeholders. Allen (2009) observe that despite pre-service teachers valuing teaching

theories and practicum, bridging the theory practice gap is an issue for beginning teachers, indicated by early-career teachers reflections on their university preparation. A teacher graduating from university commences teaching with the same responsibilities as more experienced teachers in the school. Beginning Business Education teachers need to be sensitized on the teaching method; instructional materials and lesson preparation. These areas bring the beginning teacher face-to-face with the realities of teaching.

Teaching Methods of Beginning Business Education Teachers through E-mentoring

A teaching method comprises the principles adopted by teacher to achieve the desired learning objectives. Effective preparation of beginning teachers is essential in ensuring the transition from neophyte to competent practicing professional. (Brady & Schuck, 2005).This neophytes are at a tight corner of adopting and acclimatizing to the appropriate teaching methods, e-mentoring will enable beginning teachers to get assistance from more experienced and knowledgeable colleagues outside their discipline and institution. Brady and Schuda (2005) contend that e-mentoring (accessing expertise beyond the school) is not a viable substitute, they do support it as a valuable supplement, hence it incorporates technology. This will provide avenue allowing convenient, consistent and frequent communication between a mentor and a beginning teacher. E-mentoring is used to support these beginning teachers who may not have been adequately incorporated into the practices of the classroom. Some novice teachers may not have opportunities to work with members who share similar subject area expertise. E-mentoring can provide novices with a peer in the same discipline even if that person does not teach at the same school. (Legler, 2017). However, research has it that e-mentoring support networks are not being used by Beginning Business Education teachers. These beginning teachers need to tap from these innovative online strategies so as to acquire the appropriate teaching methods. A Business Education teacher needs different teaching methods to help the student through the rigours of learning.

Instructional Materials of Beginning Business Education Teachers through E-mentoring

Scholars are of the view that of all the problems and challenges facing beginning teachers in the early stage of their career, one of them is instructional materials. Naturally, mentoring is a nurturing process, in which a more skilled person, serving as a role model, teachers, sponsors, encourages, cancels and befriends a less skilled or less experienced person for the purpose of promoting the latter's professional development. E-mentoring can assist beginning teachers because teachers in effective and innovative uses of current and emerging technology. Instructional technology as Umave Owhene (2017) observed, is becoming a challenging with rewarding career move for educators at all levels. E-mentoring makes it easier for the beginning teachers to utilize synchronous video conferencing sessions to encourage collaboration, discussion and peer-networking. Basically, when beginning

teachers have acquired the tenets of mentoring, they will gradually and conscientiously master the basic instructional materials and will exhibit, according to See (2013), more favourable behaviour which changes with teaching experience. E-mentoring creates the access of knowing the suitable instructional materials to use in class, build confidence and also empowers beginning teachers.

Lesson Plan/Preparation of Beginning Business Education Teachers through E-mentoring

Teaching is tedious and rigorous, hence it needs timing and planning so that goals and objectives can be achieved. The biggest challenge confronting beginning teachers is how to manage time to rhyme with each lesson, but with internet accesses, the beginning teacher can work with ease anytime and anywhere. Usually, lesson planning is viewed as a skill that involves developing an objective based on a curriculum and then sequencing a number of activities in which the teacher and students interact in same way. E-mentoring in this regard provides a dynamic and innovative environment outside the face-to-face discussion. It allows beginning teachers free access to explore the globe, without freely with experts and seasoned professionals on the best approach as regards lesson plan. E-mentoring gives beginning teachers time to work at their own pace, this practice, rapidly improves the performance of beginning teachers.

Preparing lessons help the beginning teacher else, Nyaogu (2003) revealed that beginning teachers suffer efficiency freeze, so neither find preparing lessons and notes vital nor fear the consequences of the feedback. The best and productive teaching comes from having not only of good lesson plan for each individual section, but a view of how each learner fits into the grand scheme of things. Obviously, in preparing for a class, both the teacher and students must be involved. E-mentoring guides the beginning teacher to break down large lessons into easy and manageable sections, and ensure that he achieved set goals at every stage.

Tools used in E-mentoring for Beginning Teachers

Learning management systems play a vital role in the type of technology used to faster online learning. E-mentoring utilizes shared software and other tools such as;

Web 2.0 technologies: This enables mentor benefits as the tool offer a convenience for mutual convection. According to Harris and Rae (2009), wet 2.0 technology encourages a variety of different meanings that include an increased in emplaces on user generated content, data and content sharing collaborative effort new ways it interacting with web-based application aid using the web as a social platform for generating repositioning and causing content. Web 2.0 technology wake up a vanity of federal levies such as wikes that enables any one to contribute ad modify contact with updates information, blogs that offers includes an opportunity to have an answer and question forum and pod casts that allows individual to down head media film through the usage of RSS fees. Other tools include social networks such as Facebook and Twitter as well as virtual worlds that allow a user to interact with others without geographical confines.

Benefits of e-Mentoring to Beginning Teachers

1. Teachers preparation leverages on a level technology net work of extend textile, personalized content-specific support to beginning nationwide.
2. E-mentoring has flexibility that was not possible in the past previously communication was carried out in person but now mentees can get in touch with other mentors throughout the face-to-face mentoring and outline infraction addition, mentors, throughout face-to-face mentoring can come from many places.
3. E-mentoring is ideal for those who can look for an informal conduction or who come geographically distant from one another. E-mentoring is an interactive, long-distant relationship between mentors and mentees. In today's globally connected world meaningful mentorship is more auditable than before
4. E-mentoring leads beginning teachers to better performance, and the sense that with the availability and accessibility to processionals from all walls engaged to life the beginning factors are letter disposal and equipped to perform in them career.
5. E-mentoring can lead to job redaction beginning teachers on like the traditional method of mentoring where beginning teachers failed it burdensome partial three anteing judgemental passive and hierarchical, this had approached is engaging, active, innovative flexible creative this proactive treated to keep beginning teachers on their job.
6. E-mentoring has led to increased and enhanced knowledge transfer between mentors and mentees through a virtual environment which requires technology. Through the use of electrical means, (technology), knowledge transfer can impact or organisations and organisational performance at various levels. Many organisations are develop a virtual mindset lead support a knowledge development platform. Individuals are able to discuss issues through the use of technology and obtain information of a faster speed than ever before. According to Gordon (2011) “things are accelerating so much more rapidly today than they have in the past.
7. E-mentoring can help beginning teachers make rapid and sustained decision based on good information.
8. In an e-mentoring environment, the use of patiently is erased. Hamilton & Scudder (2002) suggestion that e-mentoring can provide options that cogitate these effect and importance the situation by allowing protégés access to a larger more devices pool of mentors. E-mentoring provides additional benefits through group larding and interrogational connections.

Limitations of E-mentoring

Admittedly, e-mentoring offers multiple benefits, it is not without hitches. Mentors and mentees may find if difficult to engage in online e-mentoring because they believe it is impersonal Kimberly (2017) holds that this may be found in individuals who represent generation.

Generation characters were born between 1966-1976 and has been known to many as the generation with high levels of skepticism and having a 'what's in it for me attitude'. Kimberly (2017) notes that Generation Y are individuals who are born between 1977 1994

and are found to be more sophisticated and technologically wise. He concludes that conflict can arise between the X & Y generations when it comes to e-mentoring, especially when the mentor is from X generation and the protégé is from the Y or Z generation and collaboration through the use of technology is the norm.

Trust and communication are vital elements within a virtual environment and world need to be obtained in an e-mentoring setting. As noted by Nemivo (2004), virtual teams that have a strong interpersonal connection have high levels of information sharing and trust, and team mentors establish a personal bound that often goes beyond the teams work. Establishing a virtual bound and developing interpersonal connections without visual cues is critical to successful e-mentoring programme.

According to Nemiro (2004), communication is what brings the team together and move it forward; communication creates synergy. Communication is vital in a virtual environment and can also be a challenge due to time, zones, cultural backgrounds and individuals who may have issues regarding technology proficiencies (Kimberly, 2017), there is need for team mentors to be active and engage in effective communication.

Again, technology can impede effective e-mentoring between mentor and mentee the fact remains that there are still considerable digital divides in Nigeria and not everyone has access to the hardware, software, and internet connectivity needed to make these relationships work well. Although schools and other institutions can argument that access, these options present limited times and circumstances for accessing the help of a mentor (NMRC, 2018). More unlike forms of communication may not offer the safety and risk management features that practitioners would desire when offering mentoring virtually.

Conclusion

E-mentoring is still had among researches and educators, however its important and impact cannot be neglected with the influence of new technologies beginning teachers uses to key in and alien with its trend. These new technologies provide opportunity to improve beginning teachers access to mentors both within and outside their zone. This does not erase the elements of the conventional method of mentoring hence the quality of outlive dialogic between mentors and mentees equation to that of face to face discussion.

E-mentoring can assist in a great extent in teacher preparation and equipping the beginning business education teacher on the appropriate teaching method, suitable instructional materials and the required lessons plan. With the availability and accessibility to modern technology, beginning teachers will benefit.

Suggestions

For E-mentoring to be appreciated by scholars and educators and for it to be of immense assistance to beginning business education teachers, the study suggested the following:

1. For there to be effective implementation of e-mentoring,there should be computer literacy. Beginning teachers must be technologically savvy so as to be able to utilize this modern technology.
2. There should be appropriate computer equipment. If one is computer literate but does not have the required equipment, it is not complete.

3. There should be effective communication skills. Both mentoring and e-mentoring is all about sharing information, ideas and knowledge. All these cannot be shared without effective communication skills. Therefore, if behooves on the beginning teaches to be acquainted with the right communication skills so as to get the best from experience professionals.
4. Both mentors and mentees should ensure the privacy of the messages. This exercise is all about building relationships that is devoid of lack of trust. So, trust plays a significant role in upholding what exists between the two parties.
5. In addition, there should be the willingness for feedback. In as much as there is communication, there is need for feedback.

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CHALLENGES OF NCE BUSINESS EDUCATION TEACHER PREPARATION IN THE E-WORLD IN SOUTH EAST NIGERIA

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Abstract

This paper empirically investigated the challenges of NCE Business Education Teacher preparation in the e-world in South East Nigeria. Two research questions were raised and two null hypotheses were formulated for the study. The researchers adopted a survey research design for the study. The population for the study comprised of 145 business educators in colleges of education in South East Nigeria. There was no sample as the population size was considered manageable for the study. Data for the study was gathered using a structured questionnaire captioned "Challenges of Business Education Teacher Preparation in the E-World Questionnaire (CBETPE-WD). Mean and standard deviation were used for data analysis while the hypotheses were tested using z test at 0.05 level of significance. The findings revealed among others that there were lacks of access to resources, insufficient ICT resources, problem of lack of connectivity, lack of collaboration with expert, unconducive learning environment as students' related challenges. On the other hand resistance to change, lack of time, work overload, inadequate teaching facilities among others as teacher-related challenges. Among others it was recommended that facilities and equipment necessary for e-world teaching and learning should be made available in the colleges of education to enhance effective teacher preparation and as well providing adequate incentives to both students and lecturers.

Key words: *Challenges, e-world, teacher preparation*

Introduction

Cambridge Dictionary (2018) defined challenge as a situation of being face with something that needs great mental or physical efforts in order to be done successfully and therefore test a persons' ability. In the context of this study, challenges mean difficulties or obstacles facing NCE Business Education teacher preparation in the e-world. Business education on the other hand is a course that prepares students for life in business world. Salome (2012) opined that business education is the type of education that inculcates in its recipients' attitudes, knowledge, skills, values that are required in the world of work. Oyedele and Oladeji (2016) defined business education as a systematic and organized programme of instruction aimed at transmitting knowledge, skills, ideas, attitude, and technical know-how to recipients which is required for usage in business offices and for teaching others. Business education students at the NCE level need to be adequately

prepared to enable them impact positively on others and the society.Teacher preparation programmes are efforts geared towards making novice teacher in the classroom to be best educator (Baron, 2018). Preparing students to become effective educators in both elementary and secondary classrooms is the main objective of teacher preparation in the colleges of education. According to Jones (2018) teacher preparation refers to the policies, procedures and provisions designed to equip prospective teachers with the knowledge, attitude, behaviours and skills they require performing their task effectively in the classroom, school and wider community. Teacher preparation according to Darling-Hammond (2010) is a program that is related to the development of teacher proficiency and competency that would enable and empower the teacher to meet the requirements of the profession and face the challenges therein. Perraton (2010) states that teacher preparation generally includes four elements; improving the general educational background of the trainee teachers; increasing the knowledge and understanding of the subjects they are to teach; developing pedagogy and the understanding of children and learning; and the development of vocational practical skills and knowledge of competences.

Teacher programmes prepare teachers to meet content standards as well as the pedagogy and curriculum guidelines established by state, local education authority and the other education agencies to support student achievement. The goal of teacher preparation programs and education institutions is to produce teachers that believe and feel confident that their education and field experience have properly prepared them for the classroom (Quigney, 2010). A confident novice teacher is an effective teacher assured of their skills in managing a classroom with minimal disruptions and providing a safe environment for learning. In Nigeria context, teacher preparation programmes are geared towards providing student-teachers to be versed in all subjects areas and also giving them professional education along with practical aspects to make them effective teachers in the classroom. Teacher preparation is very crucial since a country's nation building lies in the hands of its teachers. No matter how good the curriculum, infrastructure or teaching aids are the implementations lies in the hand of the teachers. Teacher preparation in the e-world is now the ultimate goal of education. E-world according to Baba, Victor-Igwe and Baba (2015) refers to design, development and delivery of instructional materials by electronic devices such as computers and CDS via the internet. In e-learning interaction between the learner, the instructor and the learning content is mediated by the use of ICT. E-world comprised of all forms of electronically supported learning and teaching (Al-Alwani, 2018). The information and communication systems whether networked learning or not serve as specific media to complement the learning process.

It is expected that teachers should make use of ICT for professional activities including lesson planning and preparation of teaching materials, recording of student's assessment and other administrative task, their own programme development and continuing education (Jones, 2018).

The growth in the e-world very noticeable in the 21st century required that every staff and student should be properly develop to full capacity. The NCE business education teacher preparation is with many challenges which are too numerous to mention. The educators have

used different categories to classify them such as time, support, resources, training, attitude, beliefs, practices and resistance. Al-Alwani (2018) defined the barriers as those which are related to organization rather than individuals but this study classified the challenges of Business education teacher preparation into student-related challenges for convenience sake. For effective NCE Business education teacher preparation in the e-world, there should be well equipped e-laboratories, e-workshops and e-libraries in the colleges of education. The scenario in Nigeria is quite different from what is expected. Students and teachers battle with the compounding problem of inadequate educational infrastructure. According to Anioke (2011), the problem of business education programme in Nigeria are lack of modern instructional facilities, lack of laboratories and workshops equipment to enhance learning outcome. It was further observed that lack of these equipment and facilities is a source of frustration to both teachers and students. The students and the teachers should be able to interact with ICT facilities where they are fully connected. In the developed countries like Japan, America, students spend most of their time gathering knowledge on the internet. But this is not the case with Nigerian students who rather use the internet for socialization. Even as classes are going on, most students prefer to waste their time on social media. Kupposwany and Narayan (2010) observed that social media grab the total attention and concentration of students and divert it to non-educational, unethical and inappropriate actions such as useless chatting. Most students enter the e-world only for entertainment, chatting and sports. Again for effective teacher preparation of business education students, there is the need for the lecturers to improve on their skills and competence innovations. Contrary to this assumption Wei, Darling-Hammond, Andree Richardson and Otphsnos (2009) affirmed that lecturer have limited access to high quality professional development. For an effective business teacher education preparation, there is also need for students and teachers to collaborate with experts in ICT in order to update their knowledge thereby integrating this knowledge in curriculum. But most of them resist change.

De Lay (2009) affirmed that collaboration with other experts or teachers allows educators to escape the confines of their classroom, share ideas and solve problems thus helping them to develop a sense of belongingness and purpose. The teaching and learning need to be conducted in a conducive learning environment. According to De Corte, Verschaf and Masai (2014), conducive learning environment allows students space and time to interact not only among themselves but also with teaching and learning materials which enhance their mastery of content taught and allows them quench their curiosity as they already know. Suleman and Hussain, (2014) attested that most classroom physical conditions are not helpful for better instructional process causing students' exhaustion and disappointment. Effective business education teacher preparation requires that ICT facilities in the schools are well connected to the internet. It is not just enough to install computers or word processors in the laboratories, there is gain saying that these facilities should be connected for a wider e-learning to take place. Desai (2012) noted that internet connectivity is a basic requirement for all institutions of learning as it allows academic staff and students' access to numerous digital resources available on the web which is useful for research and reading purposes.

Problem of the Study

Teachers are the most important single elements of the education system. They need to be adequately prepared to enable them impact positively on the society. Teacher preparation programmes ensure that novice teachers are ready to succeed in the classroom and that every student is taught by a good educator. It is highly important that strong and diverse preparation programmes are encouraged to generate pipelines of new teacher with the right mix of knowledge and skills to meet the full range of need in the classroom across the country. This teacher preparation programmes should build on the innovative technologies in the e-world and affect how these students perform in the classroom? Unfortunately, it has been observed that most teacher preparation programmes in Nigeria fail to meet even minimal levels of quality. Most graduates from the colleges of education perform below expectations. Many of them are observed to lack of good knowledge of subject matter, good classroom management skill, communication skill and information and communication skill. These problems necessitated the resolve to find out the challenges of NCE business education teacher preparation in the e-world in South East Nigeria.

Purpose of the Study

The study was undertaken to examine the challenges of NCE business education teacher preparation in the e-world in South East Nigeria. Specifically, the study sought to determine;

1. the student-related NCE business education teacher preparation challenges in the e-world
2. the teacher-related NCE business education teacher preparation challenges in the e-world.

Research Questions

The study was guided by the following research questions.

1. What are student related NCE business education teacher preparation challenges in the e-world?
2. What are teacher related NCE business education teacher preparation challenges in the e-world?

Hypotheses

The following hypotheses guided the study.

1. There is no significant difference between the mean responses of male and female business educators on the student related NCE business education teacher preparation in the e-world.
2. There is no significant difference between the mean response of male and female business educators on the teacher related NCE business education teacher preparation in the e-world.

Methodology

This study adopted the descriptive survey research design since it involved eliciting information from respondents. The population of the study comprised of 145 lecturers teaching business education in public colleges of education in the South East states of Nigeria. There was no sampling as the population was not large enough for sampling. A 20 items questionnaire was the instrument designed and used for data collection which was structured in 4-points rating scale of strongly agree 4-points, agree 3-points, disagree 2-points and strongly disagree 1-point. Data generated was analyzed using mean and standard deviation. Any item with mean ratings of 2.50 and above was regarded as agree while items with mean ratings of 2.49 and below was regarded as disagree. The null hypotheses were tested with z-test analytical tool at 0.05 level of significance. A null hypothesis was accepted if the z-critical value is less than the z-calculated value.

Data Presentation and Analysis

Research Question 1: What are the student related NCE business education teacher preparation challenges in the e-world?

Table I: Mean and standard deviation scores of NCE business educators on the student related NCE business education teacher preparation challenges.

S/N	Student Related Challenges	Mean	SD	Remark
1	Lack of access to e-learning resources	3.40	1.08	Agree
2	Insufficient e-learning resources	3.30	0.90	Agree
3	Lack of students personal interest	2.70	1.00	Agree
4	Lack of students confidence in learning	2.70	1.10	Agree
5	Unconducive e-world learning environment for students	3.20	0.75	Agree
6	Inability of the students acquisition of e-world skills	2.90	0.94	Agree
7	Inability of students in making extra effort in e-world activities	3.50	0.50	Strongly agree
8	Inadequate teaching facilities for students use during training	3.29	0.59	Agree
9	Societal negative influence	3.29	0.59	Agree
10	Lack of collaboration with experts	2.93	0.96	Agree

The table in table 1 shows that the mean response ranges between 2.70 to 3.50 which is above the criterion mean of 2.49. This indicated that the business educators agreed on all the items as student-related challenges in NCE business education teacher preparation in e-world.

Research Question 2: What are teacher-related NCE business education teacher preparation challenges in the e-world?

Table 2: Mean and standard deviation scores of the NCE business educators on the teacher-related challenges of NCE business teacher preparation.

S/N	Teacher Related Challenges	Mean	SD	Remark
11	Lack of confidence by lecturers	3.40	0.92	Agree
12	Lecturers resistance to change	3.40	0.66	Agree
13	Shortage of time	3.60	0.49	Strongly agree
14	Incompetency	3.40	0.49	Agree
15	Difficulty in integrating ICT in instruction	4.00	0.01	Strongly agree
16	Lack of time for professional development	3.00	1.10	Agree
17	Inadequate sponsorship for teachers in e-world activities	2.50	0.92	Agree
18	Work overload due to inadequate number of qualified staff	3.64	0.61	Strongly agree
19	Lack of adequate incentives	3.07	0.80	Agree
20	Lack of collaboration with experts	3.57	0.49	Strongly agree

Table 2 shows that the mean scores of business educators range between 2.50 and 3.64 which is above the criterion value of 2.49. This indicates that business educators agreed on the items as challenges in the NCE business education teacher preparation in the e-world.

Testing the null hypotheses

Null Hypothesis 1: there is no significant difference in the mean response of male and female business educators on the student-related challenges in the NCE business education teacher preparation challenges in the e-world.

Table 3: Analysis of the mean response of NCE business educators on the students-related challenges in the NCE business education teacher preparation in the e-world.

Variables	N	Mean	SD	q	Df	z-cal	z-crit	Remarks
Male	91	3.21	0.70					
				0.05	1.43	0.21	0.47	NS
Female	54	3.31	0.57					

Results on table 3 revealed that the z-calculated value of 0.21 is less than the critical z-value of 0.47 at 0.05 level of significance of 143 degree of freedom. This indicates that there is no significant difference in the mean rating of male and female business educators on the student related challenges in the NCE business education teacher preparation in the e-world.

Hypothesis 2: There is no significant difference in the mean response of male and female business educators on the teacher-related challenges in the NCE business education teacher preparation.

Table 4: z-test analysis of the mean response of NCE business educators on the teacher-related challenges in the NCE business education teacher preparation in the e-world.

Variables	N	Mean	SD	Q	Df	z-cal	z-crit	Remarks
Male	91	3.25	0.94					
				0.05	1.43	0.22	0.829	NS
Female	54	3.20	0.6					

Data in table 4 indicates that the z-calculated value of 0.22 is less than the critical z-value of 0.829 at 0.05 level of significance and 143 degree of freedom. This implies that there exists no significant difference between the perception of male and female business educators on the NCE business education teacher preparation challenges in the e-world.

Discussion of Result

The result of the analysis of research question 1 shows that all the challenges listed in table 1 were agreed to be student-related NCE business education teacher preparation challenges. This finding tallied with the assertions of Amoke (2011) who noted that the problem of the business education programme in Nigeria are lack of modern instruction facilities, lack of laboratories and workshop's equipment to enhance learning outcome. This finding also blends with Kupposwany and Narayan (2010) who observed that most students enter the e-world only for entertainment, chatting and sports.

The result of testing of null hypothesis 1 revealed that there is no significant difference in the mean response of male and female business educators on the student-related NCE business education teacher preparation since the calculated z-value is less than the critical z-value at 0.05 level of significance and 143 degree of freedom. This finding is in line with Suleman and Hussain (2014) who affirmed that most classroom physical conditions are not helpful for better instructional process causing students exhaustion and disappointment. The findings also show that students are not getting good access to online learning because of lack of connectivity in most schools. This is contrary to Desai (2012) which opined that internet connectivity is a basic requirement for all institutions as it allows academic staff and student to assess the numerous digital resources available on the web which is useful for research and reading purposes.

The findings relative to research questions 2 revealed that NCE business educators agreed that all the items listed in table 2 were teacher related challenges in NCE business education teacher preparation in the e-world. The finding is in line with Darling-Hammond, Andree, Richardson and Orphanos (2009) who affirmed that lecturers have limited access to high quality professional development. The findings also indicated that there is lack of collaboration with experts by the lecturers in order to update their knowledge and skills as most of them show resistance to change.This is in line with De Lay (2009) which affirmed that collaboration with other experts allow educators to escape the confines of their classroom, share ideas and solve problems thus helping them to develop a sense of belongingness and purpose. The result of the analysis of hypothesis 2 showed that there is no significant difference between the mean response of male and female business educators on the teacher related challenges in NCE business education teacher preparation in the e-world. This is contrary to the opinion of Jones (2018) which affirmed that teachers should make use

of ICT for professional activities including lesson planning, and preparation of teaching materials, recording of student's assessment and other administrative task, their own programme development and continuing education.

Conclusion

It is concluded that NCE business education teacher preparation in the e-world is hampered by lots of student-related and teacher-related challenges which if not well harnessed will result to production of incompetent teachers to the detriment of the society. This goes to buttress the saying that one cannot give what he does not have and at the same time a confirmed blind cannot lead another blind colleague.

Recommendations

Consequent upon the findings and conclusion reached the study recommends that;

1. Business educators should be trained and retrained through seminars, conferences and workshops on how to impact teaching skills and competences on prospective teachers in the e-world.
2. Efforts should be made by the stake-holders in the colleges of education to make provision for adequate connectivity to enable both students and teachers have access to online teaching and learning.
3. Management of colleges of education should ensure adequate and constant power supplies to enable the student have a 24 hours e-learning access.
4. The curriculum of NCE business education should be reviewed such that adequate time should be made available for both the students and the lecturers to explore technologies such as the internet and social networking and also for professional development.

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ADAPTATION OF VIRTUAL REALITIES IN BUSINESS EDUCATION DELIVERY IN COLLEGES OF EDUCATION IN NIGERIA TOWARDS COPING IN THE E-WORLD

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Abstract

The globalization activity of the world has turned into an eye opening over the adaptation syndrome in the teaching and learning activities of the business education programme. The desire and demand for business education to join in the e-world activity is a matter for consideration. The taking of positive step to enable business education key into the e-world disposition is most eminent. One of the surest ways of keying inn is by choosing a platform where both the teachers and learners will be motivated for more committed effort and understanding. The situation now calls for ensuring the use of technology gadgets to teach. It is known that technology is the backbone of the E-world. It will serve best when technology application is put to use in the delivery of business education in Colleges of education in Nigeria. hence, adaptation of virtual realities in the delivery of business education programme

Introduction

The choice of teaching method in business education programme is always a difficult task. It is difficult because to choose a method that will cover the segments of the learning experiences embedded in the programme is not easy. It calls for choosing such methods that can cover the environmental activities, the critical and innovative aspects of the programme, and the procedural activities of the programme. The method that will enhance the imparting and acquisition of the needed knowledge, skills, and attitude. The method that will yield the desired result must be one that should demonstrate and also appeal to the sense organs of sight, hearing, and manipulative activities. Considering the nature of business education programme, and its objectives in the colleges of education minimum standards will direct the choice of adaptation of virtual realities in the delivery of business education in the colleges of education. Specifically, the objectives have a wide spectrum of area of coverage which aims at accommodating the graduates in the world of work both within and outside the country. In order to cope with this wide scope of applying the knowledge, skills and attitudinal values it becomes pertinent to choose a delivery method that will have global advantage

Okoli (2010), described business education as an important component of the overall education, which stresses on skills and capability attainment for utilization in offices

and other business related occupations. Okoro, (2015) projected business education as the type of education that assists individuals to acquire skills and knowledge which can be applied in solving problems in business and office occupations and in creating self employment. Igboke (2000) defined business education as a dynamic field of study geared towards preparing youths and adults for and about business

Obi (2005) also defined business education as a programme with the primary aim to prepare students for business career, improve those already in the career, and also help students achieve all the aims of education. Therefore business education is that aspect of education concerned with preparing the recipient to acquire the knowledge, skills and attitudinal values with which to enter an occupation and progress in it for self actualization

The dynamic nature of the programme makes it imperative to adopt a delivery approach which is also dynamic resounding, hence virtual realities. In the observation of Osuala (2009), virtual realities aides the systematic method of applying and accessing teaching and learning by taking into account technical and human resources interactions geared towards effective education. Osuala noted some technology tools to include radio, TV. Films, computers, satellites and tape recorders. The main reason for the adaptation of virtual realities is to help correct the mistake of some colleges teaching business education without the necessary equipment and tools. The work also had literature on the good effect of choosing an appropriate methodology. It brought to focus the idea that learning experiences that appeal to the sense organs helps in consolidating learning.

This paper looks at the following justification for the adaptation of virtual realities in teaching business education. Business education in the society; virtual realties and skills developments; methodology (virtual realities) in business education; virtual realities in business education for coping in the e-world; implications of the work; conclusion and recommendations.

Justification for the Work

The good reason for the call for the adaptation of virtual realities in colleges of education was anchored on the basic fact that the colleges produce teachers who should teach in the lower and upper basic levels of education. At this level of education, the learning experiences appealing to the sense organs of sight (observation), touch (manipulative psychomotor), hearing (cognitive) combined makes easy for concrete apprehension and consolidation of learning. Anikweze (2005) stated that the centre of education technology (CET) (should be) furnished with multimedia items comprising the combination of various digital media types such as text, images, audio and video into an integrated multi-sensory interactive application or presentation to convey information to an audience.

Another good reason is the observed regrettable condition that most Nigerian colleges teach business courses theoretically without instructional devices. Such conditions

call for a redirection. There is also the need to bring to focus the great and fruitful role of adopting good methodology in the teaching of business education. To bring to the lime light the error involved when proper methodology is not applied in the teaching and learning activities of recipients of business education. Anikweze (2015) reacting to the issue of methodology held that determining how to teach demands the competence and resourcefulness of the teacher in evolving appropriate methodological approaches with the associated instructional materials

Adding to the justification for this work is the observed failure of implementers of business education to adapt the methodology that will enhance observation, interest capturing and sustenance, and imitation of observed activities through appeal to the sensor organ of audio and visual towards perfection in a skill area, knowledge, attitude, and value development.

Business Education in the Society

Education is widely accepted as the instrument for human capital development. It achieves this through the impartation of knowledge, skill, and attitudinal values, in line with current trends or event. The acquisition of knowledge, skill, and attitudinal values depends on the type of education under study, as well as the method of delivery of such education. Business education is one of the most appropriate type of education known for skill and attitudinal impartation as functional education. Functional education is that aspect of the total education system which prepares the recipients to meet the needs of the time by satisfying societal taste, and demand. Functional education is that education which prepares the learners to live up to the needs and demand of the society through the acquired knowledge and skill. Business Education is one of the most appropriate type of functional education. The Federal Republic of Nigeria in its minimum standard for Nigerian certificate in education (2014) stated the objectives of business education as:

1. To produce well qualified and competent NCE graduates in business subjects who will be able to teach business subjects in our secondary schools and other related educational institutions.
2. To produce NCE business teachers who will be able to inculcate the vocational aspects of Business Education into the society.
3. To produce NCE Business Teachers who will be involved in the much desired revolution of vocational development right from the Primary and Secondary schools.
4. To equip students with necessary competencies so as to qualify them for a post NCE degree programme in Business Education.
5. To equip graduates with the right skills that will enable them to engage in a life of work in the office as well as for self-employment.

Prosser (1940) assorted that Business Education do not focus on theory but instead on passing on direct skills and practical knowledge to its recipients. Prosser pointed out that the diversity in duration and modalities of training/delivery in business education is versed. Wikikipedia (2017) claimed that Education is the process of facilitating learning, or the acquisition of knowledge, skills, values, beliefs, and habits.

Theories of Vocational Education (Business Education)

Prosser (1940) asserted that the administration of vocational education (Business) will be efficient in proportion as it is elastic and fluid rather than rigid and standardized. Prosser stipulated three theories for Vocational Education to be:

Theories of environmental habits, Theories of process habits, Theories of thinking habits. The emphasis of the theories boarders on environment, habit and thinking, Environment and habit processes will be boosted by virtual realities, as well as promote thinking towards being creative. Prosser (1940) further stipulated sixteen theorem of Vocational Education (Business) as reported by the Wiki answers community. The theorems are: Theories of environmental habits; process habits; thinking habits; special attitudes and interest; thinking of profit oriented; repetitive training; experienced instruction; minimum employment standard; market demands; job training; origin of content; general service; specific content; group characteristics; elastic administration; and cost. The expanded theories brings to a more glaring condition the needs to as much as possible practicalize and demonstrate skills bearing the society and its demand in mind.

Virtual Realities and Skills Development

The acceptance that actions which appeal to the sense organs of sight, touch, smell and body kinesics create better and lasting impression on an individual is a good background for the motion to adapt virtual realities in the teaching of business education courses. Observation of experts demonstrate a skill or a process aimed at accomplishing various tasks which the learners are expected to develop in themselves gives the learners an empowering experience to their development. Such observations through the various apparatus that gives virtual experience, encourage imitation activity. Imitation, it should be recalled, is an accepted principle in the area of vocational development. Vocational development has the belief that imitating a master craftsman leads to one's self development leading to eventual mastery of the skill or competence aspired for by such a learner.

Dessler (2008), described virtual reality as an advanced form of computer simulation, exposing the trainees to a simulated environment that is virtually the same as the physical environment, which controls what the trainee is able to see, feel and otherwise sense. The trainee learns by interacting with the objects in the electronic environment to achieve some goals. In the words of Anioke, (2005), the effectiveness of every instructional

method depends on the ability to appeal to the sense of hearing, or seeing; attract attention and sustain such attention; and focus the attention on essential element to be learned at a given time.

The WILHELM Von Humboldt's (2008) educational model held that there are undeniably certain kinds of knowledge that must be of a general nature and, more importantly, in the cultivation of the mind and characters that nobody can afford to be without. Wilhelm noted that people cannot be good craft workers, merchants, soldiers or businessmen unless regardless of their occupation, they are good, upstanding and well informed human beings through acquisition of necessary skills.

Discussing e-Training for business simulation and experiential exercises Cannice and Koontz (2008) recommended virtual classrooms where the teacher interacts with students, applying synchronous e-learning with live instructions as it is more effective. The authors maintain that live instructions can be more adapted to the need of students at the particular time by integrating overhead transparencies, slides, and lecture notes. E-learning the authors asserted aids knowledge, intensive teaching, and is employed for teaching skills in the recent time. The UNICEF (2017) noted that, quality learner outcomes are international expected effects of the educational system. They include what children know and can do, as well as the attitudes and expectations they have for themselves and their societies, achievement in literacy and numeracy. Stegnar (2017) pointed out the following areas as where virtual realities is being used by schools and learning institutions around the world to facilitate learning: virtual reality trips; language immersion; skill training; philosophical theory ; architecture and design; special education; distance learning; improved collaboration; game based learning; and virtual campus visits.

Methodology (Virtual Realities) in Business Education

The methodology to adapt in the delivery of a programme is as important as building the content of the programme. The decision on the best methodology is often a big task for the teacher of a programme. Several reasons may account for this confusion and difficult decision. However the disposition or situation, it is very crucial to adapt a method which will give a lasting positive result. Functional education as found in business education is one of such programme that often pose a problem on the methodology to adapt. Its focus on knowledge, skills, attitude, and value development places it on a pedestral where care must be taken while choosing methodology. There is the need to consider a method that will enhance the development of the desired attributes. Ensuring the correct choice is the spring board to ensure sustainability.

Discussing the concept of methods Tonne in Obi (2005) described method as a procedure by which the teacher meets the learner at his level, starting with the learner's interest and problems, and establishing conditions that will enable the teacher proceed to

achieve the set goals in the most effective manner. Similarly Anioke (2005) asserted that methodology is the how and why of learning. It means the trick of the trade. It is the process and state through which the teacher meets the learners at his level of understanding noting his interest, problems, psychological and physiological background. Judging from the above point of presentation it is no doubt a very contributory action when a good method is adapted towards achieving the set objectives. Obi (2005) emphasized that teachers should use both formal and informal methods. The formal methods includes lectures and complete handling by the teacher, while informal informal methods involves participation by the students which may take the form of tutorials, discussions, seminars, team projects, role playing, assignments, field trips, or excursions, problem solving,.

Business education as a part of technical vocational education and training is the type of training that demands the development of inherent tendencies to build skill, knowledge and right attitudinal values. To achieve this in the shortest possible time frame, the method of delivery must be such that appeals to the senses of the individual. The type of methodology to adapt in the imparting of the required knowledge, skill and attitudinal value is of primary importance. It is so important because, the method adopted has great impact on both the teachers and the learners in their performances.

Osinem (2017) observed that for TVET (Business Education being part of it) to effectively impart skills, consideration should be given to learning in authentic and real-world environment where practical components should be emphasized. Commenting on methodology in formal and non-formal technical vocational education which business is a part Ogwo and Oranu, (2006) pointed out that audio-virtual instruments like television, motion pictures, and some other recent electronic devices are most adaptable and most educationally conversant.

In the opinion of Anioke (2005), the learning of skill may not be possible without in-depth exposure of the learner to the actual implements or machines used for developing such skills. Since business education is all about skill acquisition, it becomes pertinent to adopt machines for the purpose of proper teaching and learning. Continuing in the idea, Ogwo and Oranu (2006) held that there is no doubt that the knowledge, skills, and attitudes acquired by students in the school system depends among other variables on the manner of presentation of the learning experiences. The authors frontiered demonstration method of delivery as the basic method for introducing new manipulative skills, since it shows "how" a process, procedure, or experiment is to be carried out.

Putting across opinion on enabling environment and quality teacher production Shehu (2015) advocated that it is a conducive atmosphere fully equipped with machines, infrastructures, laboratories, well equipped libraries, and workshops. With the acquisition of an enabling environment it stands to give the services of virtual realities. Anchoring his

idea to that of Shehu, Nwachukwu (2006) asserted that effective learning in vocational and technical education involves the application of appropriate methodology, which should involve newer technologies using appropriate instructional processes and materials. Nwachukwu went further to stress that vocational and technical education and in fact business education aims at imparting useful skills to learners making use of laboratories, workshops, farms and field work as essential aspects of instructional delivery process for effective learning.

In describing teaching, Obi (2005) asserted that teaching in addition to presenting information or idea includes guiding students to learn through discovering, probing, examining, and analyzing of activities. On the above premise Obi pointed out that the subject matters to be taught determines greatly the method to be used. Leu (2005) commenting on the role of Teachers, schools and communities in Quality Education. Asserted that teachers requires good/needed teaching skills, the attitude, be reflective practitioners and users of active teaching & learning methods, and improved infrastructure. Therefore, selecting appropriate methodology in the delivery of Business education programme will enhance faster adaptation in the virtual realities in Business Education for coping in the e-world.

Virtual Realities Adaptation in Business Education for Coping in the E-World

The adaptation of virtual realities in the delivery of business education will enhance exchange of ideas, and practices, and opinions among colleges. Such exchange will boost the learners' competency development and promote wider learning scope. Weihrich, Cannice and Koont (2008) noted that virtual organizations entail groups of independent people connected through information technology in order to gain access to one another's competence so as to gain flexibility, to reduce risks, and to respond to market needs. Joshua (2015) described education system as being dynamic, and as such requires regular update so as to remain the most effective agent of change in any society. Joshua held that in order to be relevant to realities of global economic system, technological advancement and various social strata, colleges of education must adapt training methods that will equip the learners with necessary knowledge, skills and attitudes. Among other key areas to be given attention, Joshua pointed out include college environment, school climate, and resources for enhancing best practices. Reacting to the problem of minimum standard of performance and quality attainment in education in Nigeria, Maduewesi (2005) pointed out emphasis placement on ensuring that the learning environment should be simulating and learner friendly. Adapting virtual realities is a very sure step for achieving the above expectation.

Writing on challenges of the implementation of the national policy on education, Ekpenyong (2011) stated that instructional facilities must be provided for the teaching of

different trades. The authors asserted that for business studies, computers and other modern office equipment are need. Anioke (2005), highlighted television instruction as a medium which offers promise of bringing changes and remarkable improvement in the instruction of learners. Television provides high quality of instruction for learners, and offers them vivid learning experiences from within and outside the local context. Dessler (2008), noted that with computer based training, the trainee uses interactive computer based and/or DVD system to increase knowledge on skills. Dessler added that computer based training (CBT) is increasingly interactive and realistic. Dessler pointed out that simulated training may take place in a separate room with the same equipment the trainees (learners) will use on the job.

Obi (2005), opined that attitudes, values and ideals are developed unconsciously through imitation of parents, teachers, peer group and the society. The exposure of the learners to virtual reality will help them observe, and appreciate thereby leading to imitation which enhances competency development. Expressing opinion on training and development Dessler (2008), maintained that audio virtual based training technique such as DVDs, video tape, power points can be very effective and are widely used. Dessler noted that audio virtual is usually more interesting in addition to: illustrating how to allow a certain sequence over time; exposing trainees to events not easily demonstrable in live lecture; and encourages organizational training to trainees staying far apart.

In other to buttress the value of adapting virtual realities in developing the knowledge, skills, attitude and values of the recipients of the business education programme. The acquired knowledge, skills, attitude and values will make them competent in the e-world of work, keep such persons busy, and generate income for their needs and as such ensure adaptation in the e-world. At this point the acceptance and adoption of a method which will allow and encourage the use of such` sense organs in learning and practicing the intended vocation becomes very important and yields fruitfully. The adaptation of virtual realities as a method of delivery becomes a better guarantee towards developing the individuals. The virtual realities cover the four main types of instructional materials which is audio, visual, audio-visual and simulation. Abramson (1952), noted that Audio-virtual method of instruction which appeals to one or two senses helps the students understand better what is being taught. Stegner (2017) regretted the slow take off of virtual reality technology in educational settings despite its amazing benefit in learning and teaching, Stegner (2017) predicted that by 2019 virtual reality will start becoming mainstream in education. Gaby (2017) advocated for virtual campus tours to enhance learning and understanding.

Implication for Business Education

The implication for business education is that both lecturers and students of the programme should channel efforts towards developing in the direction of fitting into the new

frontier of educational activities. The teachers need re-orientation in the methodology of delivery of business education. The students should be willing and ready to adapt to the new applications of technology in receiving teachings and learning activities so as to cope in the E-world. The study has exposed the urgent need to equip the business education programme with needed up-date teaching facilities, and instructional materials (equipment).

Conclusion

The work is concluded on the understanding that if the graduates of business education in Colleges of education in Nigeria should cope with the e-world, the methodology of delivery of Business education must be such that exposes the learners to real world experiences. Such exposure must allow for observation of the real practice of the work, allow for imitation of practices by the learners, and encourage its subsequent consolidation leading to competency attainment. The adaptation of virtual realities in delivery of business education is indispensable for coping in the e-world. Such adaptation will cover the process, environmental, and thinking habits of vocational theories for better.

Recommendations

The principles of collegiality should be respected by the teachers in order to cope fast through proper mentoring from experienced colleagues. The activity can be practiced under mutual relationship.

Most teachers that were not trained using technology gadgets should avail themselves of such development. The teachers can go for further development on self sponsorship, or seek for government or employee sponsorship so as to cope.

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E-LEARNING PLATFORMS IN BUSINESS EDUCATION FOR SKILL ACQUISITION

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Abstract

This paper examined the e-learning platform in business education, the work reflected on the collaborative learning, informal e-learning, computer- based training, (CBT) and well-based training as the e-learning platforms in business education. The work also discussed eXe, flexible learning toolboxes, i-learning, video conferencing, youtube, respondus and smart board interacting, white board as e-learning tools on the web suitable for business. The benefit of e-learning platform, as well as e-learning skills acquisition in Business Education were also discussed. The study concluded that adequate awareness on the potentials of e-learning platforms in Business Education and availability of facilities to motivate the students and business educators to adapt to the more efficient and effective use of e-learning. It recommended that requirements meant for e-learning platform in Business Education should be made available.

Keywords: *E-learning, E-learning platforms, Business education and skill acquisition*

Introduction

The world is speedily tending to a global digital society through the use of internet facilities. At the heart of this uprising is the ease through which information, ideas, innovations and life styles spread to all the world. It has revolutionalized the nature and manner of instructional preparation and delivery in education generally and Business Education programmes are not exempted from this rapid change. The programme of business education which is the medium through which business education hopes to achieve her objectives is prone to changes linked with the innovations in technologies especially those used in modern offices and schools.

E-learning is an abbreviation for electronic learning. It is the use of computer terminals in preparing and delivering educational programmes using graphics, texts, video, audio and other electronic formats. E-learning is an aspect of information and

communication technology (ICT) which connotes deriving knowledge through the use of computer aided resources and programmes such as e-mail, text messaging, online chats, web pages, audio and video conferencing etc. E-learning is a tool for improving teaching and learning, it is also a good accessible tool for learning and research material (Nwagwu and Azil, 2016).

E-leaning can be effectively integrated into any programme through the adoption of computer equipped classroom used for teaching and learning. Integrating e-learning into business education programmes will no doubt boost curriculum planning, development and implementation through the development and use of multimedia courseware and other computer equipment relevant to teaching-learning situations. Computer equipments needed in integration of e-learning into Business Education programmes include flash memories, optical discs, interactive electronic boards, video books, personal computers, multimedia projectors, etc. On the other hand, Multimedia resources used in e-learning include Learning Activity Package (LAP), diskettes, power point slides etc. These course wares may be developed by the teacher or exist as ready-made instructional software.

Holley (2012) is of the opinion that students in higher educational institutions engaged in E-Learning, generally performed better than those in face-to-face courses. He also discovered that students who participate in online and E-Learning achieve better grades than students who studied/using traditional approach. As result of this finding, E- learning is growing very fast andpopular,hence, higher education institutions are adopting to e-learning.

E-learning

Lorraine in Nwagwu and Azil, (2016), refers to E-learning as the use of information and communication technology (ICT) to enhance and or support learning in tertiary education. However, this encompasses an ample array of systems, from students using e-mail and accessing course materials online while following a course on campus to programmes delivered entirely online. E-learning can be different types, a campus-based institution may be offering courses, but using E-learning tied to the Internet or other online network (Nwagwu and Azil, 2016).E-learning is an education via the Internet, network, or separate computer. E-learning is basically the network enabled convey of skills and knowledge. E-learning refers to using electronic applications and processes to learn. E-learning applications and processes include Web-based learning, computer-based learning, virtual classrooms and digital collaboration.

E-learning involves the use of electronic media to enhance learning including digital collaboration, satellite broadcasting, CD-ROMS, video and audio conferencing, mobile technology, interactive TV and web based technologies (Bennink, 2014**)**. According to Bennink, many successes in outcomes of learning have been recorded as a result of combination of e-learning with face to face delivery. In the same vein, Eklund, Kay and Lynch (2013) noted that e-learning as a component of flexible learning is a wide set of

applications and processes, which use all available electronic media to deliver education and training. It provides people with a flexible and personalized way to learn. It offers learning-on-demand opportunities and reduces learning cost.

According to them, e-learning is individual, customized learning that allows learners to choose and review material at their own pace. They further opined that e-learning may be delivered via numerous electronic media, including the Internet, intranets, extranets, satellite broadcast, audio/videotape, interactive television, and CD-ROM. It is not confined to online learning but it includes computer-based learning, web-based learning, virtual classrooms and digital collaboration. Olaniyi (2016) opined that e-learning is all about learning that occurs at the computer. According to him, the convergence of the Internet and learning, or Internet-enabled learning is called e-learning.

Business Education

Business Education is often regarded as education for and about business. Aliyu (2011) described education for business as that training provided for some students to be effective workers and the education about business is for all students to be informed citizens. This implies that the Business Education programme is aimed at providing individuals with economic understanding which will further improve the individual's standard of living and in furtherance, the business system. Business Education has been defined differently by various people and writers. To the understanding of the man on the street often referred as the layman, Business Education could mean education about how to do business while to the illiterate, Business Education could mean course of study in schools with the emphasis on shorthand and typewriting.

Business education is also a vocational programme that equips the recipients with knowledge, skills, attitudes, knowledge and understanding needed for effective participation and contribution as producers and or consumers of business products. It therefore means that Business education prepares individuals who will adequately participate in business activities and also equip individuals with business knowledge and skills. One of the aims of Business Education is to produce graduates who are equipped with 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 modern offices and school technological needs.

In support of the above, Amoor in Nwagwu and Azil, (2016) observed that graduates of business education have problems in using technologies in a work environment due to their inadequate exposure to information system, modern office technologies and other rudiments of managing modern offices. He stressed that lack of these office technologies affects the nature of programme offered to learners.

ICT providing flexibility, improvement in quality and quantity of learning instead of total dependence on textbooks and materials in prints as teaching and learning in business

education has done in the past. The advantages of using the e-learning technology as an education tool ranges from capacity of students to personally learn needed skills and information almost in any field imaginable. Through e-learning, students of business education would be able to communicate, collaborate and cooperate with other learners worldwide and assess worldwide libraries irrespective of their place of domicile and bring to fulfillment the goal of business education as enshrined in the National Policy on Education (2013). In the context of teachers' development e-learning can be used for both initial and continuing development through courses, workshops, and other activities, formal and informal, where students and practicing teachers learn about integrating ICTs across curriculum to support learning (Yusuf, 2007).

E-learning Platforms in Business Education

Since 1999, advancement of e-learning has taken different forms. Much of current experience is based on the use of web-based modules which are accessed at an individual's personal computer (Claudia and Popa, 2008). There are so many examples of current e-learning platforms. A critical examination of some of these e-learning platform revealed that they could be applied in vocational business education as follow:

Collaborative Learning: Collaborative Learning is online learning, based on interaction with other learner and instructors. (Siadaty and Taghiyareh, 2008). E-learning particularly gives room for collaborative and students'-centered learning. When using e-learning technology in business education, all the teacher does is to guide the learners in a virtual classroom environment, through interactive online learning, such as shared whiteboards, shared application software, chat functionality and audio and video over the network. Meanwhile, Brown (2008) noted that there are three ways in which e-learning technology facilitates learning principles: through self-directed learning, through collaborative learning, and through critical analysis.

Informal E-learning: E-learning can also help to facilitate informal learning in business education. Through internet and e-learning, the business education students can learn outside the course based materials, traditional classroom and can also learn about other important things that affect their lives. Students also have the opportunity to learn during holidays and vacations without necessarily being taught by his teacher. Martinez (2013) noted that incorporating technology like e-learning into education may provide students with experience that would otherwise not be available to them. For example, computer simulations allow students to discover principles through their own active engagement.

Computer-Based Training (CBT): Computer-based training (CBT) is any course of instruction whose primary means of delivery is a computer. A CBT courseware may be delivered via a software product installed on a single computer, through a corporate or

educational intranet, in this case, the teacher does not need internet or website. All that is needed is a computer, a projector, scanner and multimedia objects such as audio, video and speakers for the transmission of learning contents or it could be delivered over the Internet as Web-based training. CBT can be used to teach business education because it is especially good for keyboarding, word processing, information management, business mathematics amongst other subjects. Students can also take advantage of CBT to learn how to run computer applications, such as Microsoft Excel, MS-word, Power point and other Office packages that are related to their field of study.

Web-based Training: Web-based training (WBT) is an innovative approach to distance learning in which computer-based training (CBT) is transformed by the technologies and methodologies of the World Wide Web, the Internet, and intranets (Kilby, 2009). Web-based training could be used to present business education contents live and in a structure promoting self-directed and self-paced instruction on any topic at any distance. WBT could also be used in the provision of remedial lessons to students. The teacher can also use it for evaluation and assessment of the students objectively.

E-learning Tools on the Web Suitable for Business Education

There are so many e-learning activities and tools on the Web that are suitable for learning in education generally and business education is not exempted. The Australia Commonwealth (2007) enumerated some of these tools.

The teacher of business education could do well by considering using them to improve the quality and quantity of teaching and learning. Some of the e-learning tools are under listed:

1. **eXe:** The eXe project is a freely available authorsing application to assist teachers and academics in the publishing of web contents without the need to become expert in HTML or XML mark-up. eXe project is an environment for allowing web-based e-learning content. With the eXe, users can develop learning structures that suit their content delivery needs and build resources that are flexible and easily updated. eXe is an Open Source Software project which is free to download and use and the source code is also freely available to allow customization to suit the teachers and students needs. Instructions in business education can be transmitted through this mode.
2. **Flexible Learning Toolboxes:** A Toolbox is a collection of high quality resources, suggested learning strategies and supporting material to support online delivery of recognized training packages which could be suitable for learning. They are high quality, cost effective interactive e-learning and assessment resources featuring scenarios, images and activities and support online delivery of recognized training packages for any training imaginable. Toolbox materials come in an

integrated learning program incorporating a number of units of competency which are available on a CD-ROM for installation on a server or for use on a stand-alone computer and a learning object format allowing users to download smaller self-contained components of content for free. Use of Flexible Learning Toolboxes in business education could motivate new students into the programme and also help the old ones to learn at their own pace. Teachers and trainers can use Toolbox materials to support traditional classroom delivery or as a learning object to help them deliver learning contents. Learning materials can also be customized to suit different learner's needs and interest at any time.

3. **iLearn**: This is a scaleable, open-source e-learning platform with rich functionality for course management, online communities, learning management, and content management. It is an academia platform where students can download learning content such as PDF courseware, laboratory exercises, teaching slides, ISO DVDs. Business education instructors can use iLearn to support their courses or teach an entire class online. On the other hand, they can decide to customize their use of iLearn features by combining it with other learning aids. Business education Instructors who desires to use iLearn can apply it to enhance teaching and learning by sharing online resources, facilitating student's interactivity and collaboration or by appraising student's performance and getting students feedbacks.
4. **Video Conferencing**: Video Conferencing is a collaborative communication tool which allows several individuals or groups to communicate in real time across distances using the data network to transfer packets of learning contents containing audio and video using the voice network. In business education classroom, video conferencing technology could be linked to cameras, computers and whiteboards. It is very suitable for distance and self-paced education. With the use of video conferencing in business education, the barrier of traditional method of learning is removed and this goes a long way to favour the goal of inclusive education. This is possible because video conferencing integrates video and audio to connect users anywhere in the world as if they were in the same classroom.
5. **YouTube**: YouTube is an online public communications site. The site allows for registered users to upload and have available for the public their videos for viewing. In that case, the teachers of business education and students who desire to use YouTube have to register online which is usually free. The teacher thereafter prepares the desired lessons including videos and upload online for the students to read. Anyone who goes to the site can view the lessons and videos that are posted on this site. The students also have the opportunities of having access to other relevant literature worldwide.

6. **Respondus:** Respondus is mainly an assessment tool which the business education teacher can use to assess students learning progress. Respondus is a program that interacts with blackboard, but is basically separate from it. Respondus can be used to compile tests offline, which can then be exported to one or more blackboard courses to be completed online. The teacher can create questions on-line using the Respondus program or he/she can import questions from MS-Word into Respondus and print out test questions. It supports so many question types, including calculated and algorithmic formats. Meanwhile the teacher can choose to import questions from MS-Word or use the Respondus Exam Wizard to create an assessment in minutes amongst other benefits.

7. **SMART Board interactive whiteboard**: An interactive whiteboard is a large interactive display that connects to a computer and projector. This is highly suitable for students' project, presentations and seminars. A projector projects the computer's desktop onto the board's surface where users control the computer using a pen, finger, stylus, or other device. The board is typically mounted to a wall or floor stand. They are used in a variety of settings, including classrooms at all levels of education, in corporate board rooms and work groups. Instructions in business education can be transmitted through this mode. It is impossible to apply all these packages to business education programme in one setting. They can be adapted to many aspects of the programme depending on the socio-economic, cultural and political setting where the programmes are operated.

Benefits of E-learning Platform in Business Education

E-learning should be seen as offering solutions to several challenges currently facing business education inclusive (Nwagwu and Azil, 2016). Through e-learning, students of business education would be able to communicate, collaborate and cooperate with other learners worldwide and assess worldwide libraries irrespective of their geographical locations and bring to fulfillment the goal of business education as enshrined in the National Policy on Education (2013). According to Panda and Swain(2009), e-learning will benefit teaching and learning in the following ways:

- for learners, e-learning knows no time zones, and location and distance are not an issue;
- in asynchronous e-learning, students can access the online materials at any time;
- synchronous e-learning allows for real time interaction between students and instructors;
- e-learners can use the internet to access up-to-date and relevant learning materials, and can communicate with experts in the field in which they are studying;

- ❖ situated learning is facilitated, since learners can complete online courses while working on the job or in their own space, and can contextualize the learning;
- ❖ online materials can be updated as per the needs of the learners, and learners are able to see the changes at once, and;
- ❖ when learners are able to access materials on the internet, it is easier for instructors to direct them to appropriate information based on their needs.

E- learning Skills Acquisition in Business Education

E-learning has the ability to enhance teaching and learning, hence it has self evaluation software programmes to evaluate instructors. Business education programmes at every tertiary institution must incline to technological skills which involves students and educators (Aguomo in Osamede &Omoni, 2010). Education system is dynamic, business education is not left out, for business education programme to meet the global standard hence e- learning incorporation. Jimoh-Kadiri in Osamede and Omoni (2010), articulated the need for e-learning in business education to involve:

- ❖ learning time is reduced and more knowledge is acquired within a limited period.
- ❖ Business teachers are encouraged to carry out joint research work which encourages teachers and students to carry out team work, where ideas, experiences and knowledge are shared.
- ❖ The teaching of a large class is less stressful and more efficient
- ❖ Increased retention by users and acquisition of new skills, ideas, knowledge and methodology in teaching and learning business education. New ideas and skills can be adopted from abroad and can be read and learnt with the help of internet within the country.
- ❖ Students in distance areas can be trained through the use of internet, television and satellite disk.

Conclusion

With the information technological breakthrough in the 21st century, e-learning has become an invaluable technology tool for teaching, learning and research. E-learning involves the use of technology to enhance learning including digital collaboration, satellite broadcasting, CD-ROMS, video and audio conferencing, mobile technology, interactive TV and web based technologies (Nwagwu and Azil, 2016). E-learning has numerous advantages over the traditional method of teaching/learning. Despite these advantages however, the diffusion of e-Learning in business education is rather slow or imaginary in Nigeria (Dhume, Gondkar, Murgaiah, and Sub has, 2016).One of the reasons for this may be lack of proper information, negative perceptions amongst students and teachers and non-availability of e-learning facilities.

Recommendations

This paper is of the opinion that adequate awareness about the potentials of e-learning in education and availability of facilities could motivate the students and teachers of business education to adapt to the more efficient and effective use of e-learning. The paper therefore, recommended that there should be awareness creation about the potentials and prospects of e-learning in education generally and business education in particular and Business Educators should be exposed to the utilization of each of the platforms.

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EXTENT OF UTILIZATION OF INTERNET FACILITIES BY BUSINESS EDUCATION STUDENTS IN COLLEGES OF EDUCATION IN DELTA STATE, NIGERIA

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Abstract

This paper is titled Extent of Utilization of Internet Facilities by Business Education Students in Colleges of Education in Delta State. The population of the study is made up of final year business education students in the four colleges of education in Delta State, totaling 363 out of which 67 was sampled using cluster and random sampling techniques. Two research questions with two corresponding null hypotheses were developed to guide the study. Structured validated questionnaires were used to gather information from the respondents. Mean and standard deviation was used to answer the research questions while t-test was used to test the null hypotheses at 0.05 level of significance. The findings revealed that business education students were not efficiently and academically utilizing e-mail as a component of internet facilities but are maximizing the utilization of the World Wide Web (WWW) which as well is an internet facility available to them. The study concluded that if business education students are able to utilize the e-mail and World Wide Web (WWW) as internet facilities, they stand the chance of being able to compete favourably with their counterparts in this era of new technologies. The paper recommended that seminars should be organized for business education students in order to increase their knowledge and competencies in utilizing internet facilities. Also, there should be close monitoring by both the teachers and parents to ensure that students do not indulge in internet fraud.

Keywords: *Utilization, Internet Facilities, Business Education Students, Colleges of Education, Delta State*

Introduction

The world today is undergoing major transformation and they are multi-diamensional, affecting the technological, economic, social and political development of human communities particularly those of the developing societies like Nigeria. Business education is technologically been innovated and transformed from demarcated brick-walls and blackboards with the use of typewriters and chalks to computer-based pedagogical approach.

The national economic empowerment and development strategy (NEEDS) recognizes that Nigeria's economy could only be transformed and sustained through

education that empowers the people and assures the technological development to be able to compete in the world of work (Igbokwe 2015). Schools cannot afford to remain mere venues for the transmission of a prescribed set of information from teacher to student over a fixed period of time, rather must promote learning to learn the acquisition of knowledge and skills that make possible continuous learning over the lifetime. According to Roderick (2013) which states that the explosion of the internet in the 1960s, ushered in a wave of education policies and projects in developing economies around the world designed to prepare students to effectively engage in the information age. The internet is the newest and fastest growing part of the age of information technology. The inception of the internet actually began over 25 years ago as a United States defense departmental project. It is now a global network that allows millions of computers around the world to communicate through the telephone system and other communication lines. Two key features of the internet are: the enormous amount of information it contains and the speed at which this information can be accessed and published. The impact of the internet is felt everywhere in the society and it has become an everyday household term. Currently, over 100 million people in 150 countries around the world are using the internet (Roderick, 2013). Through the internet, students from any part of the world can gain knowledge on different subjects, reduces stress, facilitates access to information and promotes creativity among learners (Adamu, Adamu & Bashir, 2013). The Federal Republic of Nigeria (2014) recognizes the prominent role of information and communication technology (internet) in the modern world today, hence, the integration of ICT in Education in Nigeria. According to Oso and Adesua (2017), the uses of internet are enormous ranging from academic research, receipt of global information linkage with other institutions of the world, bridging communication gap between developed and developing countries and also assist students to be computer literates.

Internet via e-mail - email is the most widely used part of the internet. It is a choice of communication for more and more people. Email can be sent any time of the day and arrives within minutes to the desired party's mail box (Roderick (2013). The usefulness of email includes communicating with parents by students; help teachers or supervisors to supervise students' projects especially in a large class; helps teachers to prepare lessons for students; students often send email to their teachers to request for information about their academic grades, subject materials and examination time-table and teachers can also post syllabus on the internet for both students and parents. Sending email, computer does not need to be on to receive the message. Many students who have used e-mail to communicate, do assignment and check results find it extremely resourceful and a wonderful way to stay in touch with their teachers when otherwise it would have been difficult (Agwazie & Ojianyaegbu, 2015).

Internet via World Wide Web = this is another component of the internet and is a set of software tools and standards that allows the users to obtain and distribute information stored on a server connected to internet World Wide Web (WWW); strengthen the bridge of communication between the educational team of teacher, parent and student. World Wide Web is a decentralized information system in which anyone can add new information whenever he/she wants. Lecture notes and other teaching materials are placed on the World Wide Web and linking useful websites to these resources for students to access. In recent years, web and internet technologies have matured significantly by providing a uniform access media for both asynchronous and synchronous learning.

This phenomenon has significantly increased the popularity of online learning (Chen, cited in Agwazie & Ojianyaegbu, 2015). The usage of web technologies in e-learning are further enhanced with the web 2.0, which is a set of economic, social and technological trends that facilitates a more socially connected web where everyone is able to add to and edit the information space (Anderson, cited in Agwazie & Ojianyaegbu, 2015).

Business education is a programme of study that strive to equip its recipients with knowledge, skills and attitudes (KSA) necessary for them to secure employment in public and private organizations, retain it and also advance in their chosen careers (Udoye, 2015). According to Onyesom and Umoeshiet (2013), business education is that aspect of educational training which an individual receives with the primary aim or motive of enabling him/her to acquire adequate attitudes, concepts, knowledge, understanding and skill in business activities for vocational usage in career as an administrator, manager or teacher wherever he/she may find himself/herself in the business world.

Statement of the Problem

Technology has introduced new methods of learning and teaching through online for speedy development. Many developed countries have exploited the potentials of technology while the developing countries like Nigeria are also exploiting same in order to improve and transfer education at landscape in institutions of learning. But how effective has business education students in these institutions avail themselves in the utilization of these opportunities?

More worrisome of the utilization of internet facilities by students is their poor attitude towards the facilities. Most of the students have abused the importance of the internet facilities to the detriment of their studies. Students have been found chatting or even watching films on their phones when lectures are going on while others connect with friends on unprofitable communication with the outside world (Oso & Adesua, 2017). In some cases, students of business education inclusive, use the internet for things which are not academically profitable such as watching pornographic pictures for fun and seek new

friends. It is against this backdrop that the researchers decided to carry out this study to actually find out the extent of the utilization of internet facilities by business education students in colleges of education in Delta State.

Purpose of the Study

The major purpose of this study is to examine the extent of the utilization of internet facilities by business education students in colleges of education in Delta State. The study specifically intends to:

1. Determine the extent of the utilization of e-mail by business education students in colleges of education in Delta State
2. Determine the extent of the utilization of World Wide Web (WWW) by business education students in colleges of education in Delta State

Research Questions

The following research questions were developed for the study:

1. What is the extent of the utilization of e-mail by business education students in colleges of education in Delta State?
2. What is the extent of the utilization of World Wide Web (WWW) by business education students in colleges of education in Delta State?

Hypotheses

The following null hypotheses were formulated to guide the study:

H_o1: There is no significant difference between the mean responses of male and female business education students in colleges of education in Delta State on the extent of e-mail utilization.

H_o2: Male and female business education students in colleges of education in Delta State do not differ significantly in their mean responses on the extent of utilization of World Wide Web (WWW) as a component of internet services

Method

Survey design was used to gather information from students in business education programmes in the four colleges of education in Delta State regarding the extent of utilization of internet facilities via e-mail and World Wide Web (WWW). The population of the study was made up of final year Business Education Students, (2017/2018 Session), in the four colleges of education in Delta State as follows: Federal College of Education (Technical), Asaba (192); College of Education, Agbor (61); College of Education, Warri (50) and College of Education, Mosogar (60). Totaling 363, out of which 67 students were selected using cluster and random sampling techniques. A four point rating scale of Very

High Extent (VHE); High Extent (HE); Moderate Extent (ME) and Low Extent (LE) questionnaires were developed by the researchers as instrument for data collection. The instrument was validated by two Chief Lecturers in Business Education, Federal College of Education (Technical), Asaba and College of Education, Agbor, respectively. The questionnaires were personally administered on the sampled final year students and were retrieved after one week. The results were analyzed using mean and standard deviation to answer the research questions, while t-test was used to test the null hypotheses at 0.05 level of significance. Any response from 3.00 and above was accepted while below 3.00 was not accepted.

Results

Research Question 1

What is the extent of the utilization of e-mail by business education students in colleges of education in Delta State?

Table 1: Mean and standard deviation on the extent of utilization of e-mail by business education students in colleges of education in Delta State

S/N	Business Education Students' e-mail utilization	X	SD	Decisions
1.	To what extent does your teacher gives you assignment through e-mail	3.57	0.62	HE
2.	To what extent do you communicate with your teacher via e-mail	2.45	1.07	LE
3.	To what extent do you use your e-mail to request for results	2.40	1.01	LE
4.	To what extent do you submit your project online to your supervisor	3.03	0.67	ME
5.	To what extent do you download course contents online	1.63	.048	LE
6.	To what extent does your teacher gives you tutorial exercises (e-mail)	1.45	0.50	LE
7.	To what extent do you write examinations online	2.16	1.66	LE
8.	To what extent does your teacher score your examinations online	1.46	0.50	LE
9.	To what extent do you receive lectures through online	2.33	1.38	LE
10.	To what extent do you download tests and exam time-table online	2.65	0.42	LE
	Grand Mean	**2.31**	**0.83**	**HE**

From the data presented in table 1, it was revealed that the mean of the responses on the extent of the utilization of e-mail by business education students were below 3.00 which was less than the cut-off point except for items 1 and 4. Also, the grand mean of 2.31 indicates

that business education students in the four colleges of education in Delta State utilizes internet facilities via e-mail at a low extent.

Research Question 2

What is the extent of the utilization of World Wide Web (WWW) by business education students in colleges of education in Delta State?

Table 2: Mean and standard deviation on the extent of utilization of World Wide Web (www by business education students in colleges of education in Delta State

S/N	Business Education Students' www utilization	X	SD	Decisions
11.	To what extent do you download information through world wide web (www)	3.36	0.73	HE
12.	To what extent do you download lecture notes from the web	2.91	0.91	ME
13.	To what extent do you download other materials for project work using (www)	3.55	0.50	HE
14.	To what extent do you edit information from www for your academic work	3.22	0.87	HE
15.	To what extent do you link other websites for information while searching (www)	3.20	0.76	HE
16.	To what extent can you print information from a web page	3.47	0.95	HE
17.	To what extent do you use World Wide Web for social connectivity	3.54	0.86	VHE
18.	To what extent do you use World Wide Web purely for academic connectivity	3.52	0.96	VHE
19.	To what extent do you reflect on a saved web page for clearer understanding	3.00	0.67	ME
20.	To what extent do you access the internet application software or web browser	3.29	0.61	HE
	Grand Mean	**3.21**	**0.83**	**HE**

Data in table 2 revealed that business education students in colleges of education in Delta State highly utilize the World Wide Web (WWW) as a component of the internet facilities available to them, as can be seen in their mean responses and with a grand mean of 3.26, as it is slightly able the cut off score of 3.00.

Hypothesis 1

There is no significant difference between the mean responses of male and female business education students in colleges of education in Delta State on the extent of e-mail utilization.

Table 3: t-test Analysis of the Mean Responses of Male and Female final year Business Education Students in Colleges of Education in Delta State on the Extent of e-mail Utilization

S/N	Group	N	X	SD	Df	t-Cal	t-Tab	Level of Sig.	Remark
1.	Male	40	3.61	0.61	65	1.88	1.98	0.05	NS
2.	Female	27	3.32	0.64					

Table 3 shows that there is no significant difference in the mean responses of male and female business education students in Colleges of Education in Delta State on the extent to which they utilize the e-mail academically as the calculated value of 1.88 is less than the table value of 1.98 at 0.05 level of significance. Therefore, the null hypothesis is accepted.

Hypothesis 2

Male and female business education students in colleges of education in Delta State do not differ significantly in their mean responses on the extent of utilization of World Wide Web (www) as a component of internet services

Table 4: t-test Analysis of the Mean Responses of Male and Female final year Business Education Students in Colleges of Education in Delta State on the Extent of Utilization of World Wide Web (www).

S/N	Group	N	X	SD	Df	t-Cal	t-Tab	Level of Sig.	Remark
1.	Male	40	3.27	0.73	65	1.85	1.98	0.05	NS
2.	Female	27	3.10	0.79					

Data in Table 4 revealed that the t-calculated value of 1.85 is less than the table value of 1.98 at 0.05 level of significance. This indicates that there is no significant difference between the male and female business education students in colleges of education in Delta State on the extent of the utilization of World Wide Web (WWW) as a component of the internet services, hence, the null hypothesis is hereby upheld.

Discussion of Findings

The analysis of the study revealed that the students utilized e-mail at a low extent as a part of internet facilities available them, like students communicating with their teachers via e-mail; at a low extent, they also submit project work via e-mail to the supervisors; at a low extent, they download course contents online; they are not given tutorials online; they do not write examinations online and they are not scored by their teachers online. Also, they do not download examinations and lecture time-table via their e-mail. This is so because all their

responses were below the cut-off point of 3.00. This finding is in agreement with that of Oso and Adesua (2017) who posited that most of the students with business education inclusive have abused the importance of the internet facilities to the detriment of their studies. Students have been found chatting or even watching films with the phones when lectures are going on. In some cases, students are involved with internet on things not academically profitable.

The study finds also that business education students always utilize the World Wide Web (WWW) as a component of the internet services. They download materials relating to their project work via WWW; they also use WWW to download information for sound commentaries; use WWW to link other sites for information searching; they equally use WWW for economic connectivity and Web browser as they can even print a web page using WWW. This is because their responses were above 3.00 as the cut-off point. This finding is in line with that of Agwazie and Ojianyaegbu (2015), that the usage of Web technologies in e-learning are further enhanced with the Web 2.0, which is a set of economic, social and technological trends that facilitates a more socially connected Web where everyone is able to add to and edit the information space.

Conclusion

Based on the findings of the study, it is therefore concluded that business education final year students in the four colleges of education in Delta State utilize the internet facilities via e-mail, in their schools at a very low extent. On the other hand, they are utilizing the World Wide Web (www) as an integral part of the internet at a high level.

However, using the internet is good medicine that can strengthen the weak body parts of the educational system but the true success of using the internet starts and ends with the caring and concern from a teacher for their students.

Recommendations

The following recommendations were made:

1. Seminars should be organized by the school management so as to increase the knowledge and competency levels of the students on internet usage of academic benefits.
2. More computer related courses should be introduced into business education curriculum.
3. Digital library with state-of-the-art equipment should be provided and students encouraged to access them in carrying out their academic activities
4. Teachers should try to be giving students assignments and tutorial online via e-mail in order to increase their knowledge in using it.
5. There should be close monitoring by both the teachers and parents to ensure that students do not indulge in internet fraud.

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TEACHERS OF OFFICE TECHNOLOGY AND MANAGEMENT FOR IMPROVED SECRETARIAL OUTCOMES IN POLYTECHNICS IN NORTH CENTRAL NIGERIA

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Abstract

The study determined the internet technology competencies required by teachers of office technology and management for teaching in Polytechnics in North central Nigeria. The study identified 15 critical internet technology competencies required by OTM teachers. One research question guided the study and the hypothesis of no significant difference was tested using the independent t-test at 0.05 level of significance. Descriptive survey design was adopted. The population of the study consisted of 85 teachers of office technology and management (OTM) drawn from Polytechnics in North central Nigeria. The entire population was adopted as the sample in view of the small size. The main instrument for data collection was a four point rating scale questionnaire. The data collected were analysed using mean and standard deviation. The mean was used to answer the research questions while the standard deviation was used to determine the closeness or otherwise of the responses from the mean. The findings revealed that OTM teachers highly required internet technology competencies in the use of Wi-Fi to gain access to teaching resources via internet, use of cloud computing for storing and sharing files, use of file transfer protocol to upload and download files, the use of collaborative sites and software, the use of social media platforms for teaching in Polytechnics. The study further revealed that there was no significant difference between the mean response of experienced and less experienced teachers of OTM on the internet technology competencies needed for teaching in Polytechnics (t_{80} = -1.265, P>0.05). It was concluded that OTM teachers must strive to acquire the relevant internet competencies aimed at improving secretarial outcomes. Based on the findings and conclusion of the study, it was recommended among others that School authorities should ensure that teachers are given the opportunities for re-training, in-service training or on-the job training where the identified internet competencies can be acquired.

Key words: *Internet technology; Competency; Secretarial outcomes.*

Introduction

The internet has become an integral part of the instructional process. This explains why an overwhelming body of literature in the information technology arena attests to the viability of the Internet as a resource that can revitalize teaching and learning. These reports

come from a cross-section of stakeholders in the educational sector: teachers, students, parents and public officials (Kumari, 1998 in Fwangmut, 2016). The predominant call is to explore the vast resources of the internet for education and to create models of integration for teachers to effectively and efficiently harness the potentials of the internet for teaching and learning.

Agomuo (2005) in Oguejiofor and Nwogu (2014) defines the internet as a world-wide system of computer networks in which users at one computer can, if they have permission, get information from any other computer. Mateja (2012) opines that the internet is essentially a large database where all different types of information can be passed and transmitted. The Internet has profoundly changed the way we perceive and interact with information in our everyday lives. Darejan (2015) reports that the internet is quickly reshaping the ways we relate to one another, communicate, educate and collaborate. The internet is also modifying our modes of accessing information, deciphering, filtering and recompiling it for practical use through applications such as world wide web, file transfer services, chat applications, cloud computing, file sharing, web 2.0 technologies, electronic mailing list, collaborative services, blogs, wikis, online survey tools, webcasting, podcasting, online portfolio, live streaming audio and video broadcast (Adeshina, Udoh, Ndomi, & Aliyu, 2013).

The *UNESCO institute for information technologies in education (2003) in* Bola and Ogunlade (2012) views internet technologies as the complex of hardware and software means for providing internet operation. Internet technologies are not limited to software and hardware alone, but also the human components which are integral part of the overall system of the internet. Internet technologies refer to any form of on-line technology or practices through which users create communities to convey information, ideas, independent learning, entertainment, collaboration and personal messages and thus facilitates communication and interaction between individuals and groups (Lyashenko, 2016).

The office technology and management (OTM) programme is a programme of instruction which offers specialized instruction for office occupations and general business orientation. Baba and Akarahu (2012) assert that OTM is used as a comprehensive term referring to aspects of the educational process involving, in addition to general education, the study of related technologies and related sciences and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of the economic and social life. Internet technologies have the potential to forever alter the way OTM instruction is constructed and disseminated, due to their ease of use, their open nature and their support for collaboration and communication. Sahin, Balta and Ercan (2010) observe that internet technologies will foster collaborative learning, increase motivation and participation, help students to acquire skills for self-regulated learning and weave connections between formal and informal learning.

Onojetah (2014) observes that tremendous improvements in new technologies have certainly impacted the education sector in all societies. These improvements have been very pronounced and especially invaluable in OTM programmes. Similarly, Ekwue, Anyeabunam and Alfa (2016) opine that the increased use of new technologies in OTM makes teaching and learning increasingly flexible, multi-tasking and performance based, hence the need for OTM teachers to acquire the necessary competencies needed to be able to teach effectively using the internet technology.

Competency has to do with the knowledge, skills, attitudes and judgment generally required for the successful performance of a task. Jimoh (2014) observes that teachers' competencies should be of utmost concern when new subjects or media are introduced into the school system; this is because teachers' experience and competence will affect their ability to implement these new innovations.

It is imperative to state that the ineffective use of new technologies by students and graduates of OTM are the result of inadequate competencies in using new technologies for teaching. Umoru (2015) reports that secretarial graduates are believed not to possess the requisite work skills. This explains why most employers of labour in the nation consider the graduates as half-backed, unemployable and unsuitable without further training (Ado, 2014). A situation as obtainable in Nigeria where business education graduates are not found fit for employment is no longer acceptable. This therefore informs the need for the acquisition of relevant competencies in internet technology by OTM teachers which will help engender an outcome of real-world relevant skills in the graduates. To buttress this point, Jegede (2005) in Ajie-Uche and Jumbo (2016) observe that most Nigerian teachers lack basic skills and competencies required for effective use of new technologies for teaching. Nwosu and Mbeazue (2016) observe that most of the teachers of OTM were not effectively taught with new technologies. Therefore, they had to be retrained in the proper use of new technologies in instructional delivery.

The issue at stake now is that, as a matter of fact, not all the OTM teachers who claim to be computer literate have sufficient competence in the use of internet technologies and can demonstrate proficiency in imparting the knowledge to students. Fadare (2014) rightly observes that if an audit of business teachers with competencies in new technologies is to be conducted today, the result will reveal that only a few teachers possess the needed competencies. If a business teacher is not capable of teaching with new technologies, he/she will very soon be threatened by professional obsolence.

The problem of this study therefore is to examine the internet technology competencies required by OTM teachers for improved secretarial outcomes in Polytechnics in North-central Nigeria.

Research Question

What are the internet technology competencies required by teachers of office technology and management for improved secretarial outcomes in Polytechnics in North-central Nigeria?

Research Hypothesis

There is no significant difference in the mean response of experienced and less experienced teachers on the internet technology competencies required by teachers of Office Technology and Management for teaching in Polytechnics in North-central Nigeria.

Methods

The descriptive survey design was used for the conduct of the study. The population of the study consisted of all teachers of office technology and management drawn from the eight accredited public Polytechnics in the six states of North-central Nigeria. These Polytechnics include: Benue State Polytechnic, Ugbokolo; Federal Polytechnic, Idah; Kogi State Polytechnic, Lokoja; Federal Polytechnic, Offa; Kwara State Polytechnic, Ilorin; Federal Polytechnic, Nassarawa; Federal Polytechnic, Bida; and Plateau State Polytechnic, BarkinLadi. There are 85 teachers of OTM in the eight accredited public Polytechnics in the six states of the North-Central Nigeria. The entire study population was used for the study since the population was not too large. There was therefore no sampling. The instrument used was the Internet Technology Competencies Required by Office Technology and Management Teachers Questionnaire (ITCROTMTQ). The questionnaire consisted of 15 items based on the purpose of the study and the research question. The instrument was validated by one Senior lecturer in the Department of Business Education, Kwara State University Malete and one Chief lecturer in the Department of Office Technology and Management, Federal Polytechnic, Bauchi. A pilot study was conducted at the Federal Polytechnic, Bauchi, in order to establish the reliability of the instrument. Cronbach Alpha was used to determine the reliability of the instrument which yielded a reliability coefficient of 0.73. Each of the items was assigned four response options of Highly Required (HR-4 points), Moderately Required (MR-3 points), Slightly Required (SR-2 points) and Not Required (NR-1 point). The data collected were analysed using the mean and standard deviation. The mean was used to answer the research questions while the standard deviation was used to determine the closeness or otherwise of the responses from the mean. Positive decision rule for this study was established at a mean of 2.50 and above while any mean less than that was regarded as negative. The null hypothesis stated was tested using the t-test at 0.05 level of significance. Hypothesis of no significant difference was accepted when the observed probability value was greater than or equal to 0.05 level of significance. Where the calculated probability value was less than 0.05 level of significance, the null hypothesis was rejected.

Research Question: What are the internet technology competencies required by OTM teachers for teaching in Polytechnics in North-Central Nigeria?

Table 1: Mean and standard deviation of responses on the internet technology competencies required by OTM teachers for teaching in Polytechnics

S/N	Item Statements	$\overline{X}$	SD	Remark
1.	Ability to search for information using the search engines on the web	3.11	1.22	Moderately Required
2.	Ability to use hypertext markup language (HTML) editors to create educational web pages	3.06	0.95	Moderately Required
3.	Ability to use the file transfer protocol to upload and download files	3.34	0.53	Moderately Required
4.	Ability to mail teaching contents with attachment through the e-mail or list servers	3.05	0.68	Moderately Required
5.	Ability to create hypermedia web pages	3.18	0.77	Moderately Required
6.	Ability to use browsers to support access and navigation on the world wide web	3.10	0.62	Moderately Required
7.	Ability to organize virtual conferences or discussion forums online	3.25	0.84	Moderately Required
8.	Ability to create blogs and microblogs for publishing written materials	3.18	0.72	Moderately Required
9.	Ability to use collaborative sites and software such as wikis for content creation and editing	3.34	0.50	Moderately Required
10.	Ability to use social media platform such as Face book, YouTube, Twitter, Instagram etc. to post teaching contents.	3.26	0.49	Moderately Required
11.	Ability to use cloud computing for storing and sharing files	3.40	0.63	Moderately Required
12.	Ability to use the Wi-Fi to gain access to teaching resources via internet	3.45	0.54	Moderately Required
13.	Ability to create live streaming audio and video files (webcasting)	3.39	0.52	Moderately Required
14.	Ability to create online digital audio and video files (podcasting or netcasting)	3.40	0.58	Moderately Required
15.	Ability to create e-portfolio or digital portfolio for teaching purposes	3.38	0.49	Moderately Required
	Weighted Average	3.26	0.67	**Moderately Required**

Table 1 above showed the responses of OTM teachers in Polytechnics in North-Central Nigeria on the internet technology competencies required for teaching. The result of the analysis revealed that all the competency items outline were required for teaching by

OTM teachers with a weighted mean of 3.26. Ability to use the Wi-Fi to gain access to teaching resources via internet was however rated high with a mean score of 3.45. The close range of the standard deviations showed that the respondents were not very far from each other in their responses.

Research Hypothesis

There is no significant difference in the mean response of experienced and less experienced teachers on the internet technology competencies required by teachers of Office Technology and Management for teaching in Polytechnics in North-central Nigeria.

Table 2: Summary of t-test of the difference between the mean responses of experienced and less experienced teachers of OTM on the internet technology competencies required for teaching in Polytechnics.

Group	N	Mean	SD	t-cal	Df	p-value	Decision
Experienced Teachers	44	3.22	0.26	-1.265	80	0.210	Not Rejected
Less Experienced Teachers	38	3.31	0.43				

P > 0.05

The data in Table 2 revealed that there are 44 experienced OTM teachers and 38 less experienced OTM teachers. The experienced and less experienced teachers' responses showed that internet technology competencies are required by OTM teachers for teaching in Polytechnics ($\bar{x}$ = 3.22; SD = 0.26) and ($\bar{x}$ = 3.31; SD = 0.43). Their responses are close to the mean as the standard deviations are very low. The table revealed that there was no significant difference between the mean response of experienced and less experienced teachers of OTM on the internet technology competencies needed for teaching in Polytechnics (t_{80} = -1.265, P >0.05). Therefore, the null hypothesis that states that there is no significant difference between the mean response of experienced and less experienced teachers of OTM on the internet technology competencies needed for teaching in Polytechnics in North-Central Nigeria was not rejected. This implied that experienced and less experienced OTM teachers did not differ in their responses regarding the internet technology competencies needed for teaching in Polytechnics. Though there was a slight difference between their mean responses with less experienced teachers having higher mean responses, but the difference was not statistically significant (mean difference = 0.09).

Discussion of Findings

The findings revealed that OTM teachers require internet competencies in the use of Wi-Fi to gain access to teaching resources via internet, use of cloud computing for storing and sharing files, use of file transfer protocol to upload and download files, the use of collaborative sites and software, the use of social media platforms and the ability to organize

virtual conferences. Also ability to create hypermedia web pages, blogs, micro blogs, use search engines, hypertext markup languages (HTML) and ability to use the browser were revealed to be moderately needed by OTM teachers for teaching in Polytechnics. The findings further revealed that there was no significant difference between the mean response of experienced and less experienced teachers of OTM on the internet technology competencies needed for teaching in Polytechnics (t_{80} = -1.265, P>0.05).

This finding agrees with Ekwue, Anyeabunam and Alfa (2016) who opine that the increased use of internet technologies in OTM makes teaching and learning increasingly flexible, multi-tasking and performance based, hence the need for OTM teachers to acquire relevant and necessary competencies for teaching and learning. This view was also supported by Jimoh (2014) who observes that teachers' competencies should be of utmost concern when new subjects or media are introduced into the school system; this is because teachers' experience and competence will affect their ability to implement these new innovations. Effective teaching of OTM in any learning environment requires the demonstration of various competencies which invariably enables students to learn by improving their knowledge, skills, attitudes and values.

Conclusion

Based on the findings of the study, it was concluded that internet technologies are useful tools in the process of teaching and learning, and have increasingly improved the quality of students' outcome especially in the secretarial profession. The secretarial profession has come a long way and must strive for excellence and quality in order to constantly remain relevant and functional. Secretarial students must match the acquisition of relevant competencies with intellectual and academic prowess to enable them gain and maintain competitive advantage and age. This implies that OTM teachers must on their part strive to acquire the relevant internet competencies aimed at improving secretarial outcomes. A situation where secretarial students graduate from school without adequate knowledge, skills, attitude and competencies needed for survival in a globalized and technology driven economy leaves much to be desired, as the effect of producing half-baked graduate on the economy is better imagined.

Recommendations

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

1. School authorities should ensure that teachers are given the opportunities for re-training, in-service training or on-the job training where the identified internet competencies can be acquired. OTM teachers should also make personal commitments aimed at developing themselves in the identified internet technology competencies. This can be achieved through seminars, workshops and conferences

that are organised periodically to keep OTM teachers abreast with developments in the area of technology.

2. Teacher training institutions should endeavour to integrate the identified competencies in to the curriculum for teacher training at all levels. This will help develop in the teachers the necessary competencies required for effective teaching and learning of OTM programmes. In the same vein, the curriculum for OTM should be reviewed regularly to incorporate the new technology competencies that keep changing almost on a daily bases. This will go a long way in improving the quality of secretarial outcome produced by the Polytechnics.
3. Management of Polytechnics should be committed to the provision of adequate new technology equipment, the relevant infrastructure and the creation of an enabling environment that will guarantee teaching and learning using internet technologies. Teachers and other stakeholders should ensure that the minimum standards in terms of equipment, infrastructure and personnel for teaching and learning especially in OTM which is a skill course is not compromised.

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CURRICULUM CHALLENGES AND THE PREPARATION OF BUSINESS EDUCATION STUDENTS FOR GLOBAL COMPETITIVENESS AND TRADE LIBERALIZATION

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Abstract

This study examined the relationship between curriculum challenges and the preparation of business education students for global competiveness and trade liberalization in Nigeria. Two research questions were formulated and answered. The hypotheses were tested at 0.5 alpha level of significance. Related literatures were reviewed. The population of the study comprised 500 business educators from institutions of higher learning in Nigeria. Stratified random sampling was adopted to select 250 business educators for the study. A set of structured questionnaire was validated by expert to ensure face and content validation. Cronbach alpha method was used in determining the reliability of the instrument which yielded a coefficient index of 0.79. Pearson product moment correlation coefficient was used to determine the relationship. The findings of the study revealed a positive relationship between curriculum development and the preparation of business education student for global competitiveness. The recommendations made were based on the findings such as: [1]Business education curriculum developer must be core business educators and the curriculum should be flexible to the technological trend [2]globalization issues and business education curriculum should be reviewed in areas of innovation and technology to accommodate other job opportunities for trade liberalization.

Key words: *curriculum, preparation, business education, competitiveness, and trade liberalization*

Introduction

Curriculum is an educational programme of experience offered to the learner under the guidance of a school in order to effect certain changes in the behaviour of the learner. What is curriculum implementation? It provides putting into practice the officially prescribed courses of study. The whole process is tailored to help students acquire certain subjects for their study. It is important to understand that curriculum implementation in Nigeria is not possible without students. Students are the central figure of any curriculum

development. Full implementation takes place when learners acquire the planned skills, attitudes and ideas which are aimed to enable them effectively function in the society. Utoware and Chambertain (2013) held that the use and implementation of curriculum in the e-world must be such that its activities must be design to meet the competitiveness of the world. This depends on proper planning for its success. Teachers need to establish very clearly what they want to achieve with their students and then decide how they hope to do it considering the present trend in the global world where everything is moving at the same space and level no matter the environment.

Uga (2005),held that curriculum is intended to bring changes and opportunities in students, and the assessment of the extent to which these changes have taken place is what is referred to as curriculum development. There are four major stages in the process of curriculum development, the selection of aims, goals and objectives; the selection of appropriate learning experiences and content for the achievement of the aims, goals and objectives; organization of learning experience and evaluation of the extent to which the objectives identified. It is evident that curriculum changes with time, and its consideration in the e-world is all about innovation, technologies, new knowledge and practice (Altbach, Reisberg, and Rumbley,2009).

E-world is an earlier online service from Apple aimed at the consumer market and the competitor. E-world was introduced in mid-1994, but abandoned less than two years and later came up till date. The primary e-world services were email and bulletin board system called community center. Education has a greatimpact in online learning, distance learning, video conferencing, computer as a tool, information technology as a course and several packages and software used for teaching and learning process of business education.These are as a result of curriculum review to meet the present global competitiveness and trade liberalization. For students to participate effectively in this changing world, they must understand the world.

Bauk, andJusufranic(2014) opined that, the 21st century student will sell to the world, buy from the world, work for international companies, compete with people from other countries, manage employees from other cultures, collaborate with people all over the world, and solve global problems. Globalization is affecting population, disease management, education, food and water resources, pollution and a host of global issues, hence business education students must be prepared for global competitiveness and trade liberalization.

According to Uga (2005), the curriculum of business education should be such that accommodate global learning programme. There is a new formal education project designed to enhance the global learning that is taking place in schools. It cuts across the primary, post-primary, colleges and universities. The global learning programme enriches the learning process, connects learning and brings an exciting new dimension to subjects of interest. It

develops the individual's understanding of global issues and empowers them as global citizens to take action for a fair and sustainable e-world. The author summarized held that the programme contributes to the achievement of curriculum requirements and the development of a positive attitude, while also encouraging schools to engage with their environment and forge local and international affiliations with other schools. The benefits of global learning programme are: resources and ideas for classroom and school are global learning activities for individuals involved; collaboration learning and practice with teachers should be the same irrespective of schools; developing the knowledge, skills, attitudes and dispositions that will enable students to make a positive contribution in the e- world, experience, motivation and engaging lessons are paramount to the e- world (Karma, 2012).

In the writings of Hilal (2015), there are 12 pillars in the scope of global competitiveness these are institutions, infrastructure, macroeconomic stability, health and primary education, higher education and training, good market efficiency, labour market efficiency, financial market sophistication, technological readiness, market size, business sophistication and innovation. Although the pillars in the scope of global competitiveness are valid for all countries, they affect each country in a different way. For instance, the way to be followed in Nigeria to increase competitiveness will not be the same in Ghana. Since development level of each country is different, the pillars to create competitiveness will be different. Therefore the curriculum adopted for the preparation of students for global competitiveness and trade liberalization should be project-based, knowledge-based, innovative and skill based.

Curriculum Challenges in the Preparation of Business Education Students

The implementation of a curriculum arises from a wide range of complex decisions to be made about a variety of issues such as selection of goals and learning experiences. According to Ray (2016),the following are some curriculum challenges in Nigeria:

Teachers: the first people to implement their role in the curriculum for their students. They usually select what they need to teach to their students and how it may affect the whole teaching process. Therefore, their curriculum is provided to be alternative that teachers may decide what they want to teach and what they really need to teach. Teachers are usually involved in constructing and implementing the curriculum in Nigeria.

Learners: may also influence curriculum implementation in Nigeria. The teachers are provided to be the arbiters of the learning process, where the learners actually hold the key to the idea of curriculum activity. The official learning process is quite different from the one that is prescribed by the ideas of country.

Resource Materials and Facilities: It is obvious that no meaningful teaching process can be provided without resources and facilities. This factor significantly changes the whole picture of what happens in the class. The Ministry of Education has problems providing

necessary resources to the all educational institutions in Nigeria. In some schools, students have to pay for their books and even supply their schools with necessary equipment. Therefore, the implementation of curriculum is impossible without providing necessary elements for education. Rural areas especially suffer from the lack of resources. How then will students meet the global competitiveness and trade liberalization.

Interest Groups: the interest groups also play major roles in the development and implementation of curriculum in Nigeria. These groups are usually holders of great financial resources and may influence the political structure of the country.

The School Environment: implementation of curriculum is also affected by the school environment. For instance, if a school is located in a quiet and pleasant socioeconomic area, then the school may implement some extracurricular activities that can be suitable for the people of that area. At the same time, if a school is situated in best environment then it is highly possible that the school may change the whole curriculum to support the interest of learners. Therefore, the school environment may decide if they need to follow the curriculum or not.

Culture and Ideology: these may also affect the implementation of curriculum in schools. Culture differences are present in different parts of Nigeria even in the same school. Nigerians respect culture to a great extent. Therefore, culture may provide various interesting decisions in implementing curriculum in Nigeria.

Instructional Supervision: implementation of a curriculum is not possible without supervisory functions provided by the government. Human factor, attitude, decision and policies hinder effective supervision. Some teachers are not supervised.

Assessment/ Examination: some teachers adopt their own method of assessment, but these are meant to provide standards and equal opportunity for all educational institutions. It is subject to change accordingly. The implementation of curriculum is possible in many ways. It is advisable to consider every possible factor that can affect curriculum implementation in order to develop effective curriculum for students' preparation for global competitiveness.

Curriculum Development and Global Competitiveness

The belief of this paper is that the curriculum of business education must be designed to meet global competitiveness else the students will be lacking in skills and competence. The curriculum of business education should be innovative such that it creates opportunity for students to display their talents, knowledge and creativity. According to Sala-I-Martín, Bilbao-Osorio, Di Battista, Hanouz, Galvan, and Geiger(2014), the skills acquired and developed enable students to function in many areas of a diversified economy. A diversified economy is a competitive environment which requires innovation, creativity, intelligence, skills and high level of technology for survival. Therefore business education

curriculum must be flexible so as to enhance students to measure-up the current technological trend for global competitiveness and trade liberalization.

According to Karma (2012), global competitiveness involves extensive knowledge base and technology, a global human network, and Internet technology to succeed against international competition (regionally, nationally, or internationally).With the use of internet, globalization is present right in one's environment. Global competitiveness means that unemployment is up, profits are down, costs are rising, and the future is uncertain. Therefore, business education curriculum should meet global requirement in order to prepare students for global competitiveness in areas of skills and business operations. Curriculum planners need not labour so much or spend much time organizing a knowledge base.All they need do is to adopt a global planned curriculum. Business education students are trained to become entrepreneurs, therefore they should aim at operating globally.

Business owners are interested in becoming globally competitive.Focus is on building good relationships with many people you come incontact with. Even if a contact cannot help one to distribute one's product in their country or region, the contact may know someone who can help. Thus, it is important for business education students to acquire communication and public relation skills for enhancement. Technology has made the world a smaller place with high level of competitiveness in webinars, online learning, conference, interaction, online marketing, and video conferencing. People no longer have to travel to build relationships. Additionally, once the relationships have been built and enterprises and institutions are working together, the businesses can easily collaborate. A business in Ghana can talk to a supplier in Nigeria, and they can order products, carryon investment at different locations, and resolve problems in hours instead of days (Klaus, 2014).

To this end entrepreneurs do not need to travel or invest in physical locations to become globally competitive, as the use of Internet and technology links the entrepreneurs globally within seconds. At the same time, being globally competitive does not mean "Going global" and not focusing on one's local market, nor does it require much work to be outsourced. Instead, a globally competitive enterprise can innovate, operate, and grow in a manner that strengthens a local business within its environment, these will creates viable jobs, self-employment, economic diversification, encourage foreign investors, availability of raw materials and technical labour and bring confidence to business owners and the government.

Curriculum Development and Trade Liberalization

Trade liberalization demand that the curriculum of business education should be such that gives the recipient the opportunity to work in various aspectsof work career other than, to teach in secondary schools; to hold administrative positions in the public and private sectors of the economy; to be self-employed having been exposed to business knowledge; to undergo higher studies in business education. Because the world is so competitive, it is

changing and full of new technologies and skills. Accordingly, Karma (2012), noted that trade liberalization is needed to realize trade potentials as a driving force for economic growth and development. This can be achieved through skills acquisition. Skills acquired empower the individual economically and give more advantage. Employers need skills and technical manpower. Technical manpower encourages investors to invest a portion of their portfolio into a diversifying economy. If the curriculum of business education is reviewed to accommodate flexibility, then more areas of skill will be introduced for trade liberalization.

Ethier (2009), added that the benefit of trade liberalization is that policies that make an economy open to trade and investment with the rest of the world are needed for sustained economic growth. No country in recent decades has achieved economic success, in terms of substantial increases in living standards for its people, without being open to the rest of the world. In a diversified economy such, as Nigeria there is need for business education students to acquire multi-tasked skills for survival and self-employment. Multitask skill will enable trade liberalization, encourage foreign investors, and open up the economy to the global e-world. These will reduce the number of people in absolute poverty.

Critics of trade liberalization claim that it can cost jobs because cheaper goods flood the domestic market. Critics also suggest that the goods may be of poorer quality and less safe because they are domestic products that may have not undergone different safety checks. Proponents of trade liberalization however, claim that it is ultimately lowers consumer costs, increases efficiency and fosters economic growth protection, the opposite of trade liberalization, is characterized by strict standards and market regulation. The outcome of trade liberalization and the resulting integration among countries is known as globalization competition. If the curriculum of business education is design to prepare students for global competitiveness and trade liberalization then the concept of trade liberalization will be achieved in a diversified economy such as Nigeria.

In furtherance of the above philosophy, Business educators know that it is essential to keep pace with new developments in academic resources, teaching tools, and instructional techniques. It provides business educators with a comprehensive guide to virtual learning, including online course design, delivery, and assessment; collaborative models for effective distance education; analysis of pivotal issues such as ethics and privacy rights; evaluation of e-commerce programmme; and practical ideas for online entrepreneurial and international business curriculum. It enables graduates of the programme to have an intelligent understanding of the increasing complexity of business. Teachers in the 21st century face the challenge of keeping abreast with the latest methods of teaching, new technology for the classroom, current trends affecting business education programmes, and new learning styles.

Purpose of the Study

The major purpose of was to determine the relationship between curriculum challenges in the preparation of business education students for global competiveness and trade liberalization in Nigeria. Specifically the study determined:

1. the relationship between curriculum development and the preparation of business education students for global competitiveness in Nigeria.
2. the relationship between curriculum development and the preparation of business education students for trade liberalization in Nigeria

Research Questions

1. What is the relationship between curriculum development and the preparation of business education students for global competitiveness in Nigeria?
2. What is the relationship between curriculum development and the preparation of business education students for trade liberalization in Nigeria?.

Hypothesis

$H0_1$ There is no significant relationship between curriculum development and the preparation of business education students for global competitiveness in Nigeria.

$H0_2$ There is no significant relationship between curriculum development and the preparation of business education students trade liberalization in Nigeria.

Method

This study adopted a survey design. The population of the study comprised 500 business educators in Institution of higher learning in Nigeria. Stratified random sampling technique was used to obtain 250 business educators as sample for the study. A designed instrument titled: Curriculum challenges in the preparation of business education students for global competiveness and trade liberalization (CCPBESGCTLQ) was used for data collection. The instrument considered the following parameters: curriculum challenges in the preparation of business education students; curriculum development and global competitiveness, curriculum development and trade liberalization. A four point rating scale of Strongly Agreed (SD) = 4 points, Agreed (A) = 3 points, Disagree (DA) = 2 points, and Strongly Disagree (SD) = 1 point. Some of my colleagues and experts in Test and Measurement validated the instrument to ensure face and content validity base on the study. A pilot study was carried out on twenty (20) business educators who were not part of the study group. The reliability index of .79 was obtained using Cronbach's alpha approach The instrument was administered through e-mails and personal contact. Two hundred and fifty-five copies of the questionnaire were sent out through e-mail and personal contacts with business educators. Data collected were processed with the use of statistical packages for

social science (SPSS).The research questions were answered using pearson product moment correlation (PPMC) and multiple regression analysis. The hypotheses were tested at 0.05 alpha level of significance. The decision rule was based on the following: correlation co-efficient (r). negligible - 0.00 to 0. 09, weak - 0.10 to 0.29, moderate - 0.30 to 0.49, substantial - 0.50 to 0.69.

Results

Research Question 1

What is the relationship between curriculum development and the preparation of business education students for global competitiveness in Nigeria?

Table 1: Relationship between curriculum development and global competitiveness (N = 250).

Variables	X y	x^2 Y^2	XY	r
Curriculum Development (X)	11034	124001		
			1103401	0.79*
Global Competitiveness (Y)	20101	120101		

Sources: Data Collection

Data in Table 1 shows a calculated r value of 0.79, for global competitiveness, therefore the relationship between curriculum development and the preparation of business education student for global competitiveness is very strong and positive. This means that business education curriculum should be review to global standard so that the recipient may be get enough to compete globally.

Research Question 2: What is the relationship between curriculum development and the preparation of business education students for trade liberalization in Nigeria?.

Table 2: Relationship between curriculum development and trade liberalization (N = 250).

Variables	X y	x^2 Y^2	XY	r
Curriculum Development (X)	11034	124001		
			2111211	.81*
Global Competitiveness (Y)	17001	130001		

Sources: *Data Collection*

Data in Table 2shows a calculated r-value of 0.81 for trade liberalization, therefore the relationship between curriculum development and the preparation of business education student for trade liberalization positive. This means that business education curriculum

should be flexible to enable student have a wide range of trade choose, this will empower students economically and also challenge them to develop and acquire more skills that will enhance them in a diversified economy .

Hypothesis

$H0_1$ There is no significant relationship between curriculum development and the preparation of business education students for global competitiveness in Nigeria.

Table 3: Relationship between curriculum development and global competitiveness (N = 250).

Variables	X y	x^2 y^2	XY	r
Curriculum Development (X)	11034	124001		
			1194407	0.652*
Global Competitiveness (Y)	21750	124001		

Significant at .05 alpha level.

Table 3 shows a calculated coefficient of correlation r = 0.652. This implies that curriculum development and preparation of business education student has a significant relationship with global competitiveness in Nigeria.

$H0_2$ There is no significant relationship between curriculum development and the preparation of business education students trade liberalization in Nigeria.

Table 4: Relationship between curriculum development and trade liberalization (N = 250)

Variables	X y	x^2 y^2	XY	r
Curriculum Development (X)	11034	124001		
			2710214	0.551*
Trade Liberalization (Y)	15738	138682		

Source: *Data Collection*

Table 4 shows a calculated coefficient of correlation r = 0.551, this means that curriculum development and preparation of business education student has a significant relationship with trade liberalization.

Discussion of Findings

The result of the study showed that there was a significant relationship between curriculum development and the preparation of business education students for global competitiveness in Nigeria. The significance was in area of developing the right skills that will enhance students for global competitiveness. Therefore the curriculum should be such

that it is flexible to accommodate current innovations and modern method of teaching business education. The modern method includes modern gadgets and facilities that meet the 21st century teaching and learning. The study is in consonant with Sala-Martin, Bilbao-Osorio, Di Battista, Hanouz, Galvan and Geiger (2014), who noted that skills acquired and developed enables student to function in many areas in a diversified economy. A diversified economy is a competive environment which requires innovation, creativity, intelligence, skills and high level of technology for survival. Therefore, the curriculum of business education must be flexible so as to enhance students to measure-up the current technological trend for global competiveness and trade liberalization.

The result of the study also showed that there were significant relationship between curriculum development and the preparation of business education students for trade liberalization. Therefore, the curriculum of business education must be reviewed to accommodate more skills acquisition which will position the students on a platform to engage themselves in other aspect of jobs and career out side the teaching profession, office job, small scale business operations and being an entrepreneur. These can be achieved through the process of developing and acquiring multitask skill. The study is in line with Karma (2012), who noted that trade liberalization is needed to realize trade potentials as driving force for economic growth and development; these can be achieved through skills acquisition. Skill acquisition empowers the individual economically and adds more advantage. Employers need skill and technical manpower. Technical manpower encourages investors to invest a portion of their portfolio into a diversified economy. If the curriculum of business education is reviewed to accommodate flexibility then more areas of skills will be introduced for trade liberalization.

Conclusion

In conclusion, developing and acquiring diverse skills will place business education recipient on a platform of various job opportunities in the e-world. It is important to compliment the teaching methods with other learning approach that gives the students opportunity to develop skills through practical application of knowledge in the technological world. Therefore the curriculum of business education should provide the student with a more balanced education to survive in the e-world that is all about innovation, technology, skills and competiveness.

Educational Implication

The study has implication on the current use of curriculum and learning approaches to business education training, skill development and acquisition. It also has implication on the availability and utilization of modern facilities in teaching learning of business education and the preparation of student for a competitive e-world. It also has implication on the professionalism of business education curriculum developers in Nigeria.

Recommendation

Base on the result of the study, the following recommendations are made;

1. Business education curriculum developers must be core business educators and the curriculum should be flexible to the technological trend and globalization issues.
2. Business education curriculum should be reviewed in areas of innovation and technology to accommodate other job opportunities for trade liberalization.
3. Entrepreneurial skills should be taught; practiced and encouraged because of the diversification of Nigeria's economy.
4. Modern gadgets and facilities that equate globalization should be provided for effective teaching and learning of business education.

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EXPERIENTIAL INSTRUCTIONAL DESIGN FOR ELECTRONIC BUSINESS (E-BUSINESS) COMPETENCIES DEVELOPMENT AMONG BUSINESS EDUCATION STUDENTS IN COLLEGES OF EDUCATION IN NIGERIA

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Abstract

This study provided an experiential instructional design for electronic business (e-business) competencies development among business education students in colleges of education in Nigeria. To achieve its major purpose, literature evidences on the need of e-business competencies amongst Business education students and the poor state of technologies for learning e-business operations were reviewed. Additional literature on effective instruction, instructional strategy, experiential instructional strategy, experiential learning theory and model which form the basis of the instructional design were also reviewed. The experiential instructional design for e-business competencies development based on Kolb's 4-stages of experiential learning model was provided for use. After a cursory examination of the content of the instructional design, it was concluded that the learning activities suggested and their outcomes would meet diverse learning needs and styles of Business education students. It was also concluded that experiential instructional design would help them develop confidence for online buying and selling, thus, providing them with opportunity for self-employment after graduation. Based on the benefits derivable from this instructional design, the following recommendation was made amongst others: Business educators who want to utilize this instructional design should take into consideration all the conditions/ethical issues for its effective utilization as outlined in the design.

Keywords: *education, competencies, e-business courses, instructional strategies and learning activities*

Introduction

Education as a significant tool for socio-economic development has continued to remain at the centre of most academic discussions. The desire of most educators especially at the tertiary education level is to equip the students with learning experiences for self-reliance, by bridging the gap between content knowledge acquisition and practical application of knowledge for socio-economic survival (Abdulkarim, Pac & Ugbaja, 2017). This is in order to meet up with the primary objective of graduates of any tertiary institution, Colleges of Education inclusive, which is, to be able to adapt to changes in their immediate and global environment so as to earn a livelihood after graduation.

To assist Business education graduates especially those from Colleges of Education attain their primary objective of enrolling for the programme, Abdulkarim (2018) opined they must be assisted to develop competencies in different business courses and technology application in business through effective instruction, since competency drives the performance of tasks in accordance with laid down standards. Judy and Chris in James (2014) defined competency as the combination of knowledge, attitudes, values and skills required to perform tasks in determined situations. Mitchelmore and Rowley (2010) described business competencies as generic and specific knowledge, skills and attitudes needed to create, sustain and grow business ventures successfully. Thus, electronic business competencies are knowledge, attitude and skills required to effectively and efficiently carry on electronic business operations such as e-commerce, e-payment and e-marketing. Ozuruoke and Abdulkarim (2016) noted that with the advancement of technology and its integration in doing businesses, traditional methods of instruction such as: lecturer and demonstration methods alone cannot be utilized to assist Business education students develop e-business competencies. Therefore, the authors suggested that the development of e-business competencies such as: the knowledge of technological tools utilized in business operations, skills of utilizing these technological tools to perform business operations, and ethical issues related to the utilization of technological tools in performing business operations can be guaranteed through the utilization of other instructional strategies.

There are many instructional strategies that can be selected, designed and utilized by Business educators to assist their students develop e-business competences related to e-related topics in Business education courses. According to Gayla (2015), instructional strategy which is concerned with the approach the teacher intends to take in order to help their students to learn can be classified as: direct, indirect, interactive, experiential or independent. Each of these instructional strategies differs in their design, the learning materials required, the learning environment(s), mode of assessment, as well as in promoting effective learning (Abdulkarim, 2018). For instance, the direct instructional strategy is known to be effective for equipping students with content knowledge of any course. It is easily used to give information in the classroom setting because it is highly teacher-centered. However, when it comes to knowledge, skills and attitude acquisition related to the content, the direct instructional strategy is deemed ineffective (Gayla, 2015). Gray, Stein, Osborne, and Aitken (2013) noted that when it comes to knowledge, skills and attitude development in any course, instructional strategies that immersed students in learning activities such as: indirect, interactive or experiential are best utilized.

To immerse students in learning activities using indirect or interactive instructional strategies in Colleges of Education when handling courses or topics that require the use of electronic digital technology, in and out of classroom activities may be required. Hence, activities such as: visiting and utilizing the computer laboratory, model office technologies or the College internet centres to learn may be required since both students and their teacher would be involved in the learning process (Ramana, Padmaja & Rajeshwar, 2014).

Unfortunately, earlier researches (Ordu & Mbaba, 2012; Ezenwafor, 2012; Ukor, Agwezie & Ayemhenre, 2014) have revealed that most Colleges of Education in Nigeria lack

the requisite computer laboratory, model office technologies or College internet centres needed to expose Business education students to technology utilization in business operations. Thus, these situations which have not changed hamper the utilization of technology in promoting e-business competencies development amongst Business education students, especially for: e-commerce, e-marketing, and e-payments operations. This is despite the existence of policy for the full integration of electronic technologies in teaching and learning of Business education course that requires the use of technology at the Colleges of Education level (National Commission for Colleges of Education, (NCCE), 2012). One of the options available for Business educators to facilitate learning experiences in e-business operations and help their students to develop e-business competencies for e-commerce, e-marketing, e-payments, e-reporting and others is the use of experiential instructional strategy.

Experiential instructional strategy provides a total paradigm shift from all forms of instructional strategies used by most Business educators in Nigeria, especially in the College of Education. Gayla (2015) defined experiential instructional strategy as that which engages students in circle of real life learning experiences to enable them reflect and develop greater levels of understanding that are tested through active experimentation in any field of human endeavour. The author further noted that this instructional strategy is aimed at connecting classroom learning to real life situation where the learning will be utilized. Approaches to experiential instructional strategy are numerous. According to Wurdinger and Carlson (2010), those used in business programmes include but not limited to: case studies, reality-based learning, hands-on participation, inquiry-guided learning, client-based projects, real-life projects, internship, mentoring, business games and simulations in business activities, action learning, and authentic learning. According to Okafor (2014), any approach to experiential instructional strategy can be designed to suit any of the different models of experiential learning theories. These models include but not limited to 1 stage model, 2 stages model, 3 stages model and 4 stages model. The learning activities to be used in creating these models for business students differ. In the light of the foregoing discourse, it is obvious that utilizing experiential instructional strategy approaches to assist Business education students acquire e-business competencies would require diligent planning and designing the instruction in such a way that would facilitate the actualization of the experiential learning activities' objectives outlined. For the purpose of this study, the 4 stages experiential instruction model which is a product of David Kolb's experiential learning theory would be used to design instructions centred on development of e-business competencies for e-commerce, e-marketing and e-payment as outlined by James (2014). The e-business competencies are: ability to search for products and prices online using applications such as konga, Jumia and kaymu; ability to compare prices online, ability to place online order, ability to make online payment, ability to design online advert, ability to sell online and ability to track customers' order online.

David Kolb (1984) Theory of Experiential Learning

Experiential learning theory as propounded by David A. Kolb in 1984 integrated the work of prominent 20th century theorists such as John Dewey, Kurt Lewin, Jean Piaget, Carl Jung and Carl Rogers who gave experience a central role in their theories of human learning and development. Experiential Learning Theory (ELT) states that knowledge is created through the transformation of experience(s). The theory is a dynamic view of learning based on a spiral learning cycle driven by the resolution of the dual dialectics of action/reflection and experience/abstraction. According to Kolb the experiential learning process involves a creative tension among the dual dialectics of action/reflection and experience/abstraction that are responsive to contextual demands. Kolb further explained that knowledge is formed as a result of grasping experience and transforming it.

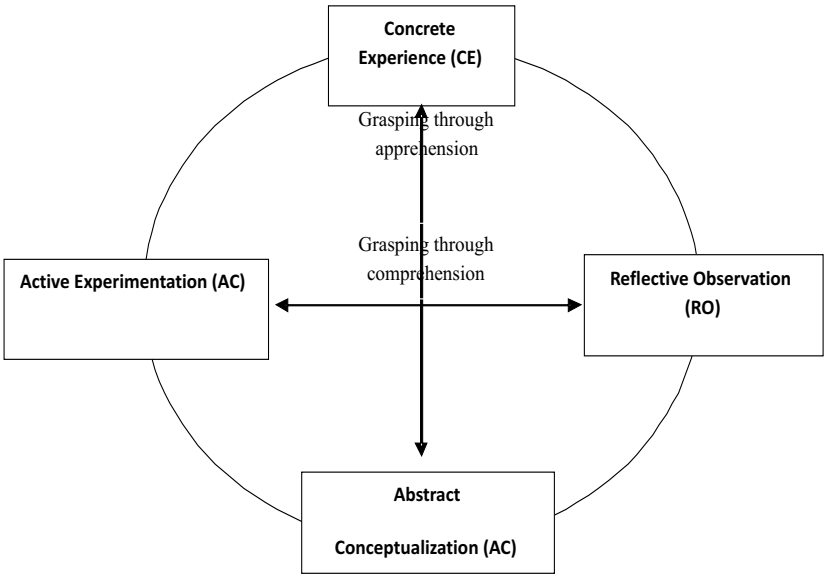

Figure 1*: Experiential Learning Cycle 4- Stages Model*
Source*: Kolb (1984)*

A closer examination of the ELT learning cycle as depicted in figure 1 suggests that learning requires activities that are polar opposites. These activities are those of concrete experience/abstraction and reflective observation/active experimentation. At the first stage of while grasping experience, the ELT 4-stages model shows that some students may perceive information through Concrete Experience (CE) involving tangible things; while others tend to take information by Abstract Conceptualization (AC) through analysing, thinking about or synthesizing the information. Immediate or concrete experiences are the basis for reflection and active experimentation in this learning process. The model depicted that in transforming the experiences gained through the stages of CE and AC, some students carefully observe their colleagues and reflect on the observation outcomes in order to learn

Reflective Observation (RO), while others may learn during the active application of the experience in doing things Active Experimentation (AC). These four stages through Kolb's dual dialectics of experience/abstraction and reflection/action, provide students with knowledge construction in four phases which can help to reinforced the learning experiences into the long term memory due to repetition and enhancing future recall and utilization.

Experiential Instructional Design for e-business Competencies Development

Learning Objectives:	At the end of the learning activities, students should be able to: i. Define what online stores do. ii. State the technologies needed for navigating any online store. iii. State the knowledge needed for buying from online store. iv. State the skills needed for navigating from one online store to another. v. Explain the procedures of buying from an online store. vi. Purchase from an online store item(s) not worth more than N2,000. vii. Make payment using any e-payment platform e.g. mobile banking, inter-switch or ATM viii. Explain the logistics associated with buying online. ix. Create e-marketing advert for reselling what they bought from online store. x. Market product using social media platform e.g. Facebook, WhatsApp, instagram. xi. State the challenges associated with buying and selling using electronic digital technology.
Learning Activities	For the purpose of grasping the knowledge students would be required to carry out the following learning activities in a team of five: Concrete Experience (CE): Each member of the group would: i. Download three online stores' application on his/her smart phones e.g. Jumia, Konga and Kaymu or visit the websites of the three online stores. ii. Navigate through each of the online store's application and define what they offer to the public. iii. Purchase an educational item(s) not more than N2,000 from any of the online stores after comparing the price, quality and ease of delivery. iv. Design an e-marketing advert to sell the educational item(s) to colleagues at affordable prices. v. Collect the data of request for the items sent in by your colleagues. vi. Sell to Colleagues who meets the conditions of sales ensuring they make payment directly using e-payment platform.

Abstract Conceptualization (AC): Each member of the group would:

i. Analyse and discuss how he downloaded three online stores' application on his/her smart phones e.g. Jumia, Konga and Kaymu or Visit the websites of the three online stores.
ii. Discuss how to navigate through each of the online store's application and define what they offer to the public.
iii. Discuss the procedures followed in purchasing an educational item(s) not more than N2,000 from any of the online stores after comparing the price, quality and ease of delivery.
iv. Discuss and analyse his/her design of e-marketing advert to sell the educational item purchased to colleagues at affordable price.
v. Discuss how to collect the data of request for the items sent in by colleagues for purchase.
vi. Discuss how the items were sold and how payment was received from colleagues.

Reflective Observation (RO): Each member of the group would:

i. Observe other members talking and reflect on how he/she downloaded three online stores' application on his/her smart phones e.g. Jumia, Konga and Kaymu or visit the websites of the three online stores.
ii. Observe other members talking and reflect on how he/she navigates through each of the online store's application and define what they offer to the public.
iii. Observe other members talking and reflect on the procedures he/she followed in purchasing an educational item(s) not more than N2,000 from any of the online stores after comparing the price, quality and ease of delivery.
iv. Observe other members talking and reflect on how he/she designed e-marketing advert to sell the educational item he purchased to colleagues at affordable prices.
v. Observe member talking and reflect on how he/she collected the data of request for the items sent in by colleagues for purchase.
vi. Observe other members talking and reflect on how he/she sold the items and received payment from colleagues.

Active Experimentation (AC): Any member of the group who could not perform the tasks outlined at the CE stage would be asked to perform them after following what others did in the first three stages. The member would:

i. Download three online stores' application on his/her smart phones e.g. Jumia, Konga and Kaymu or visit the websites of the three online stores.
ii. Navigate through each of the online store's application and define what they offer to the public.

	i. Download three online stores' application on his/her smart phones e.g. Jumia, Konga and Kaymu or visit the websites of the three online stores. ii. Navigate through each of the online store's application and define what they offer to the public. iii. Purchase an educational item(s) not more than N2,000 from any of the online stores after comparing the price, quality and ease of delivery. iv. Design an e-marketing advert to sell the educational item to your colleagues at affordable price. v. Collect the data of request for the items sent in by colleagues. vi. Sell to Colleagues who meet the conditions of sales ensuring they make payment directly using e-payment platform. **Note**: where all members are able to perform excellently well at all the first three stages of CE, AC, and RO, the entire group members would be required to: Navigate the online stores for further learning and discussions.
Conditions/Ethical Issues for Using these Learning Activities.	i. All students must have smart phones/laptops which can access the internet or download apps for browsing. ii. Students must be willing to spend not less than N5,000 for the purpose of buying online and selling. iii. Students must be willing to work in small team of five persons each. iv. Students must be matured at ages ranging from 16 years and above. v. Student must have a social media account with Facebook, WhatApp or Instagram. vi. Two hours must be provided weekly for groups to meet and discussions based on the learning tasks must be given. vii. Four weeks must be provided for the entire learning activities.
Learning materials	The following learning materials are required of every student who will participate in carrying out these experiential learning activities: i. Pen ii. Note book or Jotter iii. N5000 in a dedicated bank account.
Learning tools:	The following learning tools are required of every student who will participate in the experiential learning activities: i. Smart phone with camera/laptop with internet connectivity. ii. Play Store for downloaded online stores app iii. Graphic apps for designing e-marketing adverts.

Learning environments:	For the purpose of these learning activities, the learning environment are as follows: i. Online environment. ii. Classroom for group discussions. iii. The real world for picking and distributing items bought and sold online.
Teacher's activity	The teacher is to carryout the following activities: i. Organise students in smaller groups of five persons each. ii. Provide each group with the learning activities to be carried out at each stage. iii. Monitor groups' discussions during meeting hours. iv. Receive complaints and address them immediately to ensure harmony within group. v. Design instruments for assessing students' e-business competencies and for assessing knowledge development. vi. Assess the students at the end of the forth week for examination purpose.
Formative assessment:	At end of the forth week, each student would be required to fill self-evaluation form on the abilities he/she has developed through the experiential learning activities. Abilities to be assessed are: i. ability to search for products and prices online using applications such as konga, Jumia and kaymu; ii. ability to compare prices online, iii. ability to place online order, iv. ability to track order online, v. ability to make online payment, vi. ability to design online advert, vii. ability to sell online, and viii. ability to track customers' order online.
Summative Assessment:	The teacher is to assess the students by administering a test based on the learning objectives testing knowledge comprehension or development covering the following questions: i. Define what online stores do. ii. State the technologies needed for navigating online stores. iii. State the knowledge needed for buying from online stores. iv. State the skills needed for navigating an online store. v. Explain the procedures of buying from an online store. vi. Explain the logistics associated with online buying. vii. State the challenges associated with buying and selling using electronic digital technology.

Conclusions

It can be concluded from the experiential instructional design for e-business competencies development given in this study that the learning process is highly student centred. This is because the students' control how they learn and what they learn in line with the predefined learning objectives and learning activities outlined. It can also be concluded that experiential instructional design aims to take care of the diverse learning needs and styles of students through learning activities cutting across the 4-stages of CE, AC, RO and AE. Hence, students who could not develop e-business knowledge and skills at one stage will eventually be taken care of at another stage of the experiential instructional design.

The implications of the foregoing conclusions are numerous. Firstly, the problem of not having well-equipped computer laboratory with internet connectivity for promoting the development of e-business competencies in Colleges of Education offering Business Education programme would be addressed. This is due to the fact that students would use their smart phones or laptops with internet connectivity to bridge such gaps. Secondly, e-business competencies related to online business transactions and e-payment can be developed by students through one-shot learning activities. Thirdly, students' confidence would simultaneously be developed in buying and selling through online platforms as they synchronously carryout some of the learning activities.

Recommendations

Within the context of the above write up and the conclusions drawn, the following recommendations were put forward:

i. Business educators who want to effectively utilize this instructional design for teaching e-business should ensure that the conditions and ethical issues outlined in the design are met.
ii. Business educators who want to utilize this instructional design can enhance the learning activities taking into consideration the duration of time students have and other topics to be learnt before the end of the semester.
iii. Business educators should only use this instructional design for courses or topics that have real life application in order to enable their students develop knowledge and skills through real life learning activities.

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QUALITY ASSURANCE OF SKILL ACQUISITION CENTRES AS PERCEIVED BY BUSINESS EDUCATORS IN ONDO STATE TERTIARY INSTITUTIONS

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Abstract

This study examined quality assurance of skill acquisition of business education programme as perceived by Business Educators in Ondo State tertiary institutions. The population comprises of all the 57 Business Educators in the public owned tertiary institutions running accounting/business education programmes in Ondo State and was used as sample for the study. Two research questions were raised to guide the study. A structured questionnaire validated by three accounting/ business education experts was used for data collection. The reliability of the instrument was conducted to check the internal consistency using Cronbach Alpha reliability coefficient method. A correlation coefficient of 0.73 was obtained. The data collected were analyzed using mean and standard deviation while t-test was used to test the hypotheses. The findings of the study showed that the respondents agreed that the skill acquisition training centers maintained high standard in the training of accounting/business education students. The knowledge and skills needed to function in the work place are acquired and the curriculum recommended by NUC, NBTE and NCCE is followed. However, it was recommended that government should adequately provide funds in order to meet up with current realities in the field of Business Education.

Keywords: *Quality Assurance, Skill Acquisition, Business Education, Tertiary Institutions.*

Introduction

Hornby (2001) defined quality as the standard of something when compared to other things like it; how good or bad something is or a high standard or level. Quality in education means the type of education which agrees with the national education, norms and philosophy. It is that education system which consciously articulates how education should be practiced and run in accordance with the philosophy, and objectives of a country (Tai, 2002). Such quality education specifies quite clearly the contents. The methods and means to use so as to achieve the overall goal of the philosopher of that country. The long run effect of this is that the generality of its citizens will benefit maximally by making them useful to themselves and the nation. Hence quality in education conveys the idea of attainment of prescribed standards. And so quality education suggests a nation and ensuring that such standards are strictly adhered to. Accordingly, the standards are usually publicly set criteria to which activities of product must conform so as to be considered valuable. Valuable teaching is not an easy task because it requires a lot of physical and mental work. (Igbo, 2007).

Onyeachu (2008) submitted that quality is anything everyone consider good and want to have. In line with his view, Oyebade, Oladipo and Adetoro (2012) described the quality of education as dealing with issues of relevance, validity, functionalism and efficiency of education system in the achievement of national goals and objectives. From the above definitions, one can conclude that quality is something that is essential which every individual of the society considers good and strives to possess for effective utilization.

According to Maduewesi and Onyeachu (2010), the heart of education is quality. Similarly Ogunribido (2004) observed that the central issue in the production of any product be it material or human is the quality. This is due to the fact that the quality of a product determines the extent to which the functionality and performance of the product meets the expectation on the users. According to Lockyer in Ogunribido (2004), the quality of a product measures the extent to which the producer conforms to the procedures laid down for its production. Kutter and Keller (2016), maintained that quality is related not only to profitability, but also to growth, the other key dimension of business performance through the impact of qualitative in perceived value. The quality of graduates according to Urah (2005) could be measured by how well they have been prepared for life and for service to society in various spheres of human endeavor.

Assuring the quality of educational provision is a fundamental aspect of gaining and maintaining credibility for programmes, institutions and national systems of higher education worldwide. Maduewesi and Onyeachu (2010) defined quality assurance as the practice of managing the way students are trained and instructions given to make sure they are at a high standard. Adegbesan (2011) opined that and instructions are given to make sure they are kept at a high standard. He also opined that quality assurance is related to accountability both of which are concerned with maximizing the effectiveness and efficiency of educational systems and services in relation to the contexts of their mission and their stated objectives. Education being a veritable tool for national development, higher education in Nigeria needs to be managed in such a way that quality is assured. In recent times, the quality of graduates produced in our tertiary institutions has been questioned. Among the issues in question are the standards of various programmes in business education, quality of teachers and students, problem of adequate funding and management of school resources (Adedeji, 2009). Business education is an umbrella body which housed Accounting, Office Technology and Management (formally known as Secretarial Studies) and Marketing options. It is charged with the responsibility of producing the much needed personnel in accounting, secretarial, marketing/customer service skills to perform the pressing functions in the modern day economy.

Skills acquisition has been described by many as the recipe for eradicating extreme poverty and hunger by creating avenues for employment, thereby creating an avenue for jobs and wealth creation while instilling self-sufficiency and reliance (Isaac, 2011). It has been observed that skills acquisition is the key in the fight for the elimination of hunger and poverty, reduction or elimination of joblessness in the society and reduction of crime through

effective engagement of youths. Skills acquisition is 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.

Skill development has been man's means of materials transformation from the earliest of time. However, for development to take place according to Diigbo (1989), it takes trained hands and minds to apply the knowledge and techniques effectively. Thus, skill is the ability to do something well, usually gained through training or experience that is needed while acquisition is the act of getting new knowledge, skill, that are transferable on and to the job. This skill can be obtained through education, training or experience that will inculcate into the individual how to carry out or discharge effective responsibilities very well with the new knowledge. This is because any work carried out by skilled people cannot be compared with those tasks performed by unskilled people. Entrepreneurial skills are the ability of an individual to exploit an idea and create an enterprise (small or big) not only for personal gain but also for social and development gain (Olagunju, 2004).

Requisite job skills are those essential skills that are needed to get most jobs, help employees to stay in a job and facilitate their promotion. The skills are flexibly adapted, applied and transferred under different context necessary for gainful employment. According to Ahmed (2009), requisite job skills include a breadth and depth of specialized knowledge that are needed in the lab our market profile.

Kearns (2001) defined requisite skills as 'the skills which can be used across a large number of different occupations. They include the key competencies or key skills but extended beyond these to include a range of other cognitive, personal and interpersonal skills which are relevant to employability'. Globally, requisite skills have been defined by a number of terms including core skills, key skills, essential skills, basic skills, generic skill and workplace skills. The construct of requisite skills for 21st century maintained that it is essential life skills as well as enterprise and requisite job skills. Requisite skills are those skills that students develop during the lesson. According to Okorie and Ezeji (1988), the acquisition of the requisite skills is a means of increasing the productive power of any nation. Consequently, they added that the Nigeria society should recognize the fact that every citizen should be equipped to contribute effectively to the welfare of the country. The acquisition of such practical skills is important in entrepreneurship education because when efficient and skillful hands are employed in any field of human endeavors, high productivity is usually achieved. Practical skills is another skill expected from an entrepreneur, graduates of entrepreneur education should be able to handle tools, equipment and at same time know how to join one or two objects to produce new things. An entrepreneur should be able to transform materials into products and services.

The importance of standards informed the federal government to establish minimum academic standards for higher institutions of learning including skills acquisition in the country through Decree 16 of 1985 (Amaewhule, 2004). This gave rise to the regulatory bodies for those institutions. The National Universities Commission (NUC), National Board for Technical Education (NBTE) and National Commission for Colleges of Education (NCCE) are the bodies for regulation of tertiary institutions. In the performance of

their roles, the organizations use to give directives on the quality of products expected by setting up minimum standards which the tertiary institutions in Nigeria must adhere to. Among the items contained in the minimum standards are objectives of programmes, philosophy, personnel, equipment vis-a-vis number of students, curriculum and examination and admission requirements. To establish and maintain high quality standards, tertiary institutions and the regulatory agencies have a shared responsibility in addressing the following key areas, according to Adedipe (2007)

1. Minimum academic standard
2. Carrying capacity and admission quota
3. Accreditation
4. Impact assessment
5. Structures, infrastructures and utilities

However, Makoju, Nwangwu, Abolade and Newton (2004) in their own view highlighted the followings as quality assurance checklist:

1. Institution/faculty mission and objectives
2. Skill acquisition programmes
3. Students selection
4. Practical work structure
5. Training arrangement
6. Students
7. Assessment/Evaluation
8. Grievance procedures
9. Monitoring of outcomes
10. Staffing issues
11. Infrastructure/resources

Okeke (2010) explained that in order to achieve qualitative knowledge in Business Education programmes, the training centers must ensure that the following skills are required:

1. Technical skills
2. Business management skills
3. Personal entrepreneurial skills
4. Innovative skills
5. Self-motivation
6. Financial resources skills
7. Marketing skills

Statement of the Problem

A review of literature and statistical inquiry pointed to the fact that every facet of Nigerian educational system is besieged with problems. For instance, Adewuyi in Ogunribido (2004) opined that the quality of education in Nigeria is fast deteriorating. The

decline in quality is brought about by a number of factors, which include poor governance, brain drain, incessant industrial actions, unruly and destructive conduct of students, poor preparation of entering students, unsuitable learning environment, poor funding, shortage and outdated equipment, and poor laboratory gadgets (Ijeoma and Osagie, 2005). However, the onus falls on the government to ensure that quality is assured through the maintenance of minimum acceptable standards in all tertiary institutions in Nigeria.

The problem of this study therefore is posed as a question: Are the standards set relative to the variable that determine the quality of training Business Education students being adhered to by the skill acquisition centers and the tertiary institutions in Ondo State.

Purpose of the Study

The major purpose of this study was to determine the level of adherence to the standards set relative to the variables that determine the quality of training Business Education students of Ondo State tertiary institutions. Specifically, the study sought to:

1. Determine the level of adherence to the admission and staffing policy by the skill acquisition centers in the training of Business Education students of Ondo State tertiary institutions.
2. Determine the level of adherence to the provision of equipment and facilities by the skill acquisition centers in the training of Business Education students of Ondo State tertiary institutions.

Research Questions

1. To what extent do skill acquisition centers adhere to admission and staffing policy in the training of Business Education students of Ondo State tertiary institutions?
2. How adequate are equipment's and facilities provided by the skill acquisition centers in the training of Business Education students of Ondo State tertiary institutions?

Hypotheses

1. There is no significant difference in the mean ratings of male and female business educators on the extent of adherence to admission and staffing policy in the training of Business Education students.
2. There is no significant difference in the mean ratings of male and female respondents regarding the adequacy of equipment and facilities provided by the skill acquisition centers in the training of Business Education students.

Method

Descriptive research design was adopted for this study. According to Nworgu (2006), a descriptive research design is one in which a group of people or items are studied by collecting and analyzing data from only a few people or entire group. Data were collected from all business educators in three public tertiary institutions offering accounting/ business

education courses in Ondo State namely AdekunleAjasin University, Akungba-Akoko, Rufus Giwa Polytechnic, Owo and Adeyemi College of Education, Ondo. The population of 57 from the tertiary institutions comprising 30 males and 27 females. The number was manageable and as such, there was no sampling. The instrument for data collection was 19 items structured questionnaire validated by three Business Education experts, one from each of the tertiary institutions. Their corrections and suggestions were used to produce the final instrument.

The questionnaire was structured on a four points rating scale weighted 4,3,2 and 1 respectively with options as follows: Very High Extent (4), High Extent (3) Low Extent (2) and Very Low Extent (1). The Instrument was first administered to a number of 20 respondents who were not part of sample for the study. The Pearson Product Moment Correlation statistical tool was employed which yield a coefficient of 0.73 revealing that the instrument was reliable. The data collected were analyzed using the frequency table, mean and standard deviation to answer the research questions while t-test was used to test the null hypotheses at 0.05 level of significance.

Results

Research Question 1

To what extent do the Skill Acquisition Centers adhere to admission and staffing policy in the training of Business Education students of Ondo State Tertiary Institutions?

Table 1: Mean scores and Standard Deviation on the adherence to admission and staffing policy by Skill Acquisition Centers in the training of Business Education students?

S/N	Items	Mean	SD	Remark
1.	Employment of qualified academic staff.	3.21	0.98	VHE
2.	Certify the recommended number of technical staff.	2.75	0.85	HE
3.	Maintenance of carrying capacity.	3.26	0.01	VHE
4.	Maintenance of disciplinary measures.	2.97	0.91	HE
5.	Maintenance of general admission requirements	3.37	1.09	VHE
6.	Maintenance of specific course requirements	2.86	0.89	HE
7.	Presentation of original letters from their institutions	2.68	0.81	HE
8.	Registration with appropriate government agencies.	3.12	0.95	VHE
9.	Maintenance of required working hours.	3.31	1.05	VHE
10.	Employment of recommended number of supporting staff.	2.94	0.81	
	Grand Mean	**3.07**	**0.84**	**HE**

Source: *Field Survey, 2017*

The data presented in Table 1 show that the mean scores of respondents ranged from 2.68-3.37 with a grand mean of 3.07. The respondents affirmed that the skill acquisition centers adhere highly to admission and staffing policy as set by the regulatory agencies.

Research Questions 2

How adequate are equipment's and facilities provided by the skill acquisition centers in the training of Business Education students of Ondo State Tertiary Institutions?

Table 2: Mean Scores and Standard Deviation in respect of Adequacy of Equipment and Facilities provided by Skill Acquisition Centersin the training of business education student.

S/N	Items	Mean	SD	Remark
1.	Possession of ventilated/conducive workplace.	3.91	1.30	VHE
2.	Possession of departmental structures.	3.01	0.94	HE
3.	Possession of recommended number of classrooms.	3.34	0.92	VHE
4.	Acquisition of modern/sophisticated equipment.	3.58	1.42	VHE
5.	Application of equipment during training.	3.55	1.38	VHE
6.	Adequate computer tables and chairs in the laboratories.	3.61	1.46	VHE
7.	Allowances for self-assessment/evaluation.	4.01	1.53	VHE
8.	Possession of recommended number of computers and other facilities for teaching Business Education.	2.90	1.17	HE
9.	Adequate funds for replacement of depreciated/ obsolete equipment's.	2.52	0.78	HE
	Grand Mean	3.38	1.21	VHE

Source: *Field Survey, 2017*

The data presented in Table 2 revealed that the mean scores of respondents ranged from 2.52-4.01 with a grand mean of 3.38. The respondents affirmed that the equipment and facilities needed to train Business Education students for practical purpose are available and adequate.

Hypothesis H01

There is no significant difference in the mean ratings of male and female business educators on the extent of adherence to admission and staffing policy in the training of Business Education students.

Table 3: The t-test Analysis of the Mean Ratings of Male and Female Respondents on the Admission and Staffing Policy in the Training of Business Education Students.

Variables	N	X	SD	DF	t.cal	t.crit	Remarks
Male	30	3.31	0.81				
				55	0.186	1.67	NS
Female	27	3.07	0.82				

The result in table 3 reveals that t-calculated of 0.186 is less than the t-critical of 1.67 at 0.05 level of significance and 55 degree of freedom. Hence, the null hypothesis was not rejected. This indicates that there is no significant difference between the mean ratings of male and female business educators on the extent of adherence to admission and staffing policy in the training of Business Education students.

Hypothesis Ho2:

There is no significant difference in the mean ratings of respondents in tertiary institutions regarding the adequacy of equipment and facilities provided by the skill acquisition centers in the training of Business Education students.

Table 4: The t-test Analysis of the Mean Ratings of Male and Female Respondents on the Adequacy of Equipment and Facilities provided in the Training of Business Education Students.

Variables	N	X	SD	DF	t.cal	t.crit	Remarks
Male	30	3.40	0.71				
				55	0.158	1.67	NS
Female	27	3.38	0.74				

The result in table 4 reveals that t-calculated of 0.158 is less than the t-critical of 1.67 at 0.05 level of significance and 55 degree of freedom. Hence, the null hypothesis was not rejected. Therefore, there is no significant difference between the mean ratings of male and female business educators on the extent of adequacy of equipment and facilities provided skill acquisition centersin the training of Business Education students.

Discussion of the Findings

From the study, it was found out that all the respondents agreed with the 10 items under adherence to admission and staffing policy by the skill acquisition training centers in the training of Business Education students. These include employment of qualified academic staff, maintenance of carrying capacity, maintenance of disciplinary measures and required working hours and certify the recommended number of technical staff etc. The results of the analysis showed that the skill acquisition training centers complied with the admission and staffing policy requirements as recommended by NUC, NBTE and NCCE. The study however revealed that most of the students submitted statements of their SSCE results and do not bother to submit their original certificates.

The analysis of the results also showed that out of the three public tertiary institutions offering accounting/ business education courses in Ondo State, Rufus Giwa Polytechnic, Owo admit students more than carrying capacity. This may be as a pressure to improve on its internally generated revenue (IGR) as well as pressure to accommodate most of the candidates seeking for admission. The personnel met the required standard.

Furthermore, the findings of the study revealed that the respondents agreed with the 9 items regarding the adequacy of equipment and facilities provided by the skill acquisition training centers. These items include possession of departmental structures, application of equipment during training, possession of recommended number of computers and other facilities for teaching business education courses, adequate computer tables and chairs in the laboratories etc. It was discovered that all the skill acquisition training centers maintained high standard. Staff offices were well furnished while the laboratories were properly equipped. This is in line with the views of Chibuike (2013) and Okoro(2015) who found that the quality of equipment and infrastructure in Nigeria tertiary institutions is gradually improving as a result of the competition from the private universities.

The null hypotheses revealed that there were no significant differences in the mean ratings of male and female respondents regarding the extent of adherence to admission and staffing policy as well as adequacy of equipment facilities provided in the training of business education students in the skill acquisition training centers as expected by the authorities of the tertiary institutions on Ondo State in line with laid down rules and guidelines. This finding corroborates the Onyesom and Ashibogwu (2013) who found out that the opinions of male and female business educators of Universities and Colleges of Education did not differ significantly on the strategies for quality assurance in business education programmes.

Conclusion

Based on the findings of the study, it shows that the adherence with the minimum standard set by the NUC, NBTE and NCCE policy in the training of Business Education students can be imagined to be high. There is still need to adequately provide equipment and facilities by the proprietor of the skill acquisition centersin order to facilitate more effective and qualitative skill acquisition. Management put in place in those tertiary institutions should ensure that funds provided/ allocated to them for capital projects are not diverted or misappropriated. Stakeholders in education sector must ensure that all hands are on deck. Appointments into technical positions in tertiary institutions should be based on competency and not on political influence, affiliation or strength.

Recommendation

On the basis of the findings and conclusion from the study, the following recommendations were made:

1. Government at all levels should provide means of assisting skill acquisition training centers financially in form of grant or soft loans. This will go a long way in replacing obsolete and depreciated equipment and facilities.
2. Tertiary Institutions should empower their SIWES personnel with necessary and needed facilities so as to effectively monitor students on industrial training for effective performance.
3. Government should restructure SIWES programmes for a more robust and effective performance and also endeavor to pay SIWES or industrial training allowances of students in tertiary institutions on time as it would help motivate them to perform better.
4. Well-meaning philanthropists as well as alumnus of tertiary institutions should endeavor to pay back in form of donation, not only in cash but sustainable capital projects.

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ELECTRONIC-BASED LEARNING RESOURCES REQUIRED IN BUSINESS EDUCATION AND SKILL ACQUISITION FOR GLOBAL BUSINESS ENVIRONMENT

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Abstract
This study determined the influence of electronic-based learning resources requirements for undergraduate business education programme and skill acquisition for global business environment. The descriptive survey research design was adopted. The study was conducted in Cross River State using a population of 1, 311 undergraduates drawn from University of Calabar (UNICAL) and Cross River University of Technology (CRUTECH). A sample size of 200 respondents was used. The researcher designed two sets of duly validated questionnaires each for Electronic-based Learning Resources Requirements for Business Education Programme Questionnaire (EERBEPQ) and Undergraduates' Skill Acquisition for Global Business Environment Questionnaire (USAGBEQ). Descriptive statistics was used for answering the three research questions, while the independent t-test was used to test the only null hypothesis. Findings indicated that Networks with broadband connectivity were highly required by business education programme; Software tools and techniques for creation of data base were averagely required by business education programme; Business education curriculum contents in digital format was highly required by business education programme. Finding based on test of hypothesis was that there was no significant difference in mean responses of business education undergraduates in UNICAL and CRUTECH on the influence of electronic education on skill acquisition for global business environment. Based on the findings, it was concluded that business education requires electronic-based learning alongside the usual face-to-face classroom-bound learning for the enhancement of undergraduates' skills acquisition for the global business environment. It is recommended among others that: institutions offering business education should adequately provide Networks with Broadband connectivity for usage; adequately provide software tools and techniques for the creation of databases and train students to acquire the skills for their usage.

Keywords*: Electronic education; skill acquisition; required; business education*

Introduction

The era where schooling, and of course learning was basically to train graduates for workforce is already being interrupted with the emergence of an era where training in school

should not only prepare learners for self-reliance but keep them abreast and afloat with a globalised world enabled by the infusion of information and communication technology (ICT). Interestingly too, the old economy that was characterised with production of goods is seemingly being interrupted with a knowledge economy. Of course, the old economy was based on the industrial revolution and on managing manufacturing industries, thus there was high demand for workforce. This was the case during the industrial revolution in Europe and America. Featuring under this type of economy are: standardised products aimed at bringing down costs; market expansion to achieve economies of scale; replication of rules in different markets that were only possible through face-to-face interaction; effort was always made to achieve efficiency; hierarchical management of the firm always with a boss down to the least of worker. However, the emergence of ICT has brought about an economy that is globally digital in revolution with high need for information management that can be infinitely differentiated, customised and personalised; can be despatched to a great number of people who are on a network and it can reach them with great speed as observed by Kotler (2015).

Business now, is operating in a globalised economy where things are moving in a nanosecond pace; markets characterised by hyper-competition; disruptive technologies challenging every business; and that business must adapt to the empowered consumers (Kotler, 2015). The implication of this is that any educational programme which trains for self-reliance must adapt its training to the reality of today's era. Therefore, learning can be done electronically with the aid of ICT. This is where business education mandate revolves. It therefore means that business education programme must be redesigned to suit the contemporary business society. For instance, Kotler and Amstrong (2016:21) echoed this in their views of what a marketing course should be and put succinctly: "a successful marketing course requires more than a well written book. Today's classroom requires a dedicated teacher, well-prepared students, a fully integrated teaching system.

The mandate of business education is summarily described by the Association of Business Educators of Nigeria ABEN (2017:1) thus: "to ensure that students are educated for and about business". Chiefly among the importance of business education, which ABEN explained as needed by students in the contemporary world include the development of life skills for economic success; provision of information and communication technology skills; helps the learner to acquire global business knowledge, among others. It will at this stage to raise some questions, especially in response to the assertion of Kotler who probed the potency of the teacher, the classroom, among others in meeting the demand of today's marketing course.

Electronic education is highly required by business education programme to equip the graduate with ICT skills to provide them with the competence for today's globalised business environment. E-world is real and business education undergraduates cannot afford to miss out. The areas of electronic education requirements for business education

programme and undergraduates' skill acquisition for global business environment considered as major issues which this research aims to address are: Network with Broadband Connectivity; Software tools and techniques for creation of Database; and Business education curriculum contents in digital formats.

The term broadband commonly referred to as high-speed Internet access that is always on and faster than the traditional dial-up access. Broadband includes several high-speed transmission technologies such as: Digital Subscriber Line (DSL) Cable Modem. B*roadband allows for* Internet *connection* with a high data transfer rate. Okon (2015a) averred that information technology has made teleconferencing possible. Here, teleconferencing is described as communication through an electronic meeting. It is a generic term for a whole range of electronic meeting aids. The range of electronics involved in teleconferencing has broadened and will continue to do so. Thus, business education programme needs to be equipped with technologies that will avail students the opportunity to acquire the skills to access the electronic world. Okon further explained that communication through computers was initially practised using text messaging via computer terminals. Today, there is electronic options for audio, video, and graphics therefore giving rise to teleconferencing. Okon (2015b) acknowledged the importance of emerging skills including ICT skills and remarked that business schools are expected to help create a learning environment conducive to building these emerging skills in their graduates. Thus, electronic-based learning is what educational institutions offering business education need to enhance skill acquisitions by business education students.

Internet works with a very high-speed and is essentially measured in how much data can be sent to the user, measured at a per second rate. Bandwidth is the ability a device sends and receive information. The more bandwidth that is available, the faster the data can be transferred. However, there could still be latency. The term 'latency' refers to delays in the processing of network data. For example, on a fibre network, data is transmitted at the speed of light which is tremendously fast. However even the smallest delay in that transmission, compounded over long distances, can be noticeable. In addition, the requested data rarely travels over one route and during its journey it will pass through multiple networks where bottlenecks can occur.

Software tools and techniques are needed for the creation of database, thus preparing graduates for the world of business. Business education computer. *Software tools and techniques*, including structured programming, can make *software* development more visible to management and more controllable. *Educational software* is computer *software*, the primary purpose of which is teaching. Others serve as management *software*, remote control and monitoring *software*, file transfer *software*, document camera and presenter. Some educational software could be designed for use in school classrooms. Typically, such software may be projected to a large whiteboard at the front of the class and/or run

simultaneously on a network of desktop computers in a classroom. This type of software is often called classroom management software. While teachers often choose to use educational software from other categories in their IT suites (reference works, children's software), a whole category of educational software has grown up specifically intended to assist classroom teaching.

The education industry is gradually being impacted greatly by the infusion of ICT. This view has been deciphered by Mishra (2015) that the pace at which the process of teaching, assessing and learning has evolved is enough to signify the impact (either impact of ICT). Hence, Mishra noted that books have moved to e-books, physical classrooms have turned into online classrooms, and paper-based tests have become online tests. *Assessment software* refers to software with a primary purpose of assessing and testing students in a virtual environment. Assessment software allows students to complete tests and examinations using a computer, usually networked. The software then scores each test transcript and outputs results for each student. Assessment software is available in various delivery methods, the most popular being self-hosted software, online software and hand-held voting systems. Proprietary software and open-source software systems are available. While technically falling into the *Courseware* category, skill evaluation lab is an example for Computer-based assessment software with PPA-2 (Plan, Prove, Assess) methodology to create and conduct computer based online examination. Moodle is an example of open-source software with an assessment component that is gaining popularity. Other popular international assessment systems include Assessment Master.

Earlier educational software for the important corporate and tertiary education markets was designed to run on a single desktop computer (or an equivalent user device). In the years immediately following 2000, planners decided to switch to server-based applications with a high degree of standardisation. This means that educational software runs primarily on servers which may be hundreds or thousands of miles from the actual user. The user only receives tiny pieces of a learning module or test, fed over the internet one by one. The server software decides on what learning material to distribute, collects results and displays progress to teaching staff. Another way of expressing this change is to say that educational software morphed into an online educational service. US Governmental endorsements and approval systems ensured the rapid switch to the new way of managing and distributing learning material.

Interesting, educational software and techniques enhance learning and acquisition of skills that can be applied in education, global markets' access, accounting applications, business forecasts and of course, personal and societal living. Therefore, the acquisition of software tools and techniques, their applications and development of skills in software applications among business education students will give these students confidence to survive in the ever-changing business and marketing landscape. Thus, Kotler and Amstrong

(2016) cautioned that the pace of change is so rapid that the ability to change has now become a competitive advantage. Kotler and Amstrong further deciphered that the explosive growth in digital technology has fundamentally changed the way we live how we communicate, share information, access entertainment and shop.

Another electronic education requirement for business education is keeping business education curriculum content in digital form. For business education to create an impact in the knowledge society, it contents irrespective of the country of domiciliation must be in digital form for accessibility for those who need it and can profit by it. This is equally important in measuring the competitiveness of business education nationally and across national and continental borders. Subramanyam (2008) reported that studies of ICT development in both developed and developing countries identify at least four broad approaches through which educational systems and individual institutions proceed in this adoption and use of ICT. These four approaches are emerging, applying, infusing and transforming as shown in Figure 1.

A	B	C	D
Emerging	Applying	Infusing	Transforming

Fig. 1: Approaches to ICT development in educational institutions

A. Initial phase meant to explore the possibilities and consequences of using ICT in curriculum.

B. Secondary phase, in which using ICT for tasks already carried out in management and curriculum.

C. Level of integrating and embedding ICT across the curriculum, in laboratory, classrooms and administrative offices.

D. The level at which ICT is used to rethink and renew institutional organisation in creative ways and ICT is taught as a separate subject at the professional level as well as vocational areas (Subramanyam, 2008).

These approaches rightly fit into business education programme, especially at the university level. Business education students aspire to go into business or any other facet of life as professionals need and must master basic and advance programming, planning information system designing process, among others. In effect, the three areas of interest in this investigation: Network with Broadband Connectivity; Software tools and techniques for creation of Database; and Business education curriculum contents in digital formats are fundamental to any electronic education, especially electronic business education in the e-world. Meanwhile, in Nigeria, business education operates under the general education system that is already facing serious criticisms and being ranked at the bottom of the ranking table internationally, continentally and regionally. Most reports point to poor funding as a major factor to the waning quality of education in Nigeria. For instance, Jegede (2017)

observed that in recent times, the amount being expended on education has been on the decrease both in real terms and in percentages. In a country you the educational sector has been decimated through poor funding, there is bound to be corresponding consequence. Thus, Azuka (2017) reported that graduates of tertiary institutions seem to be badly hit by unemployment, making up about 20 per cent of youths' unemployment. Why would a business education graduate who are trained to be self-reliant be constituting the challenge of unemployment in the society? Why is university education in Nigeria rated low in the global ranking table? Is business education curriculum visible to the global environment? These are a few questions that need answers. The brief review of literature subsumed in this introduction lacked research evidence that have provided answers to these questions; therefore, this investigation is apt and timely for business education as Nigeria struggles out of a state of educational decay.

The major purpose of this study was to determine the influence of electronic-based learning facilities in business education on undergraduate skill acquisition for global business environment. This study achieved three specific objectives.

1. To determine the influence of Network with broadband connectivity on skill acquisition among business education undergraduates for global business environment
2. To determine the influence of Software tools and techniques on skill acquisition among business education undergraduates for global business environment
3. To determine the influence digital format in learning on skill acquisition among business education undergraduates for global business environment

This study answered three research questions.

1. How is Network with broadband connectivity required for skill acquisition among business education undergraduates for global business environment?
2. How is Software tools and techniques for skill acquisition required among business education undergraduates for global business environment?
3. How is digital format in learning for skill acquisition required among business education undergraduates for global business environment?

The study tested three null hypotheses.

H0 There is no significant influence in mean responses of business education undergraduates in UNICAL and CRUTECH on the influence of electronic-based learning on skill acquisition for global business environment.

Method

The descriptive survey research design was adopted in the study. The study was carried out in Cross River State of Nigeria. Cross River State has its headquarters in Calabar. The study has a population of 1, 311 business undergraduates - 481 in University of Calabar

(UNICAL) and 830 in Cross River University of Technology (CRUTECH). The stratified random sampling technique was applied to select 200 respondents (UNICAL, 73; CRUTECH, 127), representing 15 per cent. This sample size was deemed appropriate.

A researcher-designed questionnaire generated data for the study. The questionnaire tagged, "Electronic Education Requirements for Business Education Programme Questionnaire (EERBEPQ) and Undergraduates' Skill Acquisition for Global Business Environment Questionnaire (USAGBEQ)" were designed on a four-point scale. The independent t-test statistical analysis was used to test the null hypothesis.

Results

Research Question One

How is Network with broadband connectivity required for skill acquisition among business education undergraduates for global business environment?

Table 1: Descriptive statistics of Network with broadband connectivity for skill acquisition required by business education undergraduates for global business environment.

S/N		Weighted Means	Remark
1.	Broadband coverage in terms of number of users connected	3.60	Highly Required
2.	Data for continuous planning	3.70	Highly Require
3.	Upgraded of telephone lines to support DSL and, in combination with a broadband router	3.80	Highly Required
4.	Physical connection linking the computers in lab to broadband access	3.50	Highly Required
5.	Training in handling broadband	3.75	Highly Required
	Total	**18.35**	
	Average	**3.67**	**Highly Required**

The result presented in Table 1 indicates that Network with broadband connectivity is highly required for skill acquisition by business education undergraduates for global business environment. This revelation is based on a weighted mean 3.67 in a four-point scale.

Research Question Two

How is Software tools and techniques for skill acquisition required among business education undergraduates for global business environment?

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Table 2: Descriptive statistics of Software tools for skill acquisition required by business education undergraduates for global business environment.

S/N		Weighted Means	Remark
6.	Acquisition of software tools	3.50	Highly Required
7.	Techniques to be used in training	3.35	Highly Require
8.	Training to students using software tools	3.60	Highly Required
9.	Practical opportunities for mastery of skills by students	3.48	Averagely Required
10.	Using software tools to develop business programme	3.25	Averagely Required
	Total	**17.18**	
	Average	**3.44**	**Averagely Required**

The result presented in Table 2 indicates that Software tools and techniques for skill acquisition is averagely required by business education undergraduates for global business environment. This revelation is based on a weighted mean 3.44 in a four-point scale.

Research Question Three

How is digital format in learning for skill acquisition required among business education undergraduates for global business environment?

S/N		Weighted Means	Remark
11.	Online curriculum for making presentation	3.87	Highly Required
12.	Online curriculum for personal study	3.65	Highly Require
13.	Online Curriculum for learners advanced learning	3.76	Highly Required
14.	Online Curriculum learner use outside the classroom	3.90	Highly Required
15.	Online Curriculum to allow for global comparison	3.60	Highly Required
	Total	**18.78**	
	Average	**3.76**	**Highly Required**

The result presented in Table 3 indicates that digital formats is highly required by business education undergraduates for global business environment. This revelation is based on a weighted mean 3.76 in a four-point scale.

H0: There is no significant influence in mean responses of business education undergraduates in UNICAL and CRUTECH on the influence of electronic education on skill acquisition for global business environment.

Table 4: Independent t-test statistical analysis of no significant difference in mean responses of business education undergraduates in UNICAL and CRUTECH on the influence of electronic education on skill acquisition for global business environment.

Variable	n	Mean	SD	t-cal
UNICAL	73	0.365	0.604	
				1.95
CRUTECH	127	3.255	1.80	

The result presented in Table 4 indicates that the calculated t-value of 1.95 is very slightly less than the critical t-value of 1.96 at degree of freedom of 198 at .05 significant level. Therefore, there is no significant difference in mean responses of business education undergraduates in UNICAL and CRUTECH on the influence of electronic education on skill acquisition for global business environment. Therefore, the null hypothesis is sustained.

Discussion of Findings

The major findings emanating from this study based on answers to research questions are that: Network with broadband connectivity was highly required by business education programme; Software tools and techniques for creation of Data base was averagely required by business education programme; Business education curriculum contents in digital formats was highly required by business education programme; High skill acquired. Finding based on test of hypothesis was that there was no significant difference in mean responses of business education undergraduates in UNICAL and CRUTECH on the influence of electronic education on skill acquisition for global business environment.

Reports from other authors indicated that the changing world of technology requires adaptation to technological advancement. For instance, Kotler (2015) reported that business now, is operating in a globalised economy where things are moving in a nanosecond pace; markets characterised by hyper-competition; disruptive technologies challenging every business; and that business must adapt to the empowered consumers. Also, Kotler and Amstrong (2016) echoed this in their views of what a marketing course should be and put succinctly: “a successful marketing course requires more than a well written book. Today's classroom requires a dedicated teacher, well-prepared students, a fully integrated teaching system. Subramanyam (2008) reported that studies of ICT development in both developed and developing countries identify at least four broad approaches through which educational systems and individual institutions proceed in this adoption and use of ICT.

Conclusion

Based on the findings made, it is concluded that business education requires electronic-based learning for the enhancement of undergraduates' skills acquisition for the global business environment. It is also concluded that electronic-based learning is most needed to compliment the usual face-to-face and classroom-based learning considering the global demand for knowledge economy as against the goods economy.

Recommendations

Based on the conclusions drawn, it is recommended that:

1. Institutions offering business education should adequately provide Network with Broadband Connectivity for usage.

2. Institutions offering business education should adequately provide Software tools and techniques for creation of Database and train students to acquire the skills for usage;
3. Institutions offering business education should adequately provide Business education curriculum contents in digital formats and same utilised by students and lecturers.

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AVAILABILITY OF INSTRUCTIONAL MATERIALS REQUIRED FOR TEACHING ENTREPRENEURSHIP IN BUSINESS STUDIES IN SECONDARY SCHOOLS IN DELTA STATE FOR EMPLOYMENT SKILLS DEVELOPMENT

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Abstract

The study examined the availability of the required instructional materials for the teaching of entrepreneurship in business studies in secondary schools in Delta State for employment skills development. Two research questions guided the study. The study adopted a descriptive survey research design. The population for the study was made up of 595 Business studies teachers in secondary schools in Delta State. The sample for the study consists of 119 Business studies teachers in secondary schools in Delta State. The instrument for data collection for the study was a structured questionnaire titled: "Instructional Materials Required for Teaching Entrepreneurship Skills in Business Studies (IMRTESBS)" and a Checklist Titled: "Availability of Instructional Materials for Teaching Entrepreneurship Skills in Business Studies (AIMTESBS)". Data collected was analyzed using mean and standard deviation for research question 1, frequency and simple percentages for research question 2. The findings of the study revealed that 20 instructional materials required for the teaching of entrepreneurship in business studies for employment skills development, were not available in secondary schools in Delta State. Based on the findings, the study recommended that instructional materials for teaching entrepreneurship skills in business studies be made available to Business studies teachers in secondary schools in Delta State.

Keywords: *Availability, Instructional materials, Entrepreneurship, Business studies, Employment, Development*

Introduction

Business studies is an aspect of vocational and technical subjects taught at the secondary school level to give the learners the basic knowledge and skills of business activities. It is offered to prepare the students for career in business. Business studies is a combination of five skilled subjects, which include: office practice, commerce, bookkeeping, typewriting (keyboarding) and shorthand. These subjects are the basics for Office Technology and management (OTM), Accounting, Marketing and Computer Science, amongst others at the tertiary level. Business studies equip its recipients with the skills to be self-employed or secure employment at the completion of junior or senior secondary school education. As stated in the National Policy on Education (FRN, 2013), business studies at the secondary school level is a subset of vocational subjects which

involves the acquisition of practical skills, understanding and knowledge relating to occupation. This means that business studies prepare the recipients with functional trade/entrepreneurship skills for useful living.

The need for entrepreneurship skills at the secondary school level was recognized by the Nigerian government when it emphasized in the National Policy on Education (FRN, 2013), that secondary school education should aim at inspiring students with a desire for achievement and self-improvement both at school and life after school. The secondary school students are expected to be captured early by making them acquire the spirit of self-reliance as well as preparation for self-employment. Also, giving them the opportunity to secure jobs and function effectively in the world of work. This early self-discovery in turn will help in the building and development of the nation through providing employment thereby reducing poverty rate and unemployment (Akpomi and Amadi, 2010). According to Udo and Babangida (2017) the aim of teaching entrepreneurship at the secondary school level is primarily for vocation which encourages self-employment.

Teaching entrepreneurship is a process of providing the students with the knowledge and capability to undertake business ventures. It creates in the learner the willingness and ability to seek out investment opportunities (Abdulkadir, 2011). It aims at producing youths who can make use of their brain and hands due to the acquired creative knowledge and skills, thereby giving them a sense of self worth and confidence at the tender age. Mgbor and Mgbor (2011), stated that entrepreneurship is a tool for human capital development. This implies that a graduate of any level of education in Nigeria, with the knowledge of entrepreneurship should be able to fit into the world of work as an employer of labour, self employed or employee.

The acquisition of skills through entrepreneurship training according to Eze (2003) would help the youths avoid idleness and laziness, lead to meaningful engagements, actualize their potentials and live a purposeful life. Based on this, Ementa (2013) suggested that Nigeria should prepare the young generation from the primary schools through secondary schools to higher level of education to ensure adequate preparation for self-reliance. This will increase their chances of employment in the world of work. Teaching entrepreneurship skills require the use of instructional materials for proper demonstration of the skills.

Instructional materials are various things put together by man (the teacher, students, the school authority and the government) that can be used to back up teaching and learning. They are facilities, equipment, tools and other devices employed to supplement teaching and learning process. Jiriko, Oloruniaje, Nwafulugo and Omengala (2015) defined instructional material as a device developed or acquired to assist and facilitate teaching. Instructional

materials gives better understanding and makes lessons more meaningful. Okike and Abraham-Ibe (2015) observed that instructional materials are basic necessities that must be put in place for the teaching and learning of skills to be effective. According to Nwankwo, Nwogbo, Okorji and Egboka (2015), instructional materials make students active participants in the lesson thereby facilitating their learning process.

Instructional materials for teaching entrepreneurship skills in business studies as enumerated in FME (2014), include computer, projector, accounting machine, recording/dictating machine, guillotine machine, addressing machine, spiral binding machine, laminating machine, shredding machine, fax machine, duplicating machine, photocopying machine, scanning machine, collating machine, punched-card/perforating machine, franking machine amongst others. The use of these instructional materials enables the teacher to properly demonstrate the desired skills to the students. However, a study by Kulo and Agbogo (2016) on the availability of instructional materials revealed that these instructional materials were absent in most schools, particularly junior secondary schools in Delta State. Alfred and Kayoma (2012), stated that most Nigerian secondary schools do not have the required instructional materials and equipment for the teaching of skill subjects.

Statement of the Problem

The focus on entrepreneurship training is to equip the learners with employability skills. Teaching entrepreneurship skills require the use of instructional materials to make the lessons more meaningful and understandable. Instructional materials provide a guide to the teacher and the students in the teaching and learning of entrepreneurship skills. The use of instructional materials according to Okike and Abraham-Ibe (2015) is indispensible in teaching entrepreneurship skills for human capital development. To achieve the objectives of teaching entrepreneurship skills, instructional materials need to be available and adequate in quantity. This paper sought to determine the availability of instructional materials needed for the teaching of entrepreneurship in business studies in secondary schools in Delta State for employment skills development.

Purpose of the Study

The main purpose of this study is to determine the availability of the instructional materials required for the teaching of entrepreneurship in business studies in secondary schools in Delta State for skills development. Specifically, the study sought to: identify the types of instructional materials required for the teaching of entrepreneurship in business studies in secondary schools in Delta State for employment skills development, determine the availability of instructional materials for teaching entrepreneurship in business studies in secondary schools in Delta State for employment skills development.

Research Questions

The following research questions guided the study:

1. What instructional materials are required for the teaching of entrepreneurship in business studies in secondary schools in Delta State for employment skills development?
2. What required instructional materials are available for the teaching of entrepreneurship in business studies in secondary schools in Delta State for employment skills development?

Method

The study adopted a survey design. The study was carried out in public secondary schools in Delta State. The population for the study comprised 595 Business studies teachers in secondary schools in Delta State. Using the stratified random sampling technique, 119 Business studies teachers were selected as the actual sample size. A structured questionnaire titled: "Instructional Materials Required for Teaching Entrepreneurship Skills in Business Studies (IMRTESBS)" and a Checklist titled: "Availability of Instructional Materials for Teaching Entrepreneurship Skills in Business Studies (AIMTESBS)" were designed and used for data collection. The instrument was validated by three experts from Business Education Department in Ebonyi State University, Abakaliki. The questionnaire consists of two parts. Part A was designed to elicit the personal information of the respondents', while Part B consists of 20 items which sought information on the instructional materials required for the teaching of entrepreneurship skills in business studies with a rating scale of Highly Required (HR) 4 points, Required (R) 3 points, Fairly Required (FR) 2 points and Not Required (NR) 1 point. The checklist consists of 20 items which sought information on the availability of the required instructional materials for teaching entrepreneurship in business studies.

The reliability of the instrument was determined using Cronbach Alpha method and yielded reliability co-efficient of 0.90. One hundred and nineteen copies of questionnaires were distributed to the respondents with the help of three research assistants after proper briefing. Mean ratings and standard deviation were used to answer research question 1, while frequency distribution and simple percentages were employed for research question 2. Any item with a mean rating of 2.50 and above was regarded as "Required" while any item with a mean rating below 2.50 was regarded as "Not Required". For the checklist, any instructional material with percentage value of 50% and above was regarded as "Available" while instructional materials which recorded percentage value of 49% and below was regarded as "Not Available".

Results

Research Question One

What types of instructional materials are required for teaching entrepreneurship in business studies in secondary schools in Delta State for employment skills development?

Table 1: Mean Responses on Instructional Materials Required for Teaching Entrepreneurship in Business studies in Secondary Schools in Delta State for Employment skills Development

SN	Item Statements	$\overline{X}$	SD	Rmks
1	Computer.	3.73	0.54	Rqd
2	Accounting machine.	3.57	0.76	Rqd
3	Recording machine.	3.53	0.64	Rqd
4	Perforating machine.	3.33	0.70	Rqd
5	Fax machine.	3.26	0.73	Rqd
6	Spiral binding machine.	3.70	0.46	Rqd
7	Laminating machine.	3.30	0.70	Rqd
8	Shredding machine.	3.48	0.58	Rqd
9	Addressing machine.	3.61	0.49	Rqd
10	Guillotine machine.	3.47	0.72	Rqd
11	Franking machine	3.73	0.54	Rqd
12	Adding machine	3.31	0.71	Rqd
13	Calculating machine	3.49	0.56	Rqd
14	Letter opening machine	3.53	0.59	Rqd
15	Sealing machine	3.29	0.69	Rqd
16	Electronic scale machine	3.57	0.61	Rqd
17	Stamp affixing machine	3.65	0.47	Rqd
18	Collating machine	3.34	0.63	Rqd
19	Folding machine	3.37	0.55	Rqd
20	Mailing machine	3.70	0.72	Rqd

Note: n = 112, *X = Mean, SD = Standard Deviation, Rqd = Required.*

Table 1 reveals that the mean ratings of the responses of the respondents on the 20 items in the Table ranged between 3.26 to 3.73 which were all greater than the benchmark of 2.50 on 4-point rating scale. This indicated that the 20 identified instructional materials were required for the teaching of entrepreneurship in business studies in secondary schools in Delta State for employment skills development. The standard deviation values of the 20 items ranged between 0.46 to 0.76 indicating that the responses of the respondents are close to the mean and one another.

Research Question Two

What instructional materials are available for teaching entrepreneurship in business studies in secondary schools in Delta State for employment skills development?

Table 2: Frequency and Percentage Distribution of Availability of Instructional Materials for Teaching Entrepreneurship in Business Studies in Secondary Schools in Delta State for Employment skills development

		Available		Not Available		
		Freq	%	Freq	%	Rmks
SN	Item Statements					
1	Computer.	54	48.2	58	51.8	NA
2	Accounting machine.	41	36.6	71	63.4	NA
3	Recording machine.	49	43.8	63	56.3	NA
4	Perforating machine.	81	72.3	31	27.7	A
5	Fax machine.	14	12.5	98	87.5	NA
6	Spiral binding machine.	59	52.7	53	47.3	A
7	Laminating machine.	50	44.6	62	55.4	NA
8	Shredding machine.	42	37.5	70	62.5	NA
9	Addressing machine.	49	43.8	63	56.3	NA
101	Guillotine machine.	53	46.1	59	53.9	NA
1	Franking machine	41	36.6	71	63.4	NA
12	Adding machine	14	12.5	98	87.5	NA
13	Calculating machine	60	52.9	52	47.1	A
14	Letter opening machine	54	48.2	58	51.8	NA
15	Sealing machine	49	43.8	63	56.3	NA
16	Electronic scale machine	54	48.2	58	51.8	NA
17	Stamp affixing machine	50	44.6	62	55.4	NA
18	Collating machine	42	37.5	70	62.5	NA
19	Folding machine	41	36.6	71	63.4	NA
20	Mailing machine	53	46.1	59	53.9	NA

Note: n = 112, *A = Available; NA = Not Available; Benchmark = 50%*

Table 2 reveals that the percentage ratings of the availability of perforating machine, spiral binding machine and calculating machine were 72.3, 52.7 and 52.9 respectively. The percentage values of the three instructional materials were above the benchmark of 50% which indicated that the three instructional materials are available for teaching entrepreneurship in business studies in secondary schools in Delta State for employment skills development. On the other hand, the percentage ratings of computer (48.2%), accounting machine (36.6%), recording machine (43.8%), fax machine (12.5%), laminating machine (44.6%), shredding machine (37.5%), addressing machine (43.8%), guillotine machine (46.1%), franking machine (36.6%), adding machine (12.5%), letter opening machine (48.2%), sealing machine (43.8%), electronic scale machine (48.2%), stamp affixing machine (44.6%), collating machine (37.5%), folding machine (36.6%) and mailing machine (46.1%) were all less than the benchmark of 50% which implied that the instructional materials listed were not available for teaching entrepreneurship in business studies in secondary schools in Delta State for employment skills development.

Discussion of Findings

The findings of Research Question one, identified 20 instructional materials which include computer, accounting machine, recording machine, perforating machine, fax machine, spiral binding machine, laminating machine, shredding machine, addressing machine and guillotine machine. Others are Franking machine, Adding machine, Calculating machine, Letter opening machine, Sealing machine, Electronic scale machine, Stamp affixing machine, Collating machine, Folding machine and Mailing machine which were required for the teaching of entrepreneurship in business studies in secondary schools in Delta State for employment skills development.

The findings of this study is in line with the report of Educational Research and Development Council {NERDC}(2014) that recommended several instructional materials for the teaching and learning of entrepreneurship skills in business studies to include computer, projector, accounting machine, recording/dictating machine, guillotine machine, addressing machine, spiral binding machine, laminating machine, shredding machine, fax machine, duplicating machine, photocopying machine, scanning machine, collating machine, punched-card/perforating machine and franking machine amongst others

Research Question two revealed that only three instructional materials which were perforating machine, spiral binding machine and calculating machine out of the 20 identified instructional materials were available for teaching entrepreneurship in business studies in secondary schools in Delta State for employment skills development, while the remaining seventeen identified instructional materials were not available. The findings of this study is similar to that of Kulo and Agbogo (2016) that carried out a study to assess the availability of instructional materials in secondary schools in Delta State and found that the relevant instructional materials were absent in most of the secondary schools, particularly junior secondary schools in Delta State. The result is also similar to that of Alfred and Kayoma (2012) which found that most Nigerian secondary schools do not possess the instructional materials and equipment required for the teaching of skilled subjects.

Conclusion

This study determined various types of instructional materials required for the teaching of entrepreneurship in business studies in secondary schools in Delta State for employment skills development. From the findings of the study, it was concluded that:

1. Twenty instructional materials were required for the teaching of entrepreneurship in business studies in secondary schools in Delta State for employment skills development.
2. The instructional materials identified were not available for teaching entrepreneurship in business studies in secondary schools in Delta State for employment skills development.

Recommendations

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

1. The State government should make adequate provision for acquiring the instructional materials required for the teaching and learning of entrepreneurship in business studies in secondary schools in the State for employment skills development.
2. The school authority, the teachers and other stakeholders in the field of education should involve themselves in the provision of instructional materials to make the teaching of entrepreneurship skills in business studies a success.

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ASSESSMENT OF MOBILE LEARNING TECHNOLOGIES APPLICATION FOR BUSINESS EDUCATION INSTRUCTION IN COLLEGES OF EDUCATION IN DELTA STATE, NIGERIA

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Abstract

The study assessed mobile learning technologies application for business education instruction in colleges of education in Delta State, Nigeria using descriptive survey research design. Three research questions and three null hypotheses guided the study. The population for the study was 312, made up of 79 business education lecturers and 233 NCE III students of business education from the two colleges of education from Delta North. Purposive sampling and simple random sampling techniques were used. The entire 79 lecturers were used from the two colleges while 61 students were sampled from FCE (T) Asaba and 42 students from College of Education Agbor, making a total of 182. The instrument for data collection was a 50-item structured questionnaire. The instrument was face-validated by three experts using Cronbach Alpha. The reliability yielded a coefficient of 0.84. The data collected were analysed using frequency, mean and t-test statistics. The findings of the study showed that the extent of utilization of m-learning technologies is relatively low. In addition, the study identified 15 instructional benefits of the use of m-learning technologies and 20 challenges undermining effective utilization of m-learning technologies for teaching and learning business education subjects in colleges of education in Delta North. The result of hypotheses showed no significant differences in the mean ratings of the responses of business education lecturers and students on 40 out of the 50 items, whereas, there were significant differences on the remaining 10 items. The study among others recommended capacity building training for lecturers on m-learning skills for effective operation of m-learning devices for teaching, learning and research purposes.

Keywords: *Mobile learning, Business education, Colleges of education, Benefits, Challenges.*

Introduction

College of education is one of the higher level schools for advanced education following the completion of secondary education. It is an institution established by law to provide knowledge, skills and training to students for the production of teachers and skilled personnel who shall be enterprising and self-reliant (Federal Government of Nigeria, 2014). At college of education level in Nigerian education system, one of the vocational courses

where students can enrol and be equipped with saleable skills for self and paid job on graduation is business education.

Business education is a form of vocational education that is focused on equipping the recipients with saleable skills for productive teaching, paid employment and self-employment. According to Nwuzoh (2016), Business education as the type of education that gives individuals the needed skills and knowledge to succeed in either small, medium or large scale businesses. In the opinion of Ugwuogo (2013), business education is an aspect of vocational education that provides instruction and preparation for office occupations such as secretary, shorthand-typist or stenographer, bookkeeper, data processor, word processor, computer analyst and accountant. On the other hand, education about business provides knowledge and understanding of the economic, financial, marketing, accounting, management system and other branches of business endeavour. Some of the objectives of business education in Nigeria school system as highlighted by Aliyu (2013) include: provision of specialized instruction to prepare students for career in business, developing in students fundamental instruction to help them assume their economic roles as consumers, workers and citizens and equipping learners with background instruction to assist them in preparing for professional careers interest for advanced study.

The sustainable achievement of the objectives of business education in Nigeria education is obviously thwarted with the use of obsolete teaching materials and sluggish adoption of modern interactive technology devices for effective teaching and learning. Chaka and Govender (2014) argued that one of the ways of resuscitating the status of colleges of education and lifting the quality of their products is by improving the learning environment and providing access to modern learning resources such as the use of mobile learning (m-learning) technologies.

Mobile learning (m-learning) is a method of instructional delivery of educational training through the use of handheld mobile electronics irrespective of location and time. Hashemi, Azizinezhad, Najafi and Nesari (2011) described m-learning as the use of technological devices such as mobile phones, androids, smart phones and iPad to extend the reach of teaching and learning across multiple locations. In the opinion of Pamela (2011), m-learning technologies are handheld information technology devices or artifacts that encompass hardware (devices), software (interface and applications), and communication (network services). Ugwu (2012) stated that m-learning technologies could also be seen as any sort of learning that happens when the learner is not at a fixed, predetermined location, or learning that happens when the learner takes advantage of the learning opportunities offered by mobile technologies. Amiaya and Ranor (2015) noted that the application of m-learning technologies creates, fosters, delivers and facilitates learning anytime and anywhere.

The instructional benefit of the use of m-learning technologies to teaching and learning is overwhelming. For instance, Valk, Rashid and Elder (2010) submitted that the use of m-learning such as mobile phones has to a great extent assisted to improve access to

educational resources and promote acquisition of knew knowledge. In their own view, Gedik, Hanci-Karademirci, Kursun and Caglitay (2012) reported that m-learning provides significant learning prospects for students who regularly use mobile devices like personal digital assistance, android, smart phones among others. In addition, Ogbuju, Mbanusi, Chukwu and Onyesolu (2012) while assessing m-learning technologies framework for Nigerian students reported that improved m-learning technologies will enable students to access academic contents, submit assignments remotely, access resources in the library, and collaborate with each other via the system. With the apparent instructional advantages of m-learning technologies, the present rate of utilizing modern devices for learning in tertiary institutions in Nigeria and Delta State in particular cannot be equated with that of developed world where teaching and learning are made to be more effective, interactive and learner-centred through the use of m-learning technologies. The bulk of the teaching and learning of business education in Delta State as observed during the pre-field assessment by the researcher is characterised by gross use of traditional board and markers system of instructional delivery. Thus, the research deemed it necessary to assess m-learning technologies application for business education instruction in colleges of education in Delta State.

Purpose of the Study

The major purpose of this study was to assess m-learning technologies application for business education instruction in colleges of education in Delta North, Nigeria. Specifically, the study:

1. Examined the extent of utilization of m-learning technologies for instructional delivery in business education in colleges of education in Delta North.
2. Identified instructional benefits of the use of m-learning technologies for instructional delivery in business education in colleges of education in Delta North.
3. Identified the challenges undermining effective use of m-learning for instructional delivery in business education in colleges of education in Delta North.

Research Questions

The following research questions guided the study:

1. To what extent are m-learning technologies utilized for instructional delivery in business education in the study area?
2. What are the instructional benefits of the use of m-learning technologies for instructional delivery in business education in the study area?
3. What are the challenges undermining effective use of m-learning for instructional delivery in business education in the study area.

Hypotheses

$H0_1$: There is no significant difference in the mean ratings of lecturers and students on the extent to which m-learning technologies are utilized for instructional delivery in business education in the study area.

$H0_2$: There is no significant difference in the mean ratings of lecturers and students on the instructional benefits of the use of m-learning technologies for instructional delivery in business education in the study area.

$H0_3$: There is no significant difference in the mean ratings of lecturers and students on the challenges undermining effective use of m-learning for instructional delivery in business education in the study area.

Method

The study was guided by three research questions and three null hypotheses. Descriptive survey research design was adopted for the study. Descriptive survey research design according to Check and Schutt (2012) is the collection of information from a sample of individuals through their responses to questions. The population for the study was 312 subjects, made up of all the 79 business education lecturers and 233 NCE III students of business education from the two colleges of education in Delta North. Purposive and simple random sampling techniques were used. The entire 79 lecturers were used for the study - 58 from FCE(T) Asaba and 21 from COE Agbor. Simple random sampling techniques was used to sample 61 students from FCE(T) Asaba, while 42 were sampled from COE Agbor making a total students population of 103. Total size is now 79 lecturers and 103 students which was 182.

The instrument for data collection for the study was a 50-item structured questionnaire titled: "Assessment of Mobile Learning Technologies Application Questionnaire (AMLTAQ). The questionnaire has three clusters in line with the three specific purposes of the study. Cluster A_1 was structured on a 4-point rating scale of Very High Extent (VHE); High Extent (HE); Low Extent (LE) and Very Low Extent (VLE) with corresponding values of 4, 3, 2, and 1 respectively. Clusters A_2 and A_3 were structured on a 4-point rating scale of Strongly Agree (SA); Agree (A); Disagree (D); and Strongly Disagree (SD) with corresponding values of 4, 3, 2, and 1. The instrument was face-validated by three experts. Cronbach Alpha reliability method was used to determine the reliability of the instrument which yielded a coefficient of 0.84. Data for the study were collected with the help of two research assistants. Out of the 182 copies of the questionnaire administered, 170 copies were completely filled and returned representing 93.4% return rate. The data collected were analysed using frequency and mean for answering the research questions while t-test statistics was used for testing the null hypotheses at 0.05 level of significance.

To answer the research questions, mean and standard deviation were employed. The cut-off point for the response option was obtained thus:

$$\frac{4+3+2+1}{4} \quad \frac{10}{4} = 2.50 \ (\textit{Cut-off point})$$

Based on the obtained cut-off point value, any item with mean value of 2.50 and above was interpreted as "High Extent or Agree" as the case may be while items with mean values less than 2.50 were interpreted as "Low Extent or Disagree" as the case may be. On the null hypotheses tested, the hypothesis of no significant difference was accepted for items whose p-values were greater than 0.05 level of significance, while hypothesis of no significant difference was rejected for items whose p-values were less than 0.05 level of significance.

Results

Research Question One

To what extent are m-learning technologies utilized for instructional delivery in business education in the study area?

$H0_1$: There is no significant difference in the mean ratings of lecturers and students on the extent to which m-learning technologies are being utilized for instructional delivery in Business education in the study area.

The data for answering the first research question and testing the first hypothesis are presented in Table 1.

Table 1: Mean ratings and t-test statistics of the responses of Business Education Lecturers and Students on the Extent to which M-learning Technologies are being Utilized for Instructional Delivery in Business Education in the Study Area (n = 170).

SN	Extent of utilization of m-learning technologies for instructional delivery	$\overline{X}_L$	$\overline{X}_S$	$\overline{X}_G$	SD_G	p-value	Remarks	
							RQ	H0
1	The use m-learning technologies to search the internet for material for teaching and learning Business education	3.76	3.89	3.83	0.55	0.24	HE	NS
2	The use of m-learning technologies for Business education instructional delivery	2.35	2.41	2.38	0.77	0.21	LE	NS
3	The use of m-learning technologies for instructional planning Bus. education instruction	2.60	2.57	2.59	0.64	0.52	HE	NS
4	The use of m-learning technologies for setting assignment for business education students	2.23	2.36	2.30	0.85	0.62	LE	NS
5	The use m-learning technologies to assess students response	2.12	2.03	2.08	0.89	0.43	LE	NS
6	The use of m-learning technologies for distributing lecture notes and materials to the research of students	2.26	2.29	2.27	0.79	0.40	LE	NS
7	The use m-learning technologies to download learning packages for effective teaching and learning Business education	2.42	2.16	2.29	0.86	0.02	LE	S*
8	The use of m-learning technologies for recording students' scores	2.50	2.46	2.48	0.78	0.63	LE	NS

9	Forming learning group for information sharing using m-learning technologies	2.76	3.59	3.17	0.71	0.00	HE	S*
10	The use of m-learning technologies to disseminate information on performance of students.	2.44	2.37	2.40	0.62	0.52	LE	NS
11	The use of m-learning technologies for administering test and exam to Business education students	2.35	2.23	2.29	0.65	0.68	LE	NS
12	Use m-learning technologies for class management and control	2.00	1.95	1.98	0.81	0.32	LE	NS
13	The use of m-learning technologies for academic conferencing to complement teaching	3.35	2.97	3.16	0.65	0.01	HE	S*
14	The use of m-learning technologies to get feedback from students	2.40	2.43	2.42	0.79	0.55	LE	NS
15	The use m-learning technologies to assign class/home work to students	2.64	2.67	2.66	0.68	0.57	HE	NS

Note: $\overline{X}_L$ *= Mean of Lecturers;* $\overline{X}_S$ *= Mean of Students;* $\overline{X}_G$ *= Grand Mean;* ***HE*** *= High Extent;* ***LE*** *= Low Extent;* ***N*** *= Number of Respondents;* ***S**** *= Significant;* ***NS*** *= Not Significant; Sig. at* ***0.05.***

The data presented in Table 1 shows that the grand mean ratings of the responses of respondents on 10 out of the 15 items range from 1.98 to 2.48 which are less than the cut-off point value of 2.50 on 4-point rating scale. This indicates that the 10 items of m-learning technologies are to a "low extent" utilized for instructional delivery in business education in colleges of education in Delta State. The grand mean ratings of the remaining five items (specifically items 1, 3, 9, 13 and 15) are 3.83, 2.59, 3.17, 3.16 and 2.66 respectively which are in each case greater than the cut-off point value of 2.50 on 4-point rating scale. This implies that the five items of m-learning technologies are to a "high extent" utilized for instructional delivery in business education in colleges of education in Delta State. The grand standard deviation of the 15 items range from 0.55 to 0.89 which implies that the responses of the respondents are close to one another and the mean.

The data on t-test statistics reveal that the p-values of 12 out of the 15 items range from 0.21 to 0.68 which are all greater than 0.05 level of significance. This indicates that there are no significant differences in the mean ratings of the responses of business education lecturers and students on the 12 items of extent of utilization of m-learning technologies for instructional delivery in Business education in the study area. Therefore, the null hypothesis of no significant difference is accepted on the 12 items. On the other hand, the p-values on the remaining three items (items 7, 9 and 13) are 0.02, 0.00 and 0.01 respectively which are in each case less than 0.05 level of significance. This indicates that there are significant differences in the mean ratings of the responses and business education lecturers and students on the remaining 3 items of extent of utilization of m-learning technologies for instructional delivery in business education. Thus, the null hypothesis of no significant difference is rejected on the three items in the tabl**e.**

Research Question Two

What are the instructional benefits of the use of m-learning technologies for instructional delivery in Business education in the study area?

$H0_2$: There is no significant difference in the mean ratings of lecturers and students on the instructional benefits of the use of m-learning technologies for instructional delivery in Business education in the study area.

The data for answering research question two and testing hypothesis two are presented in Table 2.

Table 2: Mean ratings and t-test statistics of the responses of Business Education Lecturers and Students on Instructional Benefits of the Use of M-learning Technologies for Instructional Delivery in Business Education in the Study Area (n = 170).

SN	Instructional benefits of using m-learning technologies	$\overline{X}_L$	$\overline{X}_S$	$\overline{X}_G$	SD_G	p-value	Remarks	
							RQ	H0
1	M-learning has personalization and extended reach capabilities	3.70	3.72	**3.71**	0.65	0.16	**A**	**NS**
2	The use of m-learning reduces the distance between teacher and students, thereby reducing students' pressure	3.68	3.64	**3.66**	0.50	0.13	**A**	**NS**
3	The use of m-learning establishes a bridge between the formal and informal learning spaces for better application of acquired knowledge	3.61	3.65	**3.63**	0.51	0.29	**A**	**NS**
4	Students are motivated and stimulated using m-learning for instruction	3.62	3.61	**3.61**	0.54	0.77	**A**	**NS**
5	Students who receive lectures via m-learning obtain better grades than those who receive conventional lectures	3.61	3.59	**3.60**	0.54	0.59	**A**	**NS**
6	The use of m-learning provides an opportunity to enhance experiential learning	3.43	3.70	**3.57**	0.59	0.01	**A**	**S***
7	The sue of m-learning technologies provide an atmosphere that takes learning outside the classroom and even remote places	3.40	3.43	**3.41**	0.79	0.55	**A**	**NS**
8	The use of m-learning technology is learner-centred.	3.45	3.37	**3.41**	0.70	0.84	**A**	**NS**
9	M-learning technologies make learning take place at any time and location	3.52	3.50	**3.51**	0.80	0.13	**A**	**NS**
10	M-learning provides relatively inexpensive opportunities as the cost of mobile devices are significantly less than PCs and laptops	3.57	3.20	**3.39**	0.71	0.02	**A**	**S***
11	Students can play back audio and video of interactions for better understanding	3.41	3.38	**3.40**	0.72	0.09	**A**	**NS**
12	The use of m-learning technologies make research more easier	3.46	3.45	**3.46**	0.73	0.17	**A**	**NS**
13	The use of m-learning technologies makes the writing and submission of assignment easier for students than the use of biro and paper	3.41	3.48	**3.45**	0.66	0.23	**A**	**NS**
14	M-learning technologies enhance information sharing among students for academic excellence	3.37	3.23	**3.30**	0.74	0.10	**A**	**NS**
15	The use of m-learning technologies make learning more interactive and interesting	3.54	3.48	**3.51**	0.83	0.24	**A**	**NS**

Note: *$\overline{X}_L$ = Mean of Lecturers; $\overline{X}_S$ = Mean of Students; $\overline{X}_G$ = Grand Mean; **A** = Agreed; **N** = Number of Respondents; **S*** = Significant; **NS** = Not Significant; Sig. at **0.05.***

The data presented in Table 2 reveal that the grand mean ratings of the responses of the respondents on the 15 items range from 3.30 to 3.71 which are greater than the cut-off point value of 2.50 on 4-point rating scale. This indicates that the 15 identified items are instructional benefits of the use of m-learning technologies for instructional delivery in business education in colleges of education in Delta State. The grand standard deviation of the 15 items range from 0.55 to 0.89 which implies that the responses of the respondents are close to one another and the mean.

The data on t-test statistics reveal that the p-values of 13 out of the 15 items range from 0.09 to 0.84 which are all greater than 0.05 level of significance. This indicates that there are no significant differences in the mean ratings of the responses of business education lecturers and students on the 13 instructional benefits of the use of m-learning technologies for instructional delivery in business education. Consequently, the null hypothesis of no significant difference is accepted on the 13 items. The p-values on the remaining two items (items 6 and 10 are 0.01 and 0.02) respectively which are in each case less than 0.05 level of significance. This implies that there are significant differences in the mean ratings of the responses of business education lecturers and students on the two instructional benefits of the use of m-learning technologies for instructional delivery in business education in the study area. Therefore, the null hypothesis of no significant difference is rejected on the two items.

Research Question Three

What are the challenges undermining effective use of m-learning for instructional delivery in business education in the study area.

$H0_3$: There is no significant difference in the mean ratings of lecturers and students on the challenges undermining effective use of m-learning for instructional delivery in Business education in the study area.

The data for answering the third research question and testing the third hypothesis are presented in Table 3.

Table 3: Mean ratings and t-test statistics of the responses of Business Education Lecturers and Students on the Challenges Undermining Effective Use of M-learning for Instructional Delivery in Business Education in the Study Area (n = 170).

SN	Challenges in the use of m-learning	$\overline{X}_L$	$\overline{X}_S$	$\overline{X}_G$	SD_G	p-value	Remarks	
							RQ	H0
1	The challenge of unstable power supply for constant charging of m-learning devices could be frustrating.	3.59	3.57	**3.58**	0.92	0.73	**A**	**NS**
2	Problem of internet connectivity is a major limitation in the use of m-learning technologies	3.56	3.51	**3.53**	0.87	0.44	**A**	**NS**
3	There is possibility of environmental disturbance in the use of m-learning technologies by students and lecturers	3.52	3.27	**3.39**	0.93	0.01	**A**	**S***
4	Durability and fragile nature of most of the handheld devices is a challenge	3.29	3.15	**3.22**	0.83	0.46	**A**	**NS**
5	Possibility of techno-phobia of being afraid of new technologies is a challenge of m-learning	3.42	3.40	**3.41**	0.73	0.71	**A**	**NS**
6	The fear of theft of m-learning technologies and associated information lost.	3.22	3.33	**3.27**	0.76	0.13	**A**	**NS**
7	M-learning cannot sustain the concentration span of students for long	3.64	3.65	**3.64**	0.78	0.87	**A**	**NS**
8	Information and interaction overload as a result of extensive use of the mobile devices	3.68	3.60	**3.64**	0.85	0.16	**A**	**NS**
9	Subject of mobility in the content of mobile learning is a challenge	3.46	3.44	**3.45**	0.79	0.40	**A**	**NS**
10	There is challenges with no restriction on learning time-table with m-learning devices	3.18	3.24	**3.21**	0.72	0.25	**A**	**NS**
11	Frequent changes in device models and technologies functionality	3.19	3.49	**3.34**	0.74	0.03	**A**	**S***
12	Non willingness of some lecturers to adopt the use of m-learning technologies for instructional delivery.	3.35	3.55	**3.45**	0.86	0.01	**A**	**S***
13	Accessibility and airtime recharge is a major barriers for end users of m-learning technologies	2.98	3.09	**3.03**	0.87	0.27	**A**	**NS**
14	The challenges of poor battery life span are common phenomena in the use of m-learning	3.51	3.58	**3.54**	0.63	0.17	**A**	**NS**
15	There is fragmentation in contents in learning through m-learning technologies	3.54	3.63	**3.59**	0.65	0.47	**A**	**NS**
16	The high cost of most m-learning technologies could be challenging	3.49	3.47	**3.48**	0.75	0.16	**A**	**NS**
17	Poor skills of some people in effective use of m-learning technologies	3.35	3.67	**3.52**	0.68	0.02	**A**	**S***
18	Inadequate incentives to lecturers to acquire the needed m-learning devices for instruction	3.40	3.52	**3.46**	0.59	0.20	**A**	**NS**
19	Poor maintenance culture in effective use of m-learning devices and technologies	3.51	3.53	**3.52**	0.68	0.22	**A**	**NS**
20	Poor administration and supervision of m-learning related programme and instructions	3.30	3.50	**3.40**	0.82	0.04	**A**	**S***

Note: ***X_L*** *= Mean of Lecturers;* ***X_S***=*Mean of Students;* ***X_G*** *= Grand Mean;* ***A****=Agreed;* ***N****=Number of Respondents;* ***S**** *= Significant;* ***NS*** *= Not Significant; Sig. at* ***0.05.***

Data presented in Table 3 reveal that the grand mean ratings of the responses of respondents on the 20 items range from 3.03 to 3.64 which are all greater than the cut-off point value of 2.50 on 4-point rating scale. This indicates that the 20 identified items are

challenges undermining effective use of m-learning for instructional delivery in business education in colleges of education in Delta State. The grand standard deviation of the 20 items ranged from 0.59 to 0.93 which imply that the responses of the respondents are close to one another and the mean.

The data on t-test statistics show that the p-values of 15 out of the 20 items range from 0.13 to 0.87 which are all greater than 0.05 level of significance. This indicates that there are no significant differences in the mean ratings of the responses of business education lecturers and students on the 15 of the identified challenges undermining effective the use of m-learning for instructional delivery in business education. Therefore, the null hypothesis of no significant difference is accepted on the 15 items in the table. The p-values on the remaining four items (items 3, 11, 12, 17 and 20) are 0.01, 0.03, 0.01, 0.02 and 0.04 respectively which are in each case less than 0.05 level of significance. This signifies that there are significant differences in the mean ratings of the responses of business education lecturers and students on the five challenges undermining the use of m-learning technologies for instructional delivery in business education in colleges of education in Delta state. Thus, the null hypothesis of no significant difference is rejected on the five items.

Discussion of Findings

The findings of the study showed that the extent of utilization of m-learning technologies is relatively low for business education instructional delivery, setting assignment for business education students, assess students response, distributing lecture notes and materials to the research of students, download learning packages for effective teaching and learning Business education, recording students' scores, disseminate information on performance of students, administering test and examination to business education students and class management and control among others. In agreement with the findings of this study, Liverpool, Marut, Ndam and Oti (2010) reported that due to low adoption of m-learning instruction in Nigerian schools, a project was proposed for the integration of e-learning in Higher Education Institutions based on the experiences of the ICT-Maths initiative. Chaka and Govender (2014) reported that there are numerous federal, state and privately own universities and other tertiary institutions in Nigeria but few employ learning management systems or implement a viable e-learning system.

The study identified the instructional benefits of the use of m-learning technologies in business education instruction to include: m-learning reduces the distance between teacher and students, thereby reducing students' pressure, establishes a bridge between the formal and informal learning spaces for better application of acquired knowledge, motivate and stimulate students' interest in instruction, students who receive lectures via m-learning obtain better grades than those who receive conventional lectures, provides an opportunity to

enhance experiential learning, the use of m-learning technology is learner-centred and m-learning technologies make learning take place at any time and location among others. The findings of this study supported that of Boyinbode and Akinyede (2008) who reported that mobile learning is the best option to simplify the delivery of course materials to wherever network exists. They further asserted that mobile learning is important to make up for the infrastructural deficits currently experienced and the conventional means of moving content by road in trucks to different parts of Nigeria.

The challenges undermining effective utilization of m-learning technologies as found in this study include: the challenge of unstable power supply for constant charging of m-learning devices could be frustrating, poor internet connectivity is a major limitation in the use of m-learning technologies, fragile nature of most of the handheld devices is a challenge, techno-phobia of being afraid of new technologies is a challenge of m-learning, fear of theft of m-learning technologies and associated information lost, m-learning cannot sustain the concentration span of students for long, frequent changes in device models and technologies functionality, accessibility and airtime recharge is a major barriers for end users of m-learning technologies and the challenges of poor battery life span are common phenomena in the use of m-learning among others. The findings of this study corroborated that of Amiaya and Ranor (2015) who investigated challenges and benefits of mobile learning adoption in OTM programme in Delta State Polytechnics and found the challenges to the use of mobile learning to include: connectivity and battery life span are common phenomena, accessibility and cost barriers for end users are common, durability and obsolescence of the handheld devices, subject of mobility in the content of mobile learning is a challenge.

Conclusion

The bulk of the teaching and learning of business education in Delta State is characterised by gross use of traditional board and markers system of instructional delivery instead of the use of mobile learning technologies for effective teaching and learning. Hence, this study was carried out to assess mobile learning technologies application for Business Education instruction in colleges of education in Delta State, Nigeria. The findings of the study showed that the extent of utilization of m-learning technologies is relatively low for business education instructional delivery. The study equally identified 15 instructional benefits of the use of m-learning technologies in business education instruction and 20 challenges undermining effective utilization of m-learning technologies for teaching and learning business education in colleges of education in Delta State. Findings on the null hypotheses tested revealed that there were no significant differences in the mean ratings of the responses of business education lecturers and students on the 40 out of the 50 items on

which the hypotheses were tested, whereas, there were significant differences in the mean ratings of the responses of the two groups of respondents on the remaining 10 items.

Recommendations

Sequel to the findings of the study, it is recommended that;

1. There should be capacity building training for technical-know-how of lecturers for m-learning skill update in effective operation of m-learning devices for teaching, learning and research purposes.
2. The government and the managements of the colleges of education in the State should ensure effective connectivity of the schools to electricity and network for efficient use of mobile technologies for teaching and learning.
3. The challenges indentified in the study as undermining effective utilization of m-learning technologies should be properly addressed by the government and school authorities for effective m-learning based instruction in schools.
4. The managements of the colleges of education should encourage and support their lecturers with relevant incentives to attend electronics and mobile learning conferences both locally and internationally.

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ENHANCING JOB CREATION MENTALITY AMONG UNIVERSITIES BUSINESS EDUCATION STUDENTS FOR GLOBAL RELEVANCE

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Abstract

This study examined enhancing job creation mentality among universities business education students for global relevance. It looked at business education curriculum and real world learning environment. Survey research design was adopted for the study. Two research questions and two research hypotheses guided the study. The study population was 525 Business Education students in 200, 300 and 400 levels of 2017/2018 academic session in two universities- University of Calabar (UNICAL) and Cross River University of Technology (CRUTECH). Of this number, a sample of 177 was drawn using quota and simple random sampling techniques. A validated researcher-made four points rating scale questionnaire captioned Enhancing Job Creation Mentality among Universities Business Education Students for Global Relevance Questionnaire (EJCMAUBESGRQ) was used for data collection. Of the 177 copies administered, 142 representing 80% were found usable for analysis. After pilot-testing the instrument, a reliability index of .83 was achieved using Cronbach Alpha reliability coefficient. Data collected was analyzed using one way analysis of variance (ANOVA) and simple linear regression statistical tools. All the hypotheses were tested at .05 level of significance. Findings revealed that the curriculum and real world learning environment significantly enhance job creation mentality among universities business education students for global relevance. It was therefore recommended among others that periodic evaluation of the curriculum should be carried out in relation to societal issues, problems and trends in a bid to ascertaining the consistency of the curriculum in tackling identified societal issues such as unemployment if graduates of the program are to be globally relevant.

Keywords: *Unemployment, job creation mentality, business education curriculum, real world learning environment*

Introduction

Globally, chronic unemployment particularly among youths has become one of the most frequently referenced indicators of the mounting predicaments the young people faces. According to the International Labour Organization (ILO, 2004), youths unemployment has risen astronomically in the past decade to an unbelievable 88 million persons worldwide, representing 47 percent of the 186 million persons out of work worldwide in 2003.

In Nigeria, the National Bureau of Statistics (NBS, 2017)statedthatunemployment rate rose from 14.2 percent to 18.8 percent in 2017, and the nation's labour population increased from 83.9 million in the second quarter to 85.1 million in the third quarter of 2017, signalinga difference of 1.2 million people in additional workforce. Unequivocally, Vanguard (2017) in affirmation with the NBS hinted that unemployment and underemployment reports from first quarter to third quarter of 2017 reveals that the total number of people in full-time employment (of at least 40 hours a week) diminution from 52.7 million in the second quarter to 51.1 million in the third quarter of 2017. To this end, the number of people within the labour force who were either unemployed or underemployed increased from 13.6 million and 17.7 million respectively in the second quarter to 15.9 million and 18.0 million in the third quarter of 2017. A further look into these startling figures informs that the total unemployment and underemployment combined increased from 37.2 percent in the previous quarter to 40.0 percent in the third quarter of 2017.

As presented in the report, Nigeria's economic growth has been witnessing unexplainable retardation since second quarter of 2014 which culminated in a spiral of economic recession. The concomitant effect of this has led to manic behavior producing hordes of gangsters, felonious tendencies, hooliganism, cultism and 'boko-haramism' among the unemployed youths with negative impact on job creation, national development, and global competitiveness.

Although Trading Economics (2018) penned that economic recession was technically over in the second quarter of 2017, several economic activities are still crawling or recovering sub- optimally. This hinges on the sheer reason that economic recession is consistent with increase in unemployment and job losses, while new jobs creation remained conk.All these in a nutshell portends bleakness and despondency for the nation described as the most populous nation in Africa, reputed with having enviable fundamentals including the 6th largest gas reserve and the 8th largest crude oil reserve in the world (Ikutal, Edet&Abeng, 2018), which ordinarily should make it the hub for job creation and easy employment.

Antithetically, unemployment has subtly encroached itself on the nation as a ticking time-bomb awaiting detonation (Ogwu, Omeje&Nwokenna, 2014) to an extent that graduates of varying disciplines including business education are found in their dozens loitering everywhere in search of ready employment when they are supposed to be the prime job creators in tandem with the vision and objectives of their programs of study. Occupation wise, the study of business education prepares students for jobs in myriads of areas such as but not limited to teaching,banking, manufacturing, advertising, marketing, and information and communication technology sector (Edet, 2018). Ogwu, Omeje and Nwokenna (2014) asserted that business education students could create jobs in the areas of weaving, trading, barbing, hair dressing, making of mounds, music and so on. Armedwith this job creation insight, one would not be surprised as to why Tonne and Nanassyin Ben (2010) saw business

education as that aspect of the total education program that provides the knowledge, skills, understanding and attitudes necessary to perform in the business world as a producer and/ or consumer of goods and services. Doubtless, business education cannot be started and finished without implanting in the minds of students job creation mentality that will galvanize them into becoming self- reliance individuals (FRN, 2004).

Job creation mentality simply means engaging the brain in a deep-seated thought with positive ideas nurtured that could create jobs. Put differently, it connotes putting to use the humans brain powers such that could develop new jobs where none exists. In the words of Adeyemi (2000), it is the business of human beings to create and recreate whatever their minds conceive. Relatedly, job creation in whatever guise begins with having the right mentality. As Adeyemi (2000) professed further, the day idea is introduced into someone's mind, creation (and indeed job creation) sprout. Unarguably, everything visible today for example building of cars, weaving of clothes, construction of roads, packaging of foods, drinks or paints and so on were once latent and existed in the form of idea in someone's mind. This being true, one may not be wrong to assert that all jobs ever created had always remained in a stalemate until a mental force was applied.

In this study therefore, factors that can stimulate job creation mentality among business education students are: the curriculum and real world learning environment. Ahmadi and Lukman (2005) considered the curriculum to be a set of courses and the contents offered at a school or university. They maintained that a curriculum is prescriptive and based on a more general syllabus, which merely specifies what topics must be understood, and to what level towards achieving a particular grade or standard. Offorma (2005) opined that a curriculum is a planned learning experience offered to a learner in school, adding that it is a program of studies made up of three components: program of studies, program of activities, and program of guidance. In what appears to be a modern view of curriculum, Osam and Ina (2004) argued that curriculum is all the knowledge and experiences amass by students in and out of the school walls, either on the timetable or outside it, meaning that all the experiences the learner has regardless of when or how they take place is termed 'curriculum'.

From the foregoing, therefore, it is glaring that the construct- curriculum has diverse meanings and interpretations, and from whatever side one chooses to look at it, the persistent and pain laden unemployment situation in Nigeria today is traceable to the use of a defective curriculum (Ogwu, Omeje & Nwokenna, 2014; PM News, 2012). The plausible belief here is that the curriculum was not designed to cater for the emerging needs and daunting challenges of the nation. While narrating an exotic detail, Charles (2009) quipped that the curriculum that could develop job creation mentality among students (business education inclusive) is a 'future oriented curriculum' with poised focus on learning for understanding, and that which calls for a move away from ' assessment careers' towards 'learning careers'. Such fitting curriculum, Ogwu, Omeje and Nwokenna (2014) stressed demands a paradigm shift from orthodox content base to an integrated skill base.

Particularly, business education program is offered in the university with options in Accounting, Management, Marketing and Office Technology and Management(OTM). This study surveys the first three options letting out office technology and management because the two institutions studied do not offer it. However, these three optional areas are not without their unique curriculum content. The curriculum for accounting education specifies core courses like: elements of accounting, introduction to financial accounting, principles of business finance, introduction to cost accounting, management accounting, taxation, auditing and investigation and financial management. Management education core courses are: administrative office management, economics of production, organizational behavior, small scale business management, human relations management and business organization. Marketing education requires its learners to offer the following core courses: principles of marketing, consumer education, Nigerian marketing system and commercial policy, principles of advertising, sales management and retail and wholesale management (National Universities Commission NUC, 2007). Allied to these core courses mentioned, the university business education curriculum also demands students in all the options to offer educational courses, and other general courses. Comparatively, Okoye, Makobia and Atomatofa (2013) maintained that countries like Japan and Asian Tigers adopt a skill oriented curriculum. Hence, they too advocate that Nigeria should emulate same. These authors went on to posit that China for example is operating with her plans to create a big pool of entrepreneurs (job creators) through technical skills acquired by using a suitable curriculum.

Learning environment describes a setting in which teaching and learning as well as other indoor and outdoor activities takes place (Akaname & Ngwoke, 2010). The Organization for Economic Co-operation and Development (OECD, 2001) consideration of learning environment is that learning around the world should accommodate both the known and identifiable needs of today (which should be real and not pseudo or imagined), and the uncertain demands of the future. Such environment they advanced should provide support and enhance the teaching/learning process, encourage innovation, foster positive human relationships and to say the least be a tool for learning. Such an environment if one may ask how it should be, in response; it must be a real world learning environment.

Real world learning environment involves teaching and learning that takes place in an identical or similar environment as is found in the actual world of work. Pearce (2016) calls it authentic learning. She remarked that it is a form of learning with the intent of linking what students are taught in school to real world issues, problems and applications. The author contented that learning experiences ideally should mirror the complexities and ambiguities of real life.

The world over, the acute shortage of jobs with its attendant consequential negative impact places consuming responsibilities on training institutions and their trainers to relevantly lay bare the truth to students that unemployment is present in the society, and that the easy way out is to be armed with job creation mentality right from school. Significantly, therefore, if business education students are taught with real jobs, real machines, real equipment, and likely situations as is or will be present in the world of work, they would have gained mastery of 'hands-on-skills' which is a sine qua non and leeway to escape poverty trap through cultivating the students' minds with possibilities for job creation.

Ben (2010), advanced that pseudo learning environment is false, counterproductive, and pretentious with expectations that are illusive and unattainable. He enlightened that the aim of vocational education in which business education is a part will be defeated if the training of students is based on pseudo rather than real world learning environment.

Plainly, if nations like Japan, India, China, Malaysia, South Africa, Turkey and others that are not as naturally endowed as Nigeria could be making visible waves in terms of industrialization, technological advancement, and employment generation, what could be inhibiting Nigeria from carving a niche for herself and trailing the blaze in employment generation? Definitely, there is a compelling need to re-orientate Nigerian youths especially business education students towards enhancing their job creation mentality right from school. Should this be considered germane, can the use of a suitable curriculum and real world learning environment foster job creation mentality among business education students? The answer to this poser underscores why this study was undertaken.

Purpose of the Study

The main purpose of this study was to examine how job creation mentality could be enhanced among universities business education students for global relevance. Specifically, the study examined;

1. How the curriculum enhances job creation mentality among universities business education students for global relevance.
2. How real world learning environment enhances job creation mentality among universities business education students for global relevance.

Research Questions

The study sought to answer the following research questions:

1. To what extent does the curriculum enhances job creation mentality among universities business education students for global relevance?
2. To what extent does real world learning environment enhances job creation mentality among universities business education students for global relevance?

Research hypotheses

The following hypotheses guided the study:

1. There is no significant difference in the enhancement of job creation mentality among universities business education students exposed to the curriculum of accounting, management and marketing for global relevance.
2. Real world learning environment does not significantly enhance job creation mentality among universities business education students for global relevance.

Research Methodology

The study adopted survey research design using questionnaire to collect information on enhancing job creation mentality among universities business education students for global relevance. Specifically, attention was directed at the curriculum used and whether real world learning environment was used. Two research questions and two corresponding hypotheses guided the study. The study area was Cross River State, which is one of the 36 states in Nigeria. 177 respondents from the University of Calabar (UNICAL), and Cross River University of Technology (CRUTECH) were sampled from a population of 525 using quota and simple random sampling techniques. Of this number, 142 questionnaires which represented 80 percent were found usable for analysis. This is shown in table 1.

A researcher-made structured questionnaire validated by 5 experts; 2 each from business education units in the two institutions surveyed and 1 expert from measurement and evaluation UNICAL was used for data collection in the study. The reliability estimate of .83 was achieved for the instrument after a pilot test. The instrument was administered and retrieved personally by the researchers and two assistants after completion. This was done after detailed information about the problem being researched was explained to the respondents. A coding key was designed to code all responses. One way analysis of variance (ANOVA) and simple linear regression were used to test the hypotheses at .05 level of significance.

Table 1: Population and sample distribution of the study

Options of study	Levels	Population	Sample
Accounting	200	57	17
	300	88	21
	400	70	23
Management	200	91	26
	300	104	22
	400	66	20
Marketing	200	19	3
	300	15	4
	400	15	6
Total		**525**	**142**

Results

Hypothesis One

There is no significant difference in the enhancement of job creation mentality among universities business education students exposed to the curriculum of accounting, management and marketing for global relevance.

Table 2: Mean and standard deviation of variable

Options of Study	N	X	S.D
Accounting	61	5.49	1.543
Management	68	4.01	1.427
Marketing	13	3.36	0.678

Test for significance was done using one way analysis of variance at .05 level of significance. A summary of the result is presented in table 3.

Table 3: One way analysis of variance (ANOVA) of enhancing job creation mentality of universities business education students' in the three options (Accounting, Management and Marketing) exposed to the curriculum

Option of Study	Source of Variance	Sum of Square	d/f	Mean Square	F-ratio
Accounting	Between group	121.101	2	32.514	5.733*
	Within group	1061.221	138	5.671	
	Total	1182.322	140		
Management	Between group	113.301	2	25.286	5.701*
	Within group	1043.517	138	4.435	
	Total	1156.818	140		
Marketing	Between group	30.71	2	17.256	3.873*
	Within group	1452.835	138	4.456	
	Total	**1483.550**	**140**		

*significant @.05; critical F= 3.00

From the revelation in Table 3, it is clear that there is a significant F-ratio in all the options surveyed. This means that there is a significant difference in the enhancement of job creation mentality among universities business education students exposed to the curriculum of accounting, management and marketing for global relevance. Particularly, result of one way ANOVA computation presents an F-ratio of 5.733, 5.701, and 3.873 for accounting, management and marketing education options respectively.

Following the significant F-ratio of Accounting, Management and Marketing options, a post-hoc testing using Fisher's Least Significant Different (LSD) multiple comparison analysis was done to determine which option differ significantly in terms of

enhancement of job creation mentality when exposed to the curriculum. The result is shown in Table 4.

Table 4: Result of Fisher's LSD multiple comparison analysis of the enhancement of job creation mentality among universities business education students exposed to the curriculum.

Option of Study	Accounting (61)	Management(68)	Marketing (13)
Accounting	5.49[a]	0.48[b]	2.13
Management	3.52*[c]	5.01	1.65
Marketing	3.28*	0.52	3.36

MSW= 4.85
a = group means are placed along the diagonals
b = difference between group means are placed above the diagonals
c = Fisher's t-value are placed below the diagonal
*Significant at .05 level, critical t= 1.96, df=140

The entries in Table 4 have shown significant Fisher's t-value of 3.52 and 3.28 and a non-significant t-value of 0.52. This analysis revealed that universities business education students of accounting option were better in their enhancement of job creation mentality than those in marketing option, while the job creation mentality of management option students did not seem to be enhanced when exposed to the curriculum.

Hypothesis Two

Real world learning environment does not significantly enhance job creation mentality among universities business education students for global relevance.

Test for significance was done using simple linear regression at .05 level of significance. A summary of the result is presented in table 5.

Table 5: Simple linear regression analysis on enhancing job creation mentality among universities business education students for global relevance through real world learning environment.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	
1	.731	.649	.628	2.56730	
Source of variation	S. S.	Df	MS	F-ratio	P-val.
Regression	3951.579	1	3951.579	1584.434	.000
Residual	493.921	140	2.494		
Total	**4445.500**	**141**			

*p< .05; df=1, 141; critical F= .000

From Table 4, the correlation between the real world learning environment and job creation mentality among universities business education students for global relevance was .731. This means that as students are continuously taught in a real world learning environment, their job creation mentality is enhanced. From the correlation coefficient, an R square of .649 was obtained, this imply that about 64.9% of the total variation in enhancing job creation mentality is accounted for by real world learning environment. The P-value (.000) associated with the computed F-value (1584.434) is less than the level of significance (.05). Consequently, the null hypothesis was rejected, meaning that real world learning environment significantly enhance job creation mentality among universities business education students for global relevance.

Discussion of Findings

Findings from the post-hoc testing for hypothesis one reveals that Accounting and Marketing options students have their job creation mentality enhanced when exposed to the curriculum of the program. This result has therefore discredited Ogwu, Omeje and Nwokenna (2014) and PM NEWS (2012) who asserted independently that the unemployment situation in Nigeria is linked to the use of a defective curriculum. In this sense, one may not be adjudged wrong for positing that the in-use business education curriculum is a future oriented curriculum. This is in line with the view of Charles (2009) that a future oriented curriculum can develop job creation mentality among students (business education students inclusive). On the contrary, it is possible that the curriculum of a program of study could be qualitatively-loaded, yet the pedagogical approach of dishing out the content poorly selected and applied. Such aberration could pose avoidable threat towards the enhancement of job creation mentality among business education students of universities.

The second finding indicates that real world learning environment enhances job creation mentality among universities business education students for global relevance. This suggests that students are not taught in a real world learning environment. This therefore account for why students after graduation turn to be job seekers instead of job creators. This finding affirms the submission of Ben (2010) that teaching and learning in a pseudo learning environment in which business education students are taught is false, counterproductive and pretentious, leading to illusive and unattainable expectations. No wonder business education students on graduation think less of job creation, but involve more in seeking for (white collar) jobs even when none seems to come forth.

Conclusion

The seemingly endless unemployment hydra-headed monster threatening Nigerian graduates including those of business education appears not to have met any substantial redress because the present students' job creation mentality could best be described as low-

down. In depth look into the scenario leaves one with the premise that although the content of the curriculum as revealed in this study seems okay, poor implementation of the curriculum and the teaching of students in a pseudo learning environment may be the causation why persistent and biting unemployment abounds.

The nostrum for this enigma, however, lies in the quality implementation of a skill-integrated curriculum as well as learning in a real world environment. Until this is done, the enhancement of job creation mentality among universities business education students will remain alien to Nigerian students in this globally competitive world.

Recommendations

Arising from the findings of this study, the following recommendations were advanced:

1. There should be periodic evaluation of the curriculum used in relation with the societal issues, problems and trends to ascertain the extent to which it is consistent in tackling identified issues and challenges including job creation mentality.
2. Conscious efforts should be made in ensuring that real machines, equipment and tools are procured and used in every teaching/ learning situations where real work environment is created or improvised so as to facilitate the enhancement of job creation mentality among students.

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INTEGRATION OF NEW TECHNOLOGIES IN TEACHING BUSINESS EDUCATION COURSES IN UNIVERSITIES IN THE E-WORLD

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Abstract

This study was carried out in public universities in Enugu State to determine the ratings of business educators 'on the factors constraining integration of new technologies in teaching business education courses in the e-world. The researchers utilized survey research design. The population comprised 20 business educators in the two public universities offering business education programme in Enugu State. Two research questions were answered by the study while two null hypotheses were tested at 0.05 level of significance. The instrument used for data collection was a structured questionnaire developed by the researchers. The instrument was validated by experts from the Faculty of Education, Enugu State Universities of Science and Technology. Mean and standard deviation were used to answer the research questions while t-test was used to test the hypotheses. The results obtained from the study revealed that non availability of new technology tools and lack of competencies on the part of business educators constrain integration of new technologies in teaching business education to a high extent. Based on the findings of the study, the researchers recommended that business educators should up-grade their skills/competencies on how to integrate new technologies in teaching and also the three arms of the Government should consider funding of business education programme in Universities a top priority considering the roles it plays in national development.

Key words: *Business education, constraining factors, integration and new technologies*

Introduction

From the trend and advancement in technology, the world is tending towards E-world. E-world simply means an electronic world and it is synonyms with digitalized or automated world. E-world is a world that makes significant use of computer technology in every sectors of the economy notably in education industry.

Osuala (2004) opined that online study programs and virtual universities are already real nowadays and that new forms of communication are gaining importance in education. Also, Osuala noted that online programs offer new approaches to learning and make knowledge more accessible. In other words, these new forms of communication are gaining accesses to the classroom and have changed the way teaching and learning takes place. Days

are gone when teaching and learning were confined to the four walls of the classroom. Advancement in computer technology brought about new technologies. Also, advances in new technologies will rapidly take off with new directions on how students learn and teachers teach.

Wole in Owenvbiugie and Ojawale (2014) opined that new technology are seen as the scientific methods of utilizing modern equipment for the accomplishment of teaching goals and objectives. In the opinion of Nwokike (2015), new technologies imply new innovations and applications of concepts, principles and processes for the improvement of human life. New technologies have great potentials to enhance teaching and learning. According to Onojotah (2014), new technologies are beneficial in business education curriculum contents because they can be presented simultaneously online to students in immediate locations. Norman (2016) reported that proper technology integration guides students towards greater understanding of all concepts of integrating technology in Education. Norman identified the following benefits of integrating technology in education: technology makes teaching easy, technology helps to track student's progress, technology help students to enjoy learning, makes distance learning more accessible than ever, students and teacher can access information at anytime and makes collaboration more effective.

New technologies are used to facilitate and support teaching/learning, incorporate a variety of learning strategies and technologies (Nwokike, 2015). New technologies consist of computers, internet facilities, slide projectors, interactive white board, electronic board, overhead projectors, scanners, multi-media computer and projectors, CD roms and video diskette. New technologies are potential tool in teaching/learning business education in Universities if properly integrated in teaching/learning process. Integrating new technologies into teaching and learning entails making new technologies to become part and parcel of teaching and learning of business education in public tertiary universities in Enugu State. Integrating new technologies into teaching/learning of business education courses means utilizing new technologies in teaching by business Educators in Universities in Enugu State. A business educator who fails to utilize new technologies in teaching cannot boast of producing a competent graduate/global worker in the electronic world. Advancement in new technologies in the electronic world will rapidly take off with new directions on how teachers teach and how students learn. Teaching and learning in business education is taking a new dimension in the electronic world. This is in agreement with Danica (2016) who opined that the world is rapidly changing and it is affecting the landscape of business education.

Business education is an academic programs offered in colleges of Education and Universities in Enugu State. In the view of Nwokike, Ezeabii and Jim (2018), business education is concerned with teaching the skills, attitudes and knowledge necessary for a successful career in office and business world. The authors identified the following objective of business education among others that business education enables the students to gain experience with skills such as leadership and communication and also provide students with information about all aspects of business. Business education is a discipline that is meant to

prepare individuals economically, politically, socially and technologically in transforming human resources and enhancing economic empowerment.

Business Educators must face the challenges associated with new technologies in the E-world. A business educator is a teacher who has the requisite certificate in business education obtained from an accredited University or colleges of education. In other words, a business educator is a professionally trained teacher of business education. In order to advance teaching and learning in the E-world and make the programme relevant, business educators must upgrade their skills in the utilizations of new technologies such as computers, interactive white board, overhead projectors, social media, CD rams, internet facilities, printers and scanners etc.

The foregoing presupposes that any institution offering business education programme need to have the relevant new technology tools in teaching in order to impart the necessary skills/competencies and prepare the students for digital age or electronic world. Amalie and Ogben (2014) asserted that business education programme must have infrastructural materials and technological gadget necessary for the impartation of the much needed skills, competencies, knowledge, aptitudes and values to the recipient.

Every employer of labour nowadays is looking for set of skills on the employees and one of such sets of skills is the technology skills. Nwokike (2015) identified computer operations, data base, accounting software and spread sheet as examples of technology skills. This tallied with the assertion made by Turner (2005) cited by Nwokike (2015) that all educators should possess word processing, spread sheet, database, electronic presentation, web navigation, website design and e-mail management skills etc.

Unfortunately, many business educators were trained with old technology. This poses a challenge to business educators at all levels of education. As computer and associated technologies continue to evolve, business educators must continue to strive for excellence in their work by upgrading their skills and imparting the required technological skills to their students.

It has been noted with dismay that many business educators are resistant to technological changes. The above assertion supports the finding of Ukor, Agwazie & Ayemherire, (2014) that business educators almost never utilize modern e-learning tools in their teaching and learning encounters with their students. Nwokike & Eya (2015) in their study revealed that accounting educators require the technological skills for effective job performance in automated offices. Lack of these technological skills and non availability of new technology tools could be a constraint or factor constraining integration of new technology in teaching business education in Universities in the e-world.

A constraint is a factor that limits or holds back the possible success of a plan. Contextually, a constraint is a limiting factor hindering business educator's from fully utilizing new technology tools in teaching. For business education programme in universities in Enugu State which is one of the six geopolitical zones in Nigeria to be

effective in an e-world, the identified constraining factors need to be surpassed. It is against this backdrop that he researchers seek to carry out an in-depth study on the extent such factors constraining integration of new technologies as rated by business educators in public universities in Enugu State in teaching business education courses in the E-World.

Statement of the Problem

The world is gradually turning to an electronic world. The modern office of the recent time where business education graduates are going to work is highly digitalized or automated. Research findings such as Nwokike (2015), Hart, Emeli & Okorogba (2016) revealed that ICT tools/facilities are not available in schools and also Ezenwafor and Ementa (2016) found that lack of competencies constrain adoption of e-learning to high extent in teaching business education in tertiary institution in Anambra State. This could equally be the same in Enugu State. The extent to which non availability of new technology tools and lack of competencies on the part of business educators constrain integration of new technologies in teaching business education courses is yet to be established, hence the problem of this study.

Research Questions

The following research questions were answered the study:

1. To what extent does non- availability of new technology tools constrain integration of new technologies in teaching business education courses in the e-world?
2. To what extent does lack of technological skills constrain integration of new technologies in teaching business education courses in the e-world?

Null Hypotheses

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

$Ho_{1:}$ There is no significant difference between the mean ratings of business educators in Federal and State Universities on the extent non availability of new technology tool constrain integration of new technologies in teaching business education courses in the e-world.

$Ho_{2:}$ Significant difference does not exists between the mean ratings of business educators in Federal and State Universities on the extent lack of technological skills constrain integration of new technologies in teaching business education course in the e-world.

Method

The study adopted descriptive survey research design. According to Uzoagulu (2011), descriptive survey can be used for a study that uses questionnaire to seek the opinion of a given population or sample. The study was carried out in the two public Universities (University of Nigeria Nsukka and Enugu State University of Science and Technology)

offering business education programme. The population comprised twenty (20) business educators teaching in the study area. Instrument used for data collection was structured questionnaire developed by the researchers and carefully validated by three experts from the Faculty of Education, Enugu State University of Science and technology. The instrument has two parts, part 1 and Part 11. Part 1 was designed to elicit information on the bio-data of the respondent using such variable as institutional ownership (Federal and State) while part 11 has two sections. Section A has 11items while section B has 13 items. The instrument was administered by the researchers themselves in their various institutions. The data collected were analyzed using mean and standard deviation while t-test was used to test the hypotheses at 0.05 level of significance. For decision to be reached regarding the mean, the upper and lower class limits of the mean were adopted. Very high extent (VHE) 3.50-4.00 High extent (HE) 2.50-3.49, Low extent (LE) 1.50-2.49 and Very Low extent (VLE) 1.00-1.49 The null hypotheses was rejected if the t-calculated value was more than the critical or t-table value but when the t-calculated was less than the critical t-table, the null hypothesis was not rejected.

Results

Research Question One

To what extent does non availability of new technology tools constrain integration of new technology in teaching business education the e-world?

Table I: Mean ratings of business educators on the extent non availability of new technology tools constrain integration of new technologies in teaching business education courses in the E-world.

S/N	Extent non availability of technology tools constrain integration of new technologies	Federal N = 25		State N = 5		Overall		Decision
		X_2	SD_2	X_2	SD_2	X_G	SD_G	
1.	Computers(Desktop/laptop	3.47	0.74	3.00	0.40	3.35	0.67	HE
2.	Internet facilities	3.73	0.59	3.20	0.45	3.60	0.60	VHE
3.	Slide projectors	3.60	0.91	3.80	0.45	3.65	0.81	VHE
4.	Interactive whiteboard	3.27	0.70	4.00	0.00	3.45	0.69	HE
5.	Electronic board	3.27	0.96	4.00	0.00	3.45	0.89	HE
6.	Overhead projector	3.53	0.64	3.20	0.45	3.45	0.60	HE
7.	Multi-media computers	3.67	0.62	3.60	0.55	3.65	0.59	VHE
8.	Scanners	3.27	0.59	3.40	0.55	3.30	0.57	HE
9.	Hardware facilities	3.40	0.63	3.20	0.45	3.35	0.59	HE
10.	Video disc	3.47	0.64	3.20	0.44	3.40	0.60	HE
11.	CD Rom	2.93	0.88	3.20	0.45	3.00	0.79	HE
	Grand/cluster Mean	**3.12**	**0.72**	**3.43**	**0.38**	**3.42**	**0.67**	**HE**

Table 1 shows that out of 11 items on new technology tools, business educators rated three items as factors constraining integration of new technologies in teaching business

education courses to a very high extent. They are items 2,3, and 7 with a corresponding mean of 3.60, 3.65 and 3.65. The remaining eight items constrain the integration of new technologies in teaching business education courses to a high extent. They are items 1, 4,5,6,8,9,10 and 11 with corresponding group mean of 3.35, 3.45, 3.45, 3.45, 3.30, 3.35, and 3.40 and 3.00. The group mean of 3.42 shows that non availability of ICT tool constrain integration of new technology to a high extent.

Null hypothesis 1

There is no significant difference between the mean ratings of business educators in Federal and State Universities on the extent non availability of new technology tools constrain integration of new technologies in teaching business education courses in the E- world.

Table 2: Mean ratings of business educators on the extent non availability of new technology tools constrain integration of new technologies in teaching business education courses in the E- world.

Variables	N	T	Df	Sig. (2tailed)	Mean Difference	Std. Error Difference	Decision
Federal	15	0.070	18	0.945	0.20000	2.85553	NS
State	5						

Table 2 shows that the t-value at 0.05 level of significant and 18 degree of freedom for 11 the items are 0.070 with a significant value of 0.945. Since the significant value of 0.945is more than the 0.05 level of significant, the null hypothesis is not significant. This means that there is no significant difference with the regard to the 11 items on the mean ratings of business educators in Federal and State public universities in Enugu State on the extent non availability of new technology tools constrain integration of new technologies in teaching business education courses in the E- world. Hence the null hypothesis is not significant.

Research Question Two

To what extent do lacks of technological skills constrain integration of new technologies in teaching business education courses in the e-world?

Table 3: Mean ratings of business educators on the extent lack of technological skills constrain integration of new technologies in teaching business education courses in Universities.

S/N	Extent lack of technological skills constrain integration of new Technologies	Federal N = 25		State N = 5		Overall		Decision
		X_2	SD_2	X_2	SD_2	X_G	SD_G	
1.	Microsoft office word	3.33	0.90	3.00	1.00	3.25	0.91	HE
2.	Microsoft office excel	3.80	0.41	3.60	0.89	3.75	0.55	VHE
3.	Microsoft office PowerPoint	3.53	0.52	3.20	0.84	3.45	0.60	HE
4.	World wide web	2.93	0.96	3.40	0.55	3.05	0.89	HE
5.	Database software	3.33	0.89	3.40	0.55	3.35	0.81	HE
6.	E-mail management	2.93	0.88	3.60	0.56	3.10	0.85	HE
7.	Web navigation	3.00	0.85	3.40	0.54	3.10	0.79	HE
8.	On-line instruction	3.27	0.46	2.80	1.10	3.15	0.67	HE
9.	Information management	3.40	0.51	3.00	1.00	3.30	0.66	HE
10.	Computer hardware	3.07	0.70	3.40	0.57	3.15	0.67	HE
11.	Communication software	3.33	0.82	2.80	1.10	3.20	0.89	HE
12.	Intranet	3.13	0.74	3.20	0.84	3.15	0.75	HE
13.	Extranet	2.93	1.09	3.20	0.84	3.00	1.03	HE
	Grand/cluster Mean	**3.23**	**0.75**	**3.23**	**0.80**	**3.23**	**0.84**	HE

The result of Table 3 shows that lacks of technological skills on the part of business educators constrain integration of new technologies in teaching business education courses to a high extent in Universities in Enugu State. The mean ranges from 0.55-1.03 and the grand mean of 3.23 attest to that. The grand standard deviation of 0.84 indicates that the respondents are very close in their ratings.

Ho_2: Significant difference does not exist in the mean ratings of business educators on the extent lack of technological skills constrain integration of new technologies in teaching business education courses in universities in Enugu State.

Table 4: Mean ratings between Business Educators in Federal and State Universities on the extent lack of technological skills constrain integration of new technologies in teaching business education courses.

Variables	N	T	Df	Sig. (2tailed)	Mean Difference	Std. Error Difference	Decision
Federal	15	0.012	18	1.000	0.05230	2.61619	NS
State	5						

The result of analysis in Table 4 shows that the t. value at 0.05 level of significance and 18 degree of freedom for 13 items is 0.012 with a significant value of 1.000. Since the significant value of 1.000 is more than the 0.05 level of significance, the null hypothesis is not significant. This implies that there is no significant difference in mean ratings between business educators in Federal and State Universities on the extent lack of technological skills constrain integration of new technologies in teaching business education courses in public universities in Enugu State. Therefore the null hypothesis is not significant.

Discussion of Findings

The result in Table I showed that non availability of new technology tools constrain integration of new technology in teaching business education courses in public Universities in Enugu State to a high extent. This finding is in line with the findings of Amiya (2014) that non availability and non functional ICT tools are some of the challenges militating against the integration of new technologies into office technology and management curriculum. The findings of the study also revealed that business educators in Federal and State Universities do not differ significantly on the extent non availability of new technology tools constrain integration of new technologies in teaching business education courses.

The findings of the study in Table 2 showed that lack of technological skills on the part of business educators constrain integration of new technologies in teaching business education courses to high extent. The findings of the study collaborates with the findings of Ezenwafor and Ementa (2016) who found that lack of competencies on the part of business educators in manipulating and using e-learning constrain adoption of e-learning to high extent in tertiary institutions in Anambra State. The study further revealed that significant difference did not exist in the mean ratings of business educators in Federal and State Universities on the extent technological skills constrain integration of new technologies in teaching business education courses in Enugu State. The finding is in agreement with the findings of Ezenwafor and Ementa (2016) that significant difference did not exist in the opinion of business educators in Universities and colleges of education regarding the extent lack of competencies constrain e-learning adopting in tertiary institutions in Anambra State.

Conclusion

From the findings of the study, it can be concluded that non availability of new technology tools and lack of technological skills on the part of business educators constrain integration of new technologies in teaching business education courses in Universities in Enugu State to a high extent.

Recommendations

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

1. Business educators should up-grade their skills/competencies on how to integrate new technologies in teaching
2. The three arms of the government (Federal, State and Local) should consider funding of business education programme in Universities a top priority considering the role it plays in National development.
3. The others stakeholders in Education should also contribute maximally to the funding *of* business education programme .

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PERCEIVED EFFECT OF TECHNOSTRESS ON THE JOB PERFORMANCE OF SECRETARIES IN BUSINESS ORGANIZATIONS IN ABAKALIKI METROPOLIS IN EBONYI STATE, NIGERIA

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Abstract

This study examined the perceived effect of technostress on job performance of secretaries in business organizations in Abakaliki Capital Territory, Ebonyi State. Three research questions and one hypothesis guided the study. The population of the study was 47 secretaries in business organizations in Abakaliki Capital Territory, Ebonyi State. There was no sampling since the population was manageable. The instrument for data collection was a questionnaire. Mean and standard deviation techniques were used to analyze the data collected while t-test was used to test the hypotheses. Results from the data analyzed showed that the techno-overload, techno-invasion, techno-complexity, techno-insecurity and techno-uncertainty were technostressors experience by secretaries in business organizations. The study also revealed that the effect of technostress include low productivity, job dissatisfaction, lack of commitment, cardiac arrest, migraine headaches, hypertension, persistent negative thinking, momentary confusion, inability to concentrate, mental fatigue depression, anxiety, irritability and impatience. There is no significant difference in the mean responses of male and female secretaries regarding the effect of techno-stress on the job performance of secretaries in business organizations. Based on the findings, the study recommended among others that: secretaries should continually engage in information and communication technology (ICT) training in a proactive manner to be abreast with the current trend globally, as to reduce unnecessary anxiety associated with techno-stress; managements should introduce tools that are user-friendly as this will make work easier and more interesting; secretaries should be made to adapt freely to their environment to enhance efficiency and effectiveness and in-turn will lead to productivity.

Keywords*: Technostress, Job performance, Secretaries, Business organizations.*

Introduction

Advancements in Information and Communication Technology (ICT) provide business organizations opportunities to access information and enable new work arrangements that were previously not possible (Emmanuel, Jonathan, and Ayodeji 2014). *However,* milestone achievements credited to the use of Information and Communication Technologies (ICTs) in the 21st century has been allegedly tinted with gloom due to consequent effects of ICT on users especially secretaries who mandatorily (inevitably)

succumb to its application in their day-to-day official duties in office. Thus, Brod in Saganuwan, Ismail and Ahmad (2013) warned that the love for technologies/ICTs is blind and that people devote long hours on its application at work and play without seeing the possible consequences of its usage to human.

In this present technological age in business organization, it is important to understand the antecedents to techno-stress, since stress in the work place is recognized as contributing to lower productivity and employee higher health costs for business organizations (Cooper, 2006). This is consistent with a special report in information week which opined that advances in technologies (virtual office/technologies, internet, inter-banking, e-banking and ICTs interface) contribute to increased burnout (McGee, 2006). Similarly, Harper in Sola, Ayooluwa, and Oluwsaina, (2015) opined that in the process of adapting to the increasingly complex technologies in business organizations, secretaries have been experiencing physical and emotional stress. This has resulted in higher levels of absenteeism and turnover, higher cost of retraining new staff and increase in litigation costs related to workplace stress.

Technostress is defined by Tagurum**,** Okonoda, Miner, Bello, and Tagurum (2017), as any negative effect on human attitudes, thoughts, behaviours, and psychology that directly or indirectly results from technology. They further held that it is the feeling of anxiety or mental pressure from over-exposure or involvement with technology (computer) by the secretaries. Brod in Pengzhen, Robert, Ji, and Lianga (2014) opined that technostress is a modern disease of adaptation caused by an inability to cope with new computer technologies in a healthy manner. Technostress according to Weil and Rosen, in Odoh, Ben, and Onwumere, (2013) is the general feeling of anxiety and the negative impact on thoughts, behaviours, attitudes, and body when a person is expected to deal with technology. It also refers to the state of mental and physiological arousal, and consequent pressure, observed in employees who are dependent on technology for their work. Tarafdar, Tu, Ragu-Nathan, and Ragu-Nathan (2011) listed that the technostressors experienced by ICT users including secretaries in business organizations to include techno-overload (forcing the user to work faster for long hours), techno-invasion (reaching out to the user anytime regardless work hours), techno-complexity (technology threatening users' skills), techno-insecurity (users feeling threatened of being replaced by more skilful candidates) and techno- uncertainty (the pace of change make the users unsettled). This implies that *technostress has brought about increasingly complicated ways of doing business in the workplace with its attendant physical and emotional stress on workers which resulted in higher levels of turnover and absenteeism, higher cost of retraining staff and negative effect on productivity of secretaries*

In this study secretary is defined as a person, whose work consists of supporting management, including executives, using a variety of professional ethics and communication and organizational skills. Wordnet (2008) defines secretary as a person who assists a member of staff or top management level, and who undertakes a lot of

administrative tasks for the smooth running of the office. This definition was confirmed by wikipedia (2018) where a secretary is seen as a person employed to write orders, letters, dispatch public or private papers, records and the like, an official scribe, one who attends to correspondence and transacts other business for an association, a public body, or an individual. A secretary is an indispensable element in achieving organizational goals. He serves as a memory bank in his organization, scrutinizes visitors so as to give the executive enough time to do some other office activities, keep records so as to prevent embracement and the lost of important document which could consequently have a negative effect to the organization.

Job performance is defined by Omoneye (2016) as the execution of a task in a situation that allows optimal outcome. It is also defined as the ability of an employee to achieve set organization's objectives. Secretaries are seen to achieve good performance when they meet up with the set goals and objectives of an organization and as such, their job performance could have a great influence on the organization's overall performance. Thus, secretaries job performance is very important for organizational survival and can be considered the most important job outcome, especially for organizations or companies that have high investment in human capital, such as business organizations.

Business is an organization that uses economic resources or inputs to provide goods or services to customers in exchange for money or other goods and services (*William and Griffin, 2014).*Business organization in this study is an entity formed for the purpose of carrying on commercial enterprise. Such an organization is predicated on systems of law governing contract and exchange, property rights, and incorporation. According to Igwe (2017), a business organization is an entity aimed at carrying on commercial enterprise by providing goods or services, to meet needs of the customers. All business organizations: have the common features such as formal structure; aim to achieve objectives, use of resources, requirement of direction, and legal regulations controlling them. The different forms of business organizations in Abakaliki metropolis in Ebonyi state are Sole Proprietorship, General Partnership, Limited Partnership, Corporation, "S" Corporation, and Limited Liability Company. Igwe further added that in Abakaliki Metropolis generally, people regard business as any endeavour in which people engage in making money through buying and selling of commodities or services. It can take place in the open or closed market. An open market is experienced in Ebonyi State is buying and selling either in the market square or among the group of people with effective bargaining. It can also be in an organized supermarket or shopping Mall. Also in the a closed market is a practice, where by buyers such as middlemen go from house to house to meet procedures especially of farm products to buy from them on individual basis.

Tagurum**,** et al (2017) revealed that the causes of technostress among secretaries and managers in business organizations in Nigeria include the quick pace of technological change, lack of proper training, increased workload, lack of standardization with technologies and the unreliability of hardware and software. The authors further stated that

technostress is divide into four which includes physical, emotional, behavioural and psychological. Physical aspects of technostress include eye strain, backaches, headaches, stiff shoulders, increased blood pressure, and chest pain amongst others. Emotional aspects of technostress are irritability, loss of temper, having high state of anxiety when separated from computer monitor, frustration, depression, paranoia that leads to avoiding computers amongst others. Behavioural aspects consist of being overly comfortable with computers, overspending on computers, insomnia, uncooperativeness and unwillingness, using computer terms in non-computer conversations, smoking, drinking alcohol amongst others. Psychological aspects of technostress include information overload to find, analyze, evaluate and apply it in right context of resources; under work and routine jobs leading to frustrations when under employed or when the work done involves only routine operations; job security, where secretaries have a fear that computer may replace human roles; professional jealousy produced by technological competency; de-motivation due to prolonged periods of any technologic activity; and uncertainty about job role caused by an increased time working with technology amongst others

Tarafdar, Tu, Ragu-Nathan, and Ragu-Nathan (2011) revealed that technostress has negative effects on the users of technology, which in turn have an adverse effect on productivity and job satisfaction. In the same view, Shu, Tu, and Wang (2011) revealed that technostress has a health related problems such as cardiac arrest, migraine headaches and hypertension. Saganuwan, Ismail and Ahmad (2013) stated that the effects and symptoms of technostress include persistent negative thinking, momentary confusion, inability to concentrate, poor judgment, distorted ideas, mental fatigue depression, anxiety, irritability and impatience.

The essence of information and communication technology (ICT)in business organization is to boost productivity but if the stress hinders its use, there is likely to be a downward trend in productivity of secretaries. It is based on this that the researcher's is motivated to examine the perceived effect of technostress on job performance of secretaries in business organizations inAbakaliki metropolis in Ebonyi state, Nigeria.

Statement of the Problem

There has been a long ongoing argument among scholars which posits that evolution of information technology has positive and negative effects because they reflect and affect social attitudes towards the use of ICT. This argument has created a discursive context for the introduction of information technology in many business organizations. Information technology that has revolutionized modern day life, has also brought with it new problems in the organization known as techno stress. However, business organizations today have increased in complexity their business activities and use of technology virtually in every facets of business transactions had shown that technology infiltration generate a lot of stress to their employees in carrying out office task. This growing anxiety on the use of information

and communication technologies (ICTs) and its devastating effects are seen in terms of multitasking, workaholism, occupational stress, need achievement orientedness, technology-obedient organization, introvertism (poor social worker), and smart phone techno-mindedness. Also these cut across the physiological, psychological, and neurological aspects of human life in the course to achieving high productivity and performance. The overbearing effect of technology usage has caused tension/anxiety, fatigue, burnout/stress, unhealthy condition of worker emotion and relationships, techno-anxiety, techno-overload, techno-complexity, technophobia, techno-mania/techno-freaks, techno-geek, computer phobia etc. The chains of these effects have undermined the margin of outcome expected of secretaries in the usage of information technology over time. The concern of this paper is that the effect of technostress on the job performance of secretaries in business organizations is uncertain.

Purpose of the Study

The main purpose of this study was to examine the perceived effect of technostress on the job performance of secretaries in business organizations in Abakaliki metropolis in Ebonyi State. Specifically the study sought to:

1. Identify the technostressors experienced by secretaries in business organizationsin Ebonyi State.
2. Determine the causes of technostress among secretaries in business organizationsin Ebonyi State.
3. Identify the effect of technostress on job performance of secretaries in business organizations in Ebonyi State.

Research Questions

1. What are the technostressors experienced by secretaries in business organizationsin Ebonyi State?
2. What are the causes of technostress among secretaries in business organizationsin Ebonyi State?
3. What are the effects of technostress on the job performance of secretaries in business organizations in Ebonyi State?

Null Hypothesis

There is no significant difference between the means ratings of male and female secretaries on the perceived effect of technostress on the job performance of secretaries in business organizations in Abakaliki metropolis in Ebonyi State.

Method

The design for this study was descriptive survey design. Abakaliki capital territory was the study area. The study covered the thirteen business organizations in Abakaliki capital territory in Ebonyi state. The population of the study was made up of 47 secretaries in

the thirteen business organizations. The entire population was used for the study; therefore, no sample size was drawn. Structured questionnaire titled "Perceived effects of Technostress on Job Performance of Secretaries (PETJPS)" was designed and used for data collection. The questionnaire was structured on 4 point likert scale as follow: SA = Strongly Agree, A = Agree; D = Disagree and SD = Strongly Disagree**.** The instrument was validated by two experts from Business Education. The questionnaire was made up of two parts, A and B. Part "A" was designed to elicit information on the background of the respondents while part B has three sections. In order to establish the reliability of the instrument, 20 copies of the questionnaire was distributed to secretaries outside the studied area. Their responses were correlated using Cronbach Alpha, a reliability co-efficient of 0.83 was established. Forty seven (47) copies of the questionnaire were distributed to the respondents with the help of trained research assistants. Mean and standard deviation were used to answer the research questions while t-test was used to test the hypotheses at 0.05 level of significance. Any item with a mean rating of 2.50 or above was regarded as accepted while mean rating less than 2.50 was regarded as not accepted. For the hypotheses, any item with t-calculated value greater than critical value was rejected, otherwise the hypothesis of no significant difference was accepted.

Results

Research Question One

What are the technostressors experienced by Secretaries in business organizations in Ebonyi State?

Table 1: Mean Rating Responses of on the technostressors experienced by secretaries in Business organizations.

S/N	Items	X	SD	Decision
1	Techno-overload	2.9	1.00	Accepted
2	Techno-invasion	3.1	0.94	Accepted
3	Techno-complexity	3.2	0.96	Accepted
4	Techno-insecurity	3.3	0.99	Accepted
5	Techno-uncertainty	3.1	1.00	Accepted
6	System breakdown	3.2	1.02	Accepted
	Grand Mean	**3.13**	**0.99**	

The analysis in Table 1 reveals that all the six item statements received mean ratings above the cut-off point of 2.50. The mean ratings of these items range from 2.9 to 3.3. Therefore, the respondents accepted all thesix items as technostress experienced by secretaries in Business organizations.

Research Question Two

What are the causes of technostress among secretaries in business organizations?

Table 2: Mean Rating Responses of on the causes of technostress among secretaries in business organizations.

S/N	Items	X	SD	Decision
7	Quick pace of technological change	3.1	0.92	Accepted
8	Inadequate training	3.1	0.98	Accepted
9	Insufficient staffing	3.0	0.84	Accepted
10	Increased information/workload	3.2	0.83	Accepted
11	Lack of standardization with Technology	3.1	0.98	Accepted
12	Unreliability of hardware and software	3.3	0.76	Accepted
13	Poor user interface	2.8	1.08	Accepted
14	Slow network response time	3.0	0.98	Accepted
15	Increasing users demand	3.2	0.94	Accepted
16	Health related issues of technology usage	3.3	0.69	Accepted
17	Complicated work environment	3.2	0.82	Accepted
18	Software application problems	2.9	0.97	Accepted
	Grand Mean	**2.97**	**0.89**	

The analysis in Table 2 shows that all the twelve item statements achieved mean scores ranging from 2.8 to 3.3 all of which are above the cut-off point of 2.50. Therefore, the respondents accepted all twelve item statements as causes of technostress among secretaries in business organizations.

Research Question Three

What are the effects of technostress on the job performance of secretaries in business organizations?

Table 3: Mean rating responses of on the perceived effect of technostress on the job performance of secretaries in business organizations.

S/N	Items	X	SD	Decision
19	Decreases productivity of workers	3.5	0.86	Accepted
20	It brings job dissatisfaction	2.9	0.97	Accepted
21	It leads to high rate of absenteeism and turnover	3.2	1.02	Accepted
22	It causescardiovascular disorder to secretaries	3.1	0.93	Accepted
23	It causes hypertension and psychosomatic ailments	3.0	0.99	Accepted
24	It brings lack of commitment to organizational goal	3.3	0.99	Accepted
25	It bringshigh cost of retraining secretaries	3.1	1.00	Accepted
26	It causes distorted ideas to secretaries	2.9	1.08	Accepted
27	It brings loss of temper	3.0	1.04	Accepted
28	It causes mental fatigue depression	3.0	0.84	Accepted
29	It brings anxiety and frustration while working	3.2	0.83	Accepted
30	It brings irritability and impatience	3.1	0.98	Accepted
31	It brings persistent negative thinking	3.3	0.76	Accepted
32	It brings momentary confusion	2.8	1.08	Accepted
33	Inability to concentrate at work	3.2	1.02	Accepted
	Grand Mean	**3.11**	**1.02**	

The analysis in Table 3 shows that all the fifteen item statements ranging from achieved mean score ratings from 2.8 to 3.5 all of which are above the cut-off point of 2.50. Therefore, the respondents accepted all fifteen item statements as the perceived effects of techno-stress on the job performance of secretaries in business organizations.

Table 4: T-test Analysis on the difference between the responses of male and female regarding the effect of techno-stress on the job performance of Secretaries in business organizations

Gender	N	Mean	SD	DF	T.cal	T. crit.	Decision
Male	20	22.30	6.34	45	0.374	2.687	NS
Female	27	21.60	6.31				

The data in the Table 4 reveals that the calculated t-value of (0.374) is less than the critical t-value of 2.687 at 45 degree of freedom and 0.05 level of significance. This shows that there is no significance difference in the mean responses of male and female secretaries regarding the effects of techno-stress on the job performance of secretaries in business organizations.

Discussion

The study indicated that the technostressors experienced by secretaries in business organizations includes techno-overload, techno-invasion, techno-complexity, techno-insecurity and techno- uncertainty. This agrees with the study of Tarafdar, *et al., (*2011) who outlined the technostressors experienced by computer users to include techno-overload (forcing the user to work faster for long hours), techno-invasion (reaching out to the user anytime regardless work hours), techno-complexity (technology threatening users' skills), techno-insecurity (users feeling threatened of being replaced by more skilful candidates) and techno- uncertainty (the pace of change make the users unsettled).

The study also reveals the causes of technostress among secretaries in business organizations. It was revealed that, the quick pace of technological change, lack of proper training by secretaries and managers, slow network response time, increased work load on secretaries and managers, poor user interface, technological breakdown are the causes of technostress among secretaries in business organizations. This study corroborates with the study of Saganuwan, Ismail and Ahmad (2013), who found that internet security (viruses), language/jargons of technology, system breakdown, increased management expectation, aged technology (software and hardware), software application problems, obsolete computer skills and unavailability of technical support are among the causes of techno stress in business organizations.

The effects of technostress on the job performance of secretaries in business organizations were also highlighted. The study revealed that technostress has affected the job performance of secretaries in business organizations. The finding has bearing with the

study of Shu, Tu, and Wang (2011) who revealed that health related problems such as cardiac arrest, migraine headaches and hypertension are associated with technostress. The findings of the study is also in consonance with the findings of Saganuwan, Ismail and Ahmad (2013) who opined that the effects and symptoms of technostress include persistent negative thinking, momentary confusion, inability to concentrate, poor judgment, distorted ideas, mental fatigue depression, anxiety, irritability and impatience.

The study shows that techno-stress has negatively affected the job performance of secretaries in business organization. It is important to note that the if the percentage of staff that is affected negatively is high enough, it can pull down any organization, especially when those involved are occupying very critical positions like the secretaries, or who keep records of information coming in and going out.

The study also revealed that techno-stress has increased the rate of ill-health of majority of staff in Nigerian business organizations, but supposing the few whose ill-health are affected are those occupying very sensitive positions such as secretaries, such organization(s) will still be adversely affected, too.

Conclusion

The advent of computers and other information technology gadgets into business organizations has indeed brought with it great innovations, improvements in services delivery and products' qualities. But its hazards on the users should not also be overlooked if the benefits are to be optionally reaped. One of such hazards is techno-stress which add to the executive-stress syndrome. Secretaries are direct victims because of their strategic position and the critical roles they play in their organizations. This can be solved through attitudinal change and continual engagement in improved ICT trainingin relation to work and home environment to ensure job satisfaction and improved job performance in the new global industrial culture of today.

Recommendations

Based on the findings and the conclusions of the study, the study makes the following recommendations:

i) Management of business organizations should consult from time to time the services of clinical psychologists and occupational therapists to deliver lectures that would enable secretaries and managers overcome the fear, illness, job complication and increased work load which stimulate resistance to change towards the dictates of information technology.

ii) Secretaries in business organizations should continually engage in ICT training in a proactive manner to be abreast with the current trend globally, so as to reduce unnecessary anxiety associated with techno-stress.

iii) Management of business organizations should organized programmes like seminars to educate and inform staff about technostress. Technology related training on how to use computer gadgets, relevant software and new hardware and good ergonomic practices should be regularly organized. This will help individuals to be more conversant with using the relevant and available hardware and software in a bid to make them less predisposed to experiencing technostress.

iv) Secretaries in business organizations should develop as much as possible some level of positive attitude to change and challenges associated with global ICT revolution, complications, complexities and occupational strains in the workplace by accepting and believing that more transformation should be expected.

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COMPUTER SYSTEM OPERATING SKILLS REQUIRED BY LECTURERS FOR EFFECTIVE IMPLEMENTATION OF OFFICE TECHNOLOGY AND MANAGEMENT (OTM) CURRICULUM IN POLYTECHNICS IN SOUTH-EAST

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Abstract

The study ascertained the system operating skills required by Office Technology and Management (OTM) lecturers in Polytechnics in South East Nigeria for effective implementation of OTM curriculum. One research question guided the study and one null hypothesis was tested at 0.05 level of significance. In carrying out this investigation, a survey design was used. The population comprised 90 OTM lecturers in the Polytechnics in the geographical zone. The entire population was studied because it was manageable. A four point scale structured questionnaire with 23 items was used. The data collected were analysed using mean statistics and standard deviation for the research questions and t-test for the hypothesis. The result showed that OTM lecturers in Polytechnics in South East Nigeria required ICT skills for the use of basic computer system operating software in order to effectively implement OTM curriculum and that years of experience had significant influence on the ICT skills required by lecturers for the use of basic computer operating system software for implementation of OTM curriculum. Based on the findings of the study, it was concluded that acquisition of adequate ICT skills will enable lecturers achieve the educational goal of OTM curriculum. Therefore the study recommended among others, that team teaching should be encouraged in the implementation of OTM curriculum; government and management of the Polytechnics should organize impact programmes that will help bridge the gap between the training skills in Secretarial Studies and that of OTM; OTM lecturers should embark on self development to enable them get abreast with required ICT skills; and that professional development programmes for lecturers should provide technology-rich experiences in all aspects of learning.

Keywords**:** *Curriculum, Implementation, Skill, Technology, Telecommunication, Operating System. Office Management.*

Introduction

Advancement in technology has brought about emergence of the computer system as major instrument for word/data processing and telecommunication in the office instead of manual/electric typewriters and analogue telephones. These changes in equipment have made change in skill and invariably change in curriculum and method of implementation

mandatory. These machines and equipment are called information and communication technologies. This is a concept that has emerged as a result of the amalgamation of information technology and communication technology. They are summed up in computer machinery/software and other equipment and machines which are used to digitally create, collect, store, manipulate and relay office information needed for accomplishing basic business tasks and goals. This has led to a restructuring of the curriculum that is expected to produce secretaries (office managers) who should manage the modern office.

The National Board for Technical Education (NBTE) introduced a new curriculum christened Office Technology and Management to replace the Secretarial Studies curriculum in 2004. The new curriculum was enriched with several ICT courses amidst other injections. It is designed in modular approach and accommodates practical and theoretical ICT knowledge which is intended to equip students with office and secretarial skills for employment in various fields or be self-employed (Ndinechi and Gude, 2014). The curriculum lays emphasis on the skills that will enable the ND/HND graduates fit into automated offices and perform professionally the roles of office managers (Ikelegbe and Odede, 2012). Umukoro (2014) observed that the implication of the objectives and components of the OTM curriculum is that its recipients are expected to be impacted with skills to use computer and its application software.

As wonderful as the curriculum is, there are issues with its implementation based on the assertion of Isyaku in Adelakin (2009) that one cannot talk about reforming the content of a curriculum without retraining the teachers and instructors involved in the teaching and learning process. Unfortunately this was the case with the implementation of the OTM reformed curriculum content. The programme therefore, came with the challenge of new skills and competencies needed to be acquired unlike the secretarial studies curriculum. OTM curriculum challenges students with the ability to think in a creative manner and take appropriate decisions where necessary; and this is expected to be inculcated by the teacher. Braimoh and Ovbiagele (2013) also noted the skills gap in the implementation of the OTM curriculum stating that we cannot embark on the mission of changing a programme without first of all re-aligning the teachers and instructors through training for these are the people involved in the different implementation phases.

However this is the case with OTM curriculum review as most instructors and lecturers are observed off-loading the theoretical knowledge of the ICT-driven courses as read in the text without due consideration to the practical aspects emphasized by the curriculum (Braimoh and Ovbiagele, 2013). Ikelegbe and Odede (2012) trying to emphasize the importance of implementation programme in curriculum, declared that implementation is the vehicle that drives curriculum plan into practice. OTM lecturers therefore need *pedagotronic* skills; these will enable them demonstrate observable patterns for the learners to model after.

Nwaokolo and Arukwe, in Nwachukwu (2014) saw skill as the aptitude and proficiency acquired by individuals that will help them to function effectively when employed. Nwachukwu further stated that acquisition of skills is pertinent to business educators as they will transfer them to would-be secretaries in the course of delivery. In other words, one can say that if the students must exhibit the best type of skill, then the business educator should possess the best type of skill. In order words, the implementer of OTM curriculum should be able to manipulate proficiently the information communication equipment.

According to Dimoji, Benson-Emenike and Oju (2010) the computer as a system is made up of inter-related components that work together to achieve its purpose of handling data and information. The hardware which is the equipment and devices that make up a complete computer system is made up of the input and output devices; the central processing and the auxiliary storage units. Whereas the software component which are the programmes (instructions) that control and co-ordinate the activities of the computer hardware and direct the processing of data are of two types, system software and application software. The system software house the operating systems, the translators and utility programmes that control the operations of the computer whereas the application software which is made of the user-application programmes and application packages are programmes designed for specific practical use, (Ndukwe, 2010). Morrison and Wells (2010) contributed that for a user to be able to handle the computer such user must be able to identify the purpose of an operating system; identify different operating systems; describe computer user interaction with multiple operating systems; identify system limitations and describe common problems relating to operating systems. Williams, Sawyer and Hutchinson (1995), corroborate the view of Morrison & Wells that computer operating system does the work of booting, managing storage media, providing user interface, managing resources, files, and tasks of the computer. Office Technology and Management lecturer needs skills in the use of operating system to enable him/her interact with a computer and take advantage of the computer technology while taking into consideration the limitations it has set to protect itself and the data on the computer. This is because the operating system grants the user the permission to perform some tasks while preventing such user from performing others.

In the view of Nwosu and Mbaezue (2016), experience has a strong impact on ICT utilization. They observed that the highly experienced OTM lecturers of over ten years were not effectively taught with ICTs and that the less experienced lecturers are still striving for perfection in the handling of ICT in lesson presentation. If OTM lecturers were adequately trained in ICT they will not only be more motivated towards ICT operations but will produce better quality students.

As observed by Thom-Otuya and Ubulom (2007) the challenge of Office Technology and Management is in the implementers being updated with appropriate skills since nothing can compensate for a poor teacher. Nwosu (2006) also corroborated that the inability of business education which OTM is part of to achieve its objectives is because of poor implementation. Therefore, because of the limitless growth in information and communication technology, it is necessary that OTM lecturers must focus on making technological learning a vital part of their lives so as to be integrated into their instructional delivery competencies

Statement of the Problem

The restructuring of Secretarial Studies curriculum with a new nomenclature OTM has paved way for the introduction of new ICT skilled courses in the field. This challenge has further given room for the introduction of new office values and equipment in OTM programme. This innovation has challenged both teachers and students of OTM in their respective functions of teaching and learning. Therefore, a new demand for skill training, skill teaching and skill acquisition are all before the teachers and the students. All are left to the teachers' ability and competence especially in the effective implementation of the OTM curriculum in Polytechnics.

In the light of the above, there is the fear that OTM lecturers in Polytechnics in South East Nigeria might not possess the basic ICT skills for effective implementation of OTM curriculum in order to align this aspect of business education to the e-world.

Purpose of the Study

The purpose of this study was to ascertain the basic computer system operating skills required by lecturers for effective implementation of OTM curriculum in Polytechnics in South East Nigeria.

Significance of the Study

The result of the study will be of immense benefit to curriculum planners, lecturers in OTM department, students, and researchers, management of the polytechnics, business organisations, the government, and the society at large.

The study would be of immense benefit to OTM curriculum planners as it would bring about the achievement of the desired goals and objectives of the curriculum. This, it will do by providing the requisite ICT-skills for the implementation of OTM curriculum. NBTE/UNESCO will be grateful that their effort is not futile, with the products of the curriculum dominating and taking charge in the office environment. NBTE accreditation activities will also be affected as they will match the competencies of the lecturers' visa viz the implementation of the new curriculum thereby denying accreditation to any school that does not meet-up with the minimum requirement of ICT-skilled lecturers.

This study would be useful to the lecturers as it will help them sharpen their skills in the manipulation of modern office technological devices. They will be versatile and competent in the use of ICT for purpose of teaching and learning. If such happens the lecturers will teach as masters and also use these skills for personal profits. They will get the best that will enable them manipulate their environment. They will be able to use modern technologies as pedagogical tools.

Research Question

What are the computer system operating skills required by lecturers for effective implementation of OTM curriculum?

Hypothesis

There is no significant difference in the mean responses of experienced lecturers and less experienced lecturers on the computer system operating skills required for effective implementation of OTM curriculum.

Method

A descriptive research design was used in the study. The study looked into the opinions and views of lecturers concerning the ICT skills required for effective implementation of OTM curriculum.To answer the research question, a structured questionnaire comprising 23 items was used for data collection. The questionnaire was validated by business educators. The reliability of the instrument was tested and it yielded a reliability index of 0.96. The population of the study comprised all the 90 OTM lecturers in State and Federal polytechnics in South East Nigeria.The entire population was studied. This was the case because Ezemoyih and Ugochukwu (2014) explained that whenever the population is manageable, the entire population could be studied.Eighty one copies of the questionnaire were returned for data analysis. Data was analysed using mean and standard deviation for the research questions while the hypotheses were tested at 0.05 level of significance using t-test.

Research Question

What are the ICT skills required by lecturers for effective utilization of basic computer operating system software?

Result

Table 1: Mean Responses on Computer System Operating Skills Required for Effective Implementation of OTM Curriculum

S/N	Item	HR	R	FR	NR	$\bar{x}$	S.D	Interpre-tation
1.	Ability to identify the basic components of the computer	38	19	16	8	3.07	1.03	Required
2.	Ability to describe the functions of the different components of the computer system	26	21	17	17	2.69	1.13	Required
3.	Ability to figure out the roles of operating systems.	18	33	24	6	2.77	0.88	Required
4.	Skills in booting the computer system	31	37	5	8	3.12	0.91	Highly Required
5.	Ability to log into the window environment	26	19	14	22	2.60	1.20	Required
6.	Ability to connect computer peripherals to system	32	23	10	16	2.87	1.14	Required
7.	Ability to identify different operating systems	17	20	15	29	2.30	1.16	Required
8.	File management skills	13	16	4	48	1.92	1.20	Fairly Required
9.	Ability to run print set-up	30	22	8	21	2.75	1.21	Required
10.	Applying the skills in the use of storage devices	33	16	28	4	2.96	0.98	Required
11.	Ability to demonstrate keyboarding skills	29	26	15	11	2.90	1.04	Required
12.	Ability to transfer data and information from one source to another	38	17	18	8	3.04	1.04	Required
13.	Proficiency in refreshing a page	33	20	18	10	2.93	1.06	Required
14.	Applying text-editing skills	11	12	4	54	1.75	1.14	Fairly Required
15.	Being able to use different systems as a result of knowledge of basic concept of the common functions of different systems.	37	16	19	9	3.00	1.07	Required
16.	Skills in document alignment	27	32	18	4	3.01	0.87	Required
17.	Ability to identify system limitations	18	13	7	43	2.07	1.26	Fairly Required
18.	Ability to describe common problems related to operating systems	28	24	7	22	2.71	1.20	Required
19.	Ability to use help menus of the computer	22	37	17	5	2.93	0.85	Required
20.	Ability to run more than one programme at a time	26	39	12	4	3.07	0.81	Required
21.	Use of font selection properties	19	26	15	21	2.53	1.11	Required
22.	Ability to format data	31	22	10	18	2.81	1.17	Required
23.	Ability to use the file system	20	16	20	25	2.38	1.16	Required
	Grand Mean					**2.70**		**Required**

Data in the Table 1 above reveal that questionnaire items 1-23 have a grand mean of 2.70 which is within the range of 2.1-3.0 and therefore required. This implies that ability to identify the basic components of the computer, describe the functions of the different components of the computer system, figure out the roles of operating systems, boot the computer system, log into the window environment, connect computer peripherals to system, identify different operating systems, manage files, run print set-up, use storage devices, demonstrate keyboarding skills, transfer data and information from one source to another, refresh page, edit text, use different systems, align documents, identify system limitations, describe common problems related to operating systems, use help menus, run more than one programme at a time, use font selection properties, format data, and use the file system are ICT skills required for effective implementation of OTM curriculum.

Hypothesis

There is no significant difference in the mean responses of highly experienced lecturers and less experienced ones on the computer system operating skills required for effective implementation of OTM curriculum.

Table 2: Summary of t-test analysis on Computer System Operating Skills Required for Effective Implementation of OTM Curriculum Based on Experience.

Experience	N	Mean	SD	Df	t-cal	t-Crit	Decision	Sig.
Highly Experienced	37	2.91	0.88	79	2.68	2.00	Reject	Significant
Less Experienced	44	2.68	1.04					

From the Table 2 above, it is observed that the calculated t-value (2.68) exceeded the critical t-value of 2.00 at 0.05 level of significance; hence Ho_1 is rejected which means that there is a significant difference in the mean responses of highly experienced lecturers and less experienced ones on the ICT skills required for effective utilization of system operating software in the implementation of OTM curriculum.

Discussion

Lectures considered the items as ICT skills requiredfor utilization of operating system software for effective implementation of OTM curriculum as the findings showed a grand mean of 2.70. Therefore the finding of the study is in agreement with the assertion of Morrison and Wells (2010) that for one to use computer such user must be able to identify the purpose and use of an operating system.

The operating system is a software that enables the computer hardware to communicate and operate with the application software. Already Ndukwe and Nwosu

(2010) have posited that computer is the primary vehicle for processing information; therefore ability to understand and use the operating system software enables one to use the computer in varying areas. The findings of the study are also in consonance with the stand of (Ndukwe & Nwosu, 2010) that one must be skilful enough in the use of operating system software for such a user to use computer effectively.

This is in coherence with Adelakin (2009) who infers that a lecturer must be able to use whatever equipment he is teaching the students its usage. Dimoji, Oju and Benson-Emenike also maintained that such user must have skills in turning on (booting) and loading an operating system into a computer's main memory from disk. Moreover, Nzewi, Okpara and Akudolu (1995) in agreement that skill is the proficiency to perform a task, support that lecturers need these skills in order to achieve the goal of OTM curriculum which is ICT-driven.

The findings are also in line with the opinion of Alseid and Pathan (2015) who highlighted that when teachers are digitally literate and trained to use ICT it can lead to higher order thinking skills, provide creative and individualized option for students to express their understanding and leave them well prepared to deal with ongoing technological advancement in society and workplace. In other words, these skills are required for the goal of OTM curriculum to be achieved considering that the curriculum is designed to accommodate practical and theoretical ICT knowledge in order to equip students with office and secretarial skills for employment in various fields. These skills are therefore a prerequisite to the achievement of the objective of equipping the students with the knowledge, competencies and specific skills that will enable them successfully hold positions as secretaries, managers and administrators in both private and public sectors of the Nigerian economy (NBTE 2009).

It was found that highly experienced lecturers and less experienced ones differed significantly in their mean responses on the ICT skills required for effective utilization of system operating software in the implementation of OTM curriculum. This finding could be explained with the assertion of Fadare (2015) that most of the highly experienced OTM lecturers are not conversant with modern technologies and are not well disposed to it which accounts for their inability to effectively use them in their teaching and learning. Afeidia (2014) also maintained that you can only give the type of training you received therefore varying training periods of these lecturers which account for varying equipment used in their training might be the reason for the difference in the mean responses. Therefore, the findings are in agreement with Badau and Sakiyo (2013) who found that teachers in institutions of learning require ICT knowledge and skills to handle information in order to generate knowledge in learners.

Conclusion

Based on the findings of the study, it was concluded that the OTM lecturers in Polytechnics in South East Nigeria considered ICT skills for utilization of basic computer operating system software as a requirement for effective implementation of OTM curriculum. The acquisition of adequate ICT skills for the utilization of basic computer operating system software by lecturers will bring about effective implementation of OTM curriculum in Polytechnics in South East Nigeria as it will enable them to demonstrate the use of the computer system to students.

Recommendations

Based on the findings, the study thus recommends the following:

1. Management should encourage lecturers by organizing programmes from time to time to train lecturers with state of the art technology. Moreover OTM lecturers, as a matter of urgency, should continually update their knowledge so that they will be skilful enough to use technology in the teaching and learning processes.
2. Curriculum Planners should ensure that curriculum developments in OTM emphasize currently reported demands in office technology and management as well as needs of students. This will give directions to the implementers and direct their training and retraining efforts on which skills to go for since they need such skills to be effective in curriculum implementation.
3. Head of Departments of OTM should promote Team-teaching strategy in the implementation of OTM curriculum. This will enable instructors and lecturers, highly experienced and less experienced lecturers alike to contribute their individual quota, making for complete teaching of the theoretical and practical modules of the ICTenriched OTM curriculum.

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ETHICAL CONSIDERATIONS IN BUSINESS EDUCATION FOR NATIONAL DEVELOPMENT

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Abstract

The general lack of code of conduct in the educational institutions has affected every facets of the country's economy which has contributed to poor economic development. Business education is a programme stated by the Federal Government in its National Policy to contribute to national development has failed to achieve this goal. The laudable programme if adequately and effectively implemented, employing standard code of conduct in training ethical business education graduates to man the innovated business world is expected to bring about employment generation, poverty eradication and drastic reduction in corruption thereby contributing to national development. Unfortunately, the programme was jeopardized from achieving this goal through poor implementation and unethical practices in our educational institutions. This paper therefore, examined the vision and mission of business education for sustainable development, unethical practices in business education, ethical standard for business education programme, roles of business education for national development and challenges of business education for national development. Conclusions and recommendations were also drawn.

Keywords: *Ethics, Moral Standard, Business Education, National Development.*

Introduction

Education is the pivot of any nation's development. Any educational system that operates with high ethical standard is the quickest and surest way to achieve national development. According to Olu (2015), national development implies a general and sustainable improvement in the socio-economic well being of a state, arising from the structural transformation of the economy. National development embraces a whole nation and circumscribes the overall development or a collective socio-economic, political as well as ethical standard of a country (Lawal and Oluwatoyin Olu, 2015). A country realizes its ethical standard through education which is an instrument that instills the required moral pattern or ethical paradigm.

Business education, an integral educational system equips individuals with productive skills, values, attitudes, knowledge and competences needed for nation's sustainable development. Unfortunately, lack of proper code of conduct and ethical standard

in the training institutions have crippled the speedy development of business education to national development. Business educators must be men and women whose vision and mission must pass not only pedagogical tests, but also moral and ethical requirements aimed at meeting global best practices. Business educators should posses high ethical standard so as to produce ethical graduates that are devoid of corruption. Again, moral ethics should be integrated into the curriculum of business education to equip students with high moral ethical culture for national development. Gana (2014) lamented that unless the curriculum of business education is infused with an ethical code as a course in its programme, in the near future, the programme may not be able to produce the type of future generations of business educators that can squarely face the prevailing challenges and ensures the sustainable development of the country and the business world.

According to Eze and Njiru (2006), ethics refers to the values, or rules of conduct held by a group or individual within a family, work environment, institution, profession, community, society or nation. It is the rule of principle that directs the behaviour of an individual, group of people, community or society within a particular setting. Omoregbe (2000) contended that ethics deals with how men ought to behave, and why it is wrong to behave in certain ways and right to behave in certain other ways. It studies the reason why certain actions are said to be wrong morally and why some are regarded as being morally right.

Ethical consideration in any human endeavour is of paramount importance since human being is so constituted that not all kinds of actions befit his nature, lead to self-fulfillment and progress within his social, economic and political environment. The nature of man is such that he lives a moral life that will bring general happiness, self fulfillment and desist from behaving in certain other ways that will be detrimental to his well being and progress. The main aims of ethics are to develop a body of moral standard that man should adopt to enable him attain internal harmony, happiness, self fulfillment and successful co-existence within the environment in which he lives.

The importance of ethical consideration in business education need not be over emphasized since business education programme is the bedrock to any nation's economic development. Ethical standards prevent against fabrication, corruption, falsification of facts, cheating but promote the pursuit of knowledge, values, attitude, and acquisition of skills and competences which is the primary goal of business education. In order to institute sound business education programme that will achieve its goal of producing sound business education graduates that will contribute to national development, the professional association (National Association of Business Educators) and agencies must adopt codes and policies, streamline ethical behaviour that will guide the profession and integrate such into the programme's curriculum. According to Gana (2014), it is necessary for the

curriculum of business education to have professional ethics or rules of conduct that will continually guide the programme and professional relationship. Integrating ethical standard in business education curriculum will help in the production of manpower that sustains, improves productivity and enhances national development.

The Vision and Mission of Business Education for Sustainable Development

Business education is a programme for complete development of individual students to become an effective business teacher, and/or high caliber professionals in different business establishments that are key to sustainable development. The vision of business education is a programme that will lead the country to future greatness through adequate provision of manpower resources that will develop and harness the nation's economic resources to its fullness. Having a vision of sustainable economic development will lead the nation to greatness; enable the business educators perceive their role as contributors to the nation's future greatness by producing highly qualitative business education graduates that will boast the economy of the country.

Business education at the university level has the mission to train the necessary manpower for industry, business, private and public establishments. It prepares students on different career opportunities such as in the areas of commerce, industries, managerial posts, secretaryship, accounting positions, entrepreneurship etc. The vision of the nation having sustainable economy directs the mission of business education into producing entrepreneurs and manpower resources into reality.

The mission statement of business education is the basis for its philosophy in relation to basic values, beliefs, attitudes, aspirations and philosophies. Business education concerns itself with the acquisition, development and inculcation of proper values for the survival of the individual and the society (FRN, 2004). It is education for acquisition and development of skills, competences, attitudes and attributes which are necessary for efficiency of the economic system (Aliyu, 2006). Human capital development is the greatest thing a country can cherish for its macro level with a vision and mission as an essential tool for achieving sustainable development.

Unethical Behaviours in Educational Institutions

Unethical behaviour is a canker worm that has gone deep into so many countries especially developing countries. It has destroyed many facets of the society and educational activities of so many institutions in different ways. There is increaseingly high reduction in moral standard in our tertiary institutions which has adversely affected every fabric of educational activities, According to Agbanifoh (1999), unethical behaviour refers to behaviour that violates or does not conform to the generally accepted standards of behaviour or expectations of society. There are many of these unethical behaviours in our educational

institutions when tend to encounter our beliefs, values and norms. These unethical behaviours that have violated the moral values and standard in training institutions are identified as follows:

1. **Malpractices During Examination:** Malpractices during examination are now becoming a habit in many Institutions and are highly scandalous. Students are no longer ready to work hard for the examination instead they will choose to operate their computer or handset at the detriment of their academic activities. These students copy on the sheet of paper, on their palms and even laps during examinations. According to kanu and Akanwa (2012), some of the lecturers contributed to examination malpractice by helping their students in exchanging of financial gratification through the following means:
   i. Preferential marking
   ii. Fraudulent recording/arbitrary award of marks
   iii. Fanning of examination questions/scripts.
2. **Irresponsible Teaching:** Some lecturers at the beginning of any semester will never attend to lectures until few weeks to the end of lectures; they go into lecture hall and tell students sections of the book they will read for examination. Such lecturers do not even think of covering the course contents but how to administer examinations to the students that have not learnt.
3. **Corruption:** Corruption is a canker worm that has eaten deep into the lives of so many Nigerians especially the so-called leaders. In our tertiary institutions, some university dons ask for financial gratification from students in order to give them good grades. On the other hand, due to competition for admission into Nigerian universities, it becomes a golden opportunity for university workers to extort money from parents to give their children admission. This has led to offering admission to unmerited candidates denying the qualified ones fundamental human rights.
4. **Education Scandals/Plagiarism:** In some tertiary institutions, lecturers prepare handouts or textbooks pirated from someone's textbooks and force the students to buy at exhorbitant prices whereby any student that falls to buy will automatically fail the course. Such lecturers most often don't attend classes. They always go for summer while academic activity is in progress.
5. **Teachers' Misconduct:** In our educational institutions, teachers often involve themselves In some unethical practices. Kinta, Fowoyo and Aliyu (2011) identify some of the common pitfall of teachers as it regards unethical behaviours as follows:
   - Inviting female students to their homes or to parties, such female students begin to develop inflated ideas about themselves, leading to rudeness to teachers from female and male students.

- Smoking and taking alcoholic drinks within the campus in the glare of the students.
- Lack of commitment to school or class work and other bad teacher behaviours.

6. **Incompetent/Unqualified Teachers:** The Nigerian common dictum, man knows man has come into our training institutions. Sometimes those in the corridor of power write notes mandating the institution administrators to offer lectureship appointment to nonprofessionals who are not quality to train students of tertiary education. Such teachers cannot produce ethical, competent and effective students, for teaching has an imbued work ethics and a code of conduct. In the same vein, there is a dictum that no education can rise above the quality of its teachers.

7. **Cultism:** Cultism is an evil menace that has seriously affected the level of education in our training institutions. According to Babaiola (2006), cultism exists in our tertiary institutions (especially the universities) for the following reasons:

Long years of military rule and its attendant brutalization of the civil populace.

The employment of discretionary admission which favours less brilliant students. but prejudice the interest and chances of brilliant and talented ones.

The presence of non-students in the halls of residence of higher institutions which makes it easier for extraneous forces to employ them for diabolical ends.

Access of students to dangerous and sometimes sophisticated lethal weapon.

Readiness of some university administrators to employ cult members for their own selfish ends like suppression of vocal and dynamic students leaders.

Existence of fear as a result of lack of security on campuses.

Inadequate accommodation leading to over-crowding and all manners of sharp practices.

The course system which allows a student to stay in school for a longer period than necessary and which makes him to lose focus and thereby becoming a professional student in the process.

Ethical Standard for Business Education

Business education ethics is a mission to prepare ethical business education graduates for value creation as well as skill, knowledge and competency acquisition.

Business education professionals should be aware of ethical behaviours in the modern business world and prepare the students to adapt to the modern trends, for business education programme to contribute effectively to national development, it should go beyond mere irnpartation of knowledge and skills but^ incorporate in the programme such attributes as social responsibility, moral duty, fairness, justice, mutual respect, honesty, moral reasoning, integrity, discipline.

1. **Social Responsibility:** Social responsibility is a person's or an organization's moral obligation towards others who are affected by his or her actions (McShane, Glinon and Ann, 2000). Business education operates within an environment. The environment is bound to provide enabling resources and facilities the programme needs to operate. Business education programme has ethical social responsibility to produce ethical graduates who are knowledgeable in different aspects of business education and are skillful in innovative ethical business world. The importance of business education social responsibility to both business education and the society are as follows;
    i. Business education social responsibility helps business educators to train ethical business education graduates who are knowledgeable in different field of the programme.
    ii. It helps to train Innovative business entrepreneurs for the nation's sustainable development.
    iii. Social responsibility helps to improve-the image of business education.
    iv. It helps both the lecturers and the students to recognize their moral obligations both to the profession and the society at large.
    v. Social responsibility facilitates the adoption and adaptation of business education to the constantly changing technological innovations in the business world.
2. **Moral duty:** Moral duty refers to what specifically a person is expected to do in his specific and sometimes, peculiar conditions (Ekei, 2001). A business educator has the duty to train students and acquaint them with the necessary skills, knowledge, values, attitudes and competences needed in the field of business. The students have the moral responsibility to attend lectures and be trained, When teachers are committed to their duty, institutions are sure of producing ethical students that will infuse ethical behaviours and practices into the world of work.
3. **Fairness with the Students:** Business educators should be fair in their dealings with the students so as to enhance their loyalty and productivity. When students are treated with fairness, it motivates them and makes them to put in their best in pursuit of academic activities thereby increasing the academic standard of the institution.

4. **Justice:** Justice is based on the foundation of fundamental equality of all men. Since men are created equal, they should be treated as such. Business education value demands equal opportunity, equal treatment, equal services, equal protection, equal distribution of goods, reward and access to public benefits both in school and field of work. Business educators should exercise justice In training the students so as to produce ethical graduates that will move Into the field of work propagating justice.
5. **Mutual Respect:** Respect is said to be reciprocal, A business educator should be a person of respect, who accord respect to his/her students. When relationship weakens, mutual respect should be rebuilt. Respect and trust make it easier for a teacher to direct, coach and train students effectively.
6. **Honesty:** Honesty is an essential fundamental human value. Honesty is of vital importance in any human endeavour. According to Omoregbe (2000), a man who chooses to be honest even if it means being poor is a wise man and he will have no cause to regret for he has chosen the higher value, a more lasting and more rewarding value, An ethical business educator is always an honest individual who impacts honesty to students since honesty Is the best policy and a key to successful living in the long run.
7. **Moral Reasoning:** Moral reasoning is the process by which human behaviours, institutions or policies are judged to be In accordance with or in violation of moral standards (Velasquez, 1992), Business educators should inculcate in students moral standard that should direct their moral reasoning to what the society requires from them on graduation.
8. **Integrity:** Integrity/ according to Ejiofor (1987) is an aspect of one's character rooted in *his* conviction which serves to deter him from taking advantage of his position or strength to gain at the expense of his organization, client or subordinate, A person of integrity has the *will* power to do what Is right and abstain from doing what is wrong. Business educators should therefore be men and women of high integrity, who are morally courageous/ always willing to stand by the truth and ready to shun corrupt practices so as to produce graduates of integrity that will enhance national development.
9. **Discipline:** Business educators should be highly disciplined so as to be in a position to inculcate in students the spirit of self-control, hardwork, honesty, good time management and *selfless* service.

Role of Business Education for National Development

Development of any nation depends on the level of its ethical standard and economic development. Business education is education for national development which prepares

students for entry into and advancement in jobs within business and enables them handle their own business affairs and function intelligently as owners and citizens In a business economy (Nolan, Hayden and Malsbury, 1967), Business education prepares individuals as entrepreneurs, business executives, managers, computer analysts, bankers, insurers, accountants, marketers, secretaries and office managers who are the major contributors to national development It is an aspect of the total education which equips individuals with appropriate values and attitudes with which to conduct their economic activities in accordance with laid down principles, rules and guidelines that enhance national development.

Business education equips individual with general business knowledge which enables them as workers, entrepreneurs, businessmen and women to increase productivity which in turn lead to increase in standard of living. Increase In standard of living of a nation depends largely on the country's Gross National Product (GNP) which is a key to the nation's development.

Business education exposes students to the general business subjects which equip the youths with prevocational knowledge that enables them establish small scale business and become gainfully employed after graduation. In a developing country like Nigeria, establishment of small scale enterprises contribute immensely to the nation development. Ekpeyong (2012, citing the Nigeria's third National Development Plan summarized the role of small scale business in the development of Nigeria to include:

i. Creation of employment
ii. Manpower training
iii. Local development
iv. Fill in employment
v. Waste utilization
vi. Introduction to *big* business
vii. Promotion of competition
viii. Self-reliance
ix. Aid to industrialization
x. Catering for small demand

Consequently, effective business education programme contributes immensely towards employment generation and poverty eradication. According to Makeri (1990), many university degree holders and graduates of other tertiary Institutions are jobless while the Holders of vocational (Business) qualifications are averagely employed. This shows the significant contribution to the economic development of a country.

Usoro (2001) further advocated that business education encompasses courses such as business administration, marketing, accounting, purchasing and supply, secretarial

education and business law. This therefore follows that business education train business teachers, managers, seasoned administrators, secretaries, accountants, producers arid marketers of goods and services and distributors who are the engine warms of any organization which is the bedrock for any nation's economic development. Business education programme therefore contributes immensely to any nation's development.

Impediments of Business Education to National Development

1. **Poor Implementation of Business Education:** The laudable business education programme to achieve its goal of economic development should be properly implemented. All the human and material resources including functional innovative curriculum must be properly put in place.
2. **Lack of Proper Funding:** Proper funding of business education programme has over the years become a very serious challenge to the programme full operation. Business education being capital Intensive need adequate fund for the programme to be more functional to meet up with innovative strategies in the business world.
3. **Poor Business Education Programme Partnership with Industry:** Business education programme in our tertiary institutions lack serious partnership base with industry where the products of the programme would be employed, This industrial establishment complained of students, lack of acquisition of appropriate skills required in the field of work.
4. **Poor Ethical Standard:** Business educators should shun unethical practices in our training institutions and integrate into their curriculum high ethical standard that will necessitate for the production of ethical business graduates that will man our innovative business world. The inculcation of good moral standard in business education students will transform our societal value system in the business world into innovative ethical business society that will bring about national development.
5. **Poor Curriculum Content:**There have been structural defects in-business education curriculum. According to Qkoye (2016), the curriculum content of business education is much far below what is expected in the field of work. Most of the courses offered by business education students in the tertiary institutions have fallen below what is required to be employed as experts in the innovated modern business world.
6. **Poor Quality and Quantitative Business Education Teachers:** The Nigerian tertiary institutions are faced with poor quality and quantitative business education teachers that will train today's business education graduates that will work in the modern business world, The few existing-teachers are trained in the old dispensation and cannot teach most of the ICT related courses effectively.

7. **Poor Facilities:** The facilities needed for effective training of business education students are grossly inadequate. This lack of facilities has made it highly difficult for the students to posses the necessary skills required in the field of work.

Conclusion

The importance of business education to national development cannot be overemphasized. The programme as a key drive to country's economic development is not achieving its objective of equipping students with necessary skills, values, attitudes, knowledge and competences required to work as entrepreneurs, business administrators, managers, professional secretaries and accountants in different sphere of lives.

The half baked implementation of the programme, lack of code of conduct in our educational institutions and ever changing technological innovations in the business world have deterred the programme from contributing effectively to national development For business education to achieve national development there must be changes in all aspects of its academic profession, inculcation of high ethical standard in students and government serious commitment to the programme full implementation.

Recommendations

The following recommendations are proffered for business education to achieve national development:

1. Ethical business educators should be employed in our educational institutions to produce ethical business education graduates that would revolutionalize the business world.
2. Government and education authorities should ensure full implementation of business education at different levels through adequate provision of funds and other resources.
3. Education administrators and curriculum planners should embark on curriculum review, integrating ethical considerations needed for effective production of ethical graduates needed to work In the modern innovative business world.
4. Government and education authorities should employ teachers with good ethical standard and who are skilled in current technologies. Also the already employed teachers who are not abreast of the modern technology should be retrained through constant workshops, seminars and conferences.

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ADOPTION OF MODERN INSTRUCTIONAL APPROACHES: EFFECTIVE STRATEGY FOR TEACHING AND LEARNING OF BUSINESS STUDIES IN JUNIOR SECONDARY SCHOOLS: CASE OF SELECTED PRIVATE AND PUBLIC SECONDARY SCHOOLS IN OWERRI ZONE, IMO STATE, NIGERIA

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Abstract

The study sought to ascertain the level of adoption of modern instructional approaches by teachers of business studies for effective teaching and learning in junior secondary schools in Imo State. Two research questions and two hypotheses were formulated for the study. The researcher adopted a survey design. The population of the study was made up of eighteen (18) business studies teachers from six selected public and private junior secondary schools in Owerri Zone, Imo State. A structured questionnaire was developed by the researchers to enable them collect data for the study. Eighteen copies of the questionnaire were printed after validation and distributed to the eighteen respondents used for the study. All the eighteen copies were completed and were used in the analysis. The items with regards to the research questions were analyzed using mean and standard deviation while null hypotheses were tested at 0.05 level of significance using t-test statistics. The result of the findings revealed that business studies teachers are yet to adopt fully the modern teaching approaches. And facilities required to enhance the use of modern teaching approaches by business studies teachers are not provided for business studies teachers. The paper concluded that unless something is done to remedy these challenges it will be difficult to achieve the objectives of the revised 9-year Basic Business Studies Curriculum. The researchers therefore recommended among others that Ministry of Education in states and owners of private secondary schools should organize workshops and seminars for business studies teachers in public and private secondary schools on use of modern instructional approaches.

Keyword*: Business studies, modern instructional approaches, junior secondary schools*

Introduction

Business studies refers to the study of those components of business subjects which will lead an individual into understanding the business world. It is an amalgamation of four core components fused together as one subject. The four components of business studies are office practices commerce, Book-keeping and keyboarding as revised by NERDC (2013). Business studies explains the different activities that are involved in businesses. Nwachokor

(2013) view business studies as a combination or compilation of so many business courses into one which is usually taught at the junior secondary school level. National Policy on Education in Onojetah (2013) defined business studies as a pre-technical and vocational education aimed at imparting vocational skills, commercial and economic development necessary for self- reliance and fulfilling some of the goals of technical and vocational education. Buttressing more on the concept of business studies, Nigeria Educational Research and Development Council (NERDC) (2013) asserts that business studies 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 occupation or for self-employment. Implicit in this definition is equipping individuals with necessary skills and theoretical knowledge. To equip learners with these skills and knowledge requires effective teaching approaches/methods. Ukegbu (2017) citing NERDC noted that several teaching methods being used for classroom teaching by many teachers have become outdated and obsolete. The chalk-talk method or transmission model commonly used by many teachers have not yielded enough result. The reason being that only the brain is trained while hands are tied. The teacher centered approach has failed both the individual graduate and the nation at large. The nation can overcome the problems of unemployable school graduates, if teachers present lesson in a more appropriate manner, using modern methods of teaching. By doing this learners will be adequately equipped with the knowledge and skills needed to be self-dependent, employable and productive to drive the economy of the nation. Modern teaching methods are in line with best practices in teaching and learning across the world. The world has become a global village and Nigeria cannot afford to be doing things in the old dysfunctional ways that have failed to enable her develop.

Teachers in this 21st century need to move away from using teaching methods that promote rote or memory learning to interactive, task-based and learner-centered methods. They are not expected to be givers of information but generators of information. They are not to use 19th century methods to teach 21st century pupils. This paradigm shift from the use of traditional methods of teaching to modern approaches will help to achieve the objectives of the revised 9 years basic education curriculum.

The traditional view believes that there are sets of ideas which are the duty of the teacher to give to the learners. This method assigns to the learner a passive role where he/she sits and receives information. Ekoh (2016) defined traditional pedagogy as a pre-technology education context in which the teacher is the sender or the source, the educational material is the information or message and the student is the receiver of the information. In this case, the learner only receive information from the teacher rather than participate in generating the information. The traditional teaching approaches are largely teacher-directed and follow cook book steps of activities and demonstration (Mamman and Onyiloye, 2016). In traditional methods, teaching is always emphasized rather than learning.

The modern view sees teaching as a method of helping learners to construct, form or reconstruct knowledge based on personal experiences from activities or interaction with individual and materials within the learning environment. Thus, the modern teaching

approach is learner centered, learner-friendly with activity-based teaching methods which are used to get learners fully involved. This approach, recognizes the learner as the primary reason for instructional planning and delivery. It gives the learner the opportunity to be actively and fully engaged and involved in teaching and learning process. The teacher's especially business studies teacher's role is basically to guide, direct, encourage, coach, monitor, assist and facilitate a learner to realize that which is expected of him or her some modern teaching approaches includes brainstorming, circle the sage, jigsaw, peer instruction, mind map, role playing, think pair share method, discovery approach, demonstration, cooperative learning strategy and problem solving approach.

Brainstorming approach is an excellent teaching strategy to generate ideas on a given topic. It promotes thinking skills. When students are asked to think of all things related to a concept, they are really being asked to stretch their thinking skills. Circle the sage is a strategy that allows learners to become experts on a topic and the opportunity to share what they know with other members of the class. Similar to circle the sage is the Jigsaw approach. In this approach learners are provided the opportunity to become experts in a particular subject, and share that knowledge with their peers. This technique promotes both self and peer teaching which require learners to understand the material at a deeper levels and engage in discussion, problem solving and learning. Peer instruction is an instructional strategy for engaging students during class through a structured questioning process that involves every student (Crouch, Watkins, Fagen and Mazur, 2007). Gak (2012) view peer instruction as a cooperative learning technique that promotes critical thinking, problem solving and decision-making skills.

Mind Map Approach: A mind map provides a visual illustration of the connections between ideas, as perceived by individuals or a group of learners (Antonia, 2009). Role play approach advocates educating learners through activities in which they can put their heart and soul at work in an atmosphere of freedom and spontaneity. Okwuamaso and Nwazor in Duktor (2016) states that role playing is a method of having students act out the roles of people in business, so as to see the other follows point of view and the other person's ways of presenting things. Damodharan and Regaranja in Duktor (2016) added that in teaching accounting, the role of an accountant can be explained by role playing technique. NOUN (2008) also noted that role play method is most useful in teaching and learning commerce and office practice.

Think Pair Share Method: This strategy require students to think individually about a topic or answer to a question; and share ideas with classmates. Discussion with a partner maximizes participation. The discovery method is based on the assumption that a learner should be told little and be encouraged to learn the rest himself. Msheliza (2015) asserts that discovery method give opportunity to the learners to make independent use of their mental ability to contribute to knowledge and principles which could provide answers to problem with little guidance from the teacher. NOUN (2008) assets that it could be used in teaching

shorthand and keyboarding. However, this approach could be used in teaching and learning of all the four components of business studies.

Demonstration Strategy: This is a systematic way of presenting materials to students. According to Duktor (2016) the demonstration approach provides the student the opportunity to learn from the teacher, the skills of recording figure on different forms of accounting books. This approach is also useful in the teaching and learning of keyboarding. Cooperative learning strategy involves the use of small group so that student work together to maximize their own and each other's learning (Mamman and Oyinloye, 2016).

Problem Solving Method: According to Osuala in Gidado, Abdullahi and Adamu (2016) the problem solving method is used for developing students ability to carry out independent thinking, analysis and decision making. In problem solving approach, the teacher presents concepts and principles to the learners and give them opportunity of applying the principles to solve problem. This approach is useful in teaching book-keeping. Mamman and Oyinloye (2016) also listed the following as latest teaching methodologies: problem based learning, cooperative learning, case study, practical activities, laboratory work, collaborative learning, computer assisted learning and group discussion.

According to NERDC (2013) the modern teaching approach have the following features, learner-centered, activity/task based, problem solving, interactive in nature, use of appropriate and authentic instructional materials, integrative, inclusiveness, conceptual understanding, assessment based on giving assignment at the end of the teaching and learning process.

Junior secondary school is the upper basic level of the 9 year basic education introduced into Nigerian education system in 2008. The 9 year basic education was to ensure the acquisition of functional education and for laying the foundation for technical, vocational and entrepreneurship in learners. Junior secondary schools are found both in government and private owned secondary schools. Government/public secondary schools are secondary schools established, owned, controlled and funded by the government. This could be state or Federal government while private owned secondary schools are secondary schools established, owned, controlled and funded by private individuals or organizations.

Business studies is among the ten subjects taught at the junior secondary school as revised by NERDC. At this level of education the subject is meant to be taught by specialists in business education with a minimum qualification of National Certificate in Education (NCE). But it is quite unfortunate to note by observation that teachers in business related areas such as economics are deployed to teach business studies at the junior secondary level.

Specialists business studies teachers are professionals in the field. These professionals received their training in business education both at the NCE and first degree level. As a result of their training, they provide to the students education programme, valuable training and experience in matters concerning business and economic education.

these specialists are responsible in helping students who desire to work in business to develop those basic skills and knowledge, which are required for initial employment. Whereas business studies teachers from business related areas are not professionals in the field of business education. they are teachers drawn from other business related areas such as economics, insurance, business administration, banking and finance, management etc. These crop of business studies teachers are not acquainted with the basic skills and core areas in business education.

NERDC in Epumepu and Igbinedion (2014) identified the following general objectives of business studies at the junior school level as:

To provide the orientation and basic skills with which to start an occupation for those who may not have opportunity for further training.

To provide basic business skills for personal use now and in the future.

Prepare students for further training in business studies.

Relate the knowledge and skills to the national economy.

Develop basic skills in office occupation.

Business studies as a subject that is better studied and learnt with plenty of practical activities require learner-centered approach.

Statement of the Problem

Observation have shown that many teachers of business studies adopt the conventional teaching approach in teaching students at the junior secondary level. This conventional approach only take care of the cognitive while neglecting the psychomotor. Business studies is a skill acquiring subject which is better learnt by doing and as well giving learners opportunity to do their own thinking.

Ikegwuani (2015) noted that they are subjects that require "hands on" and "minds on" activities. And when teachers do not adopt the teaching approaches that will enhance full and active participation of the learners in the teaching and learning process, a gap will be created, acquiring the necessary skills in business studies becomes a challenge and the end result being the production of students with little or no knowledge about the subject.

Purpose of the Study

The general purpose of the study is to find out the level of adoption of modern teaching approaches by teachers of business studies in the junior secondary schools in Owerri Zone, Imo State Nigeria. Specifically the study sought to:

1. Find out the teaching approaches adopted by teachers of business studies in junior secondary schools in Owerri Zone, Imo State.
2. Find out the factors that hinder effective use of the modern teaching approach in teaching business studies in both public and private junior secondary schools in Owerri Zone, Imo State.

Research Question

The following research questions were formulated for the study:

1. Which modern teaching approaches are mostly adopted by business studies teachers in junior secondary schools in Owerri Zone, Imo State?
2. What factors hinder effective use of modern teaching approach in teaching business studies in both public and private junior secondary schools in Owerri Zone, Imo State?

Hypotheses

The following null hypothesis guided the study:

1. There is no significant difference in the mean ratings of specialist business studies teachers and business studies teachers from business related areas on approaches adopted in teaching business studies in junior secondary schools in Owerri Zone, Imo State.
2. There is no significant different in the mean ratings of business studies teachers in both public and private junior secondary schools on factors that had hindered effective use of modern teaching approach.

Method

The study adopted a survey research design which permitted the use of questionnaire to elicit information from the respondents. According to Ojukwu (2012) survey research design is a form of descriptive research design. It is used in collecting samples from large or small population in order to examine the relative incidence, distributions and interrelations of variables in problem situation. The population of the study consist of eighteen (18) business studies teachers in the selected public and private junior secondary schools in Imo State. The population was manageable therefore there was no need sampling. A structured questionnaire constructed by the researchers was the instrument used for data collection. The instrument was validated by two specialist in business education. One from Ebonyi State University Abakaliki and the other from Alvan Ikoku Federal College of Education Owerri. Test-retest measurement techniques was used to ascertain the internal consistency of the questionnaire items. To achieve these, the test was administered to six business teachers that are not part of the study. A co-efficient of 0.84 was obtained using Pearson product moment correlation coefficient formula.

The copies of the questionnaire were administered by the researchers, and all were retrieved and used for data analysis. Data collected were analyzed using mean statistics and standard deviation, t-test was used to test the hypotheses at alpha level of 0.05. A null hypothesis is accepted if the calculated t-value (t-cal) is less than the t-critical or t-table value at 0.5 level of significance. On the other hand, the null hypothesis is rejected if the calculated t-value is greater than the critical or t-table value at 0.05 level of significance.

Table 1: Frequency and percentage score of business studies teachers in public and private junior secondary schools.

Ownership of School	Frequency	%
Public	11	61.1
Private	7	38.9
Total	**18**	**100.0**

The table above shows the percentage of the sample population of public and private junior secondary schools. Public schools have a percentage of 61.1 while that of secondary schools have a percentage of 38.9.

Table 2: Frequency and percentage score of business studies teachers who are specialist in business education and those of other related subjects.

Specialization of Business Studies Teacher	Frequency	%
Business education specialist.	12	66.7
Other business related subjects.	6	33.3
Total	**18**	**100.00**

The table show the percentage of the sample population of business studies teachers that are business education specialist and those of other business related subjects. The percentage of business studies teachers who are specialist in business education is 66.7 while those of other business related subjects is 33.3.

Research Question 1

Which of this modern teaching approaches have you adopted in teaching business studies in your school.

Table 3: Mean results of business studies teachers on teaching approaches adopted in teaching business studies in junior secondary schools.

S/NO	Teaching Approaches	AA	A	SA	NA	$\overline{X}$	STD	Decision
1	Brain storming	5	7	6	-	2.9444	.80237	Accept
2	Circle the sage	-	-	13	5	1.8333	.70711	Not Accept
3	Jigsaw	-	-	13	5	1.7222	.46089	Not Accept
4	Peer instruction	-	-	13	5	1.7222	.46089	Not Accept
5	Mind map	-	-	13	5	1.7778	.54832	Not Accept
6	Role playing	3	4	8	3	2.2222	.80845	Not Accept
7	Think pair share	-	-	13	5	1.7222	.46089	Not Accept
8	Discovery approach	1	3	10	4	2.2778	.89479	Not Accept
9	Demonstration	2	14	1	1	2.7222	.75190	Accept
10	Cooperative learning strategy	-	2	12	4	1.9444	.63914	Not Accept
11	Problem solving approach	2	10	5	1	2.6111	.91644	Accept

Source: *Field Work*

Table 3 shows that only three modern teaching approaches out of the eleven teaching approaches listed in the table are adopted by business studies teachers in the teaching of business studies in junior secondary schools in Owerri Zone, Imo State. This is indicated by the mean scores of 1.83, 1.72, 1.72, 1.77, 2.22, 1.72, 2.27 and 1.94 for modern teaching approaches not adopted and 2.94, 2.72 and 2.61 for modern teaching approaches adopted for teaching and learning of business education.

Research Question 2

What factors hinder effective use of modern teaching approaches in teaching business studies?

Table 4: Mean results of business studies teachers on factors that hinder effective use of modern teaching approaches in teaching business studies.

S/N	Item	AA	A	SA	NA	$\bar{X}$	STD	Decision
1	Lack of instructional materials for demonstration.	6	9	3	-	3.1667	.70711	Accept
2	Lack of adequate laboratory to enable students explores	6	9	3	-	3.1667	.70711	Accept
3	Lack of equipped library.	6	9	3	-	3.1667	.70711	Accept
4	Lack of field trip and excursion experience.	6	10	2	-	3.2778	.66911	Accept
5	Inadequate supply of electricity.	6	12	-	-	3.4444	.51131	Accept
6	Lack of teachers with modern pedagogical approach to teaching business studies.	2	10	4	2	2.7222	.82644	Accept
7	Lack of knowledge of modern teaching approaches.	1	11	6	-	2.7778	.54832	Accept
8	Difficulty in adapting to change.	1	4	11	2	2.4444	.85559	Not Accept
9	Lack of teachers' professional development/training.	10	8	-	-	3.4444	.70479	Accept
10	Lack of internet connected computers.	7	11	-	-	3.2778	.66911	Accept

Source: *Field Work*

Table 5 revealed that all the items listed in the table are factors that hinder effective use of modern teaching approaches in teaching business studies except for item 8 which the mean score is below 2.5. Item 1 has a mean score of 3.16, item 2, 3.16, item 3, 3.16, item 4 has mean score of 3.27, item 5, 3.44, item 6, 2.72, item 7, 2.77, item 8, 2.44, item 9, 3.44 while item 10 has a mean score of 3.27.

Hypotheses

HO_1: There is no significant difference in the mean ratings of specialist business studies teachers and business studies teachers from other business related subjects on factors that hinder effective use of modern teaching approach.

Table 5: The t-test comparison between public schools and private schools business studies teachers on modern teaching approaches adopted in teaching and learning of business studies.

Ownership of School	N	$\bar{X}$	SD	DF	t	P	Decision
Public	11	.584	2.15				
				16	.272	.789	Not significant
Private	7	.584	2.39				

Result of table 7 showed that the t-value of 0.272 is not significant at p-value of 0.789 since the p-value is greater than 0.05. There is therefore no significant difference between the mean ratings of business studies teachers of public and private schools on modern teaching approaches adopted in teaching and learning business studies.

HO_2: There is no significant difference in the mean ratings of specialist business studies teachers and business studies teachers from other business related subjects on factors that hinder effective use of modern teaching approach.

Table 6: The t-test comparison between business studies teachers who are specialist of business education and teachers of other business related subjects on factors that hinder effective use of modern teaching approach.

Specialist of Business Studies Teachers	N	$\bar{X}$	SD	DF	t	D	Decision
Business education specialist.	11	-2.51	1.72				
				16	-1.46	.162	Not significant
Other business related subjects.	7	-2.51	2.04				

Result of table 8 revealed that the t-value of 1.46 is not significant at p-value of 0.162 since the p-value is greater than 0.05. There is therefore no significant difference between the mean ratings of business studies teachers who are business education specialists and teachers of other business related subjects on factors that hinder effective use of modern teaching approach.

Discussion

Result of table one revealed that the three sample public secondary schools and the three sample private secondary school have only a total number of eighteen business studies teachers, eleven from the public schools and seven from private secondary schools. This finding is in accordance with the findings of Ikegwuani (2015) who noted that business studies teachers are not in sufficient number which shows that most students do not benefit much from this important pre-vocational subjects area. Table two revealed that business studies is taught both by business education specialists and those of other business related subjects. This was also supported by Ikegwuani (2015) when she noted that in most schools National Youth Service Corps members that read one aspect of business subject such as Accounting, Marketing, Secretarial Technology, Business Administration, Banking and Finance are made to read and teach business studies and at the end, the impact leaves so much to be desired.

The findings of table 3 show that only three (brainstorming, demonstration and problem solving approaches) out of the eleven modern teaching approaches listed in the table are adopted by business teachers in both public and private schools in teaching business studies. This supported Ekoh (2016) findings that majority of business teachers are still yoked with the conventional teaching approaches. In the same view, Mamman and Oyinloye (2016) noted that the instruction of business education are still being taken under traditional mode of teaching and learning.

Findings with regarding to the second research question showed that lack of instructional materials for demonstration, lack of adequate laboratory for students exploration, lack of equipped library, lack of field trip and excursion experiences, inadequate supply of electricity, lack of teachers with modern pedagogical approach to teaching business studies, lack of knowledge of modern teaching business studies, lack of knowledge of modern teaching approaches, difficulty in adapting to change, lack of teachers professional development/training and lack of required ICT facilities in schools are factors hindering effective use of modern teaching approaches in teaching business studies in junior secondary schools. This findings is in line with Okolocha and Nwadiani (2014) who noted that business studies teachers, regardless of gender, experience, teaching in both public and private secondary schools were trained using the traditional approach with obsolete facilities as a result lack skills to use modern pedagogical tools to teach in the classroom.

The test of hypotheses in table 5 and 6 yielded no significant result. This means that both teachers in public and private secondary schools are yet to adopt fully the modern approaches to teaching. Both also have similar opinion on factors that hinder effective use of modern teaching approach in teaching business studies.

Conclusion

Based on the findings of the study, it was concluded that business studies teachers are yet to adopt fully the modern teaching approaches and facilities required to enhance the use of modern teaching approaches are not provided to business teachers. If nothing is done about these two factors, it will be difficult to achieve the objectives of the revised 9-years basic education curriculum for business studies.

Recommendations

1. Business education at this foundational level should be taught by specialist in business education in order to inculcate the right habit and skill to the students.
2. Ministry of Education in the states and owners of private secondary schools should organize workshops and seminars for business studies teachers in the public and private schools on modern teaching approaches.
3. Facilities required to enhance effective use of modern teaching approaches should be provided for teachers of business studies in public and private schools by those concerned.

4. Exposure to modern teaching approaches should not only be for business studies teachers in secondary schools but also to lecturers who prepare business teachers. As the student trainees observed them use this methods they will in turn replicate it when they graduate and are employed as business studies teachers.
5. State governments and private school owners should increase the number of business studies teachers at the junior secondary school level.

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ASSESSMENT OF EMPLOYABLE SKILLS ACQUISITION FOR SELF--RELIANCE IN BUSINESS STUDIES CURRICULUM AMONG GOVERNMENT JUNIOR SECONDARY SCHOOLS IN BIU- BORNO STATE

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Borno State

Abstract

This study was conducted to determine the extent to which business studies influenced students acquisition of keyboarding skills for self-reliance in government junior secondary schools in Biu-Borno State; ascertain whether business studies influenced students towards the acquisition of computer skilsl for self-reliance in government junior secondary schools in Biu-Borno State. Three research questions and three null hypotheses were raised in line with the stated objectives. Survey research design was adopted for the study and data were collected using a researcher designed questionnaire which contained thirty items. A total of three hundred and seventy four business studies students responded to the instrument. The data gathered were analyzed using the mean and standard deviation to answer the research questions and t-test to test the three null hypotheses at 0.05 level of significance. Findings from this study among others revealed that significant difference existed in the extent to which business studies influenced students' acquisition of keyboarding skills for self-reliance in government junior secondary schools in Biu-Borno State. Likewise, a significant difference existed in the extent of influence of business studies towards students' acquisition of shorthand skills for self-reliance in government junior secondary schools in Biu-Borno State. Based on the findings of this study, it was recommended that business studies curriculum contents should be properly taught so as to encourage the acquisition of keyboarding skills in government junior secondary schools in Biu-Borno state. Also, Business studies and vocational training at the government junior secondary level should be encouraged through proper funding, provision of state of the art equipment for better acquisition of computer skills.

Keynote: *Business Studies, Skills Acquisition, Self-Reliance and Curriculum*

Introduction

Skill as basic ability is the means by which man adjust to life. A person's attitude and work functions are required and necessary antidotes suggesting the suitable skills performance and acquisition of same by going through a given work sample. In the work place, skill is what the workers give in exchange for numeration. If the skill (or the cluster of skills popularly referred to as aptitudes) given is satisfactory, the worker gets satisfaction and the employer gets satisfactoriness in correspondence. This process, if sustained culminates

in promotion, retaining and prolonged tenure that leads to productivity (Adeyemo, 2009). Skill is thought of 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.

Acquisition of employable skills for self-reliance is the fundamental aim of business education programme in Nigeria. Employable skills are those skills needed by an individual to secure a job as an employee or employer. Okute (2013) opined that employable skills are the skills that enable an individual to acquire and keep a job in an occupation.Okute further added that employable skills focus on personal image, attitudes, habits and behaviors, techniques or communications, problem-solving and decision making that cut across management and organizational process.

Employability skills are those basic skills necessary for getting, keeping, and doing well on a job. These are the skills, attitudes and actions that enable workers to get along with their fellow workers and supervisors and tomake sound, and critical decisions. Unlike occupational or technical skills, employability skills are generic in nature rather than job specific and cut acrossall industry types, business sizes, and job levels from the entry-levelworker to the senior-most position. What specifically are those skills, attitudes and actions, i.e., employability skills, necessary for getting, keeping, and doing well on a job? Employability skills, while categorized in many different ways, are generally divided into three skill sets: (a) basic academic skills, (b) higher-order thinking skills and (c) personal qualities (Jacquelyn, 2000).

Business Education is a type of education that helps someone to learn the facts, acquire skills, develop abilities, solve problems and be able to have business-like attitudes useful for success in business situation. Ndimechi and Ementa (2013) stated that one of the basic objectives of Business Education is to empower the recipients with desirable skills, knowledge and values to perform specific functions so as to be self-reliant. Business education programme in the junior secondary schools is slightly different from what is obtained in the senior secondary schools. In the junior secondary school which is a three-year programme, it is called Business studies which comprise of six subjects such as: commerce, Book-keeping, offices practice, typewriting, shorthand and computer studies. It is pre-vocational subjects as was classified in the revised National Policy on Education (FRN, 2014). Essong (2001) stated that at this level business studies is meant to develop basic skills in occupations, and to provide orientation and basic skills with which to start a life of work for those who may not undergo further training.

Prior to 1977, no subject was called business studies in Nigeria education system. It came into existence as a result of the introduction of Junior Secondary School (JSS) in the 6-3-3-4 system of education in 1981, with five specific subject areas which include: office practice, bookkeeping / accounting, typewriting, shorthand and commerce. Due to the need to transform our secondary school system to be in tune with global and national demands, the FRN through NERDC made Typewriting an elective subject while Insurance and Store management were added to business studies in 2008.Business studies form a means of laying

foundation for national, technological, economical advancement and for higher education (N.P.E, 1981 revised in 2004) and (FRN, 2008). According to researchers, it equips its recipients with personal skills, consumer skills, and knowledge for clerical and managerial (Malik, Mlik, Khan, Bhutto, & Ghouri, 2014)abilities needed to adapt to changing economic and business realities and these skills made them to be wealth and job creators rather than wealth and job seekers.

The Comparative Education Study and Adaptation Centre (CESAC) revised (2007), listed the general objectives of business studies as follows:

1 To provide the orientation and basic skills with which to start san occupation for those who will not go for further training.
2 To develop basic skills in office occupation
3 To preparation of students for further training in business studies
4 To provide basic business skills for personal use in now and in the future and
5 to relate the knowledge and the skill to the national economy.

According to NERDC, (2012),"The alignment of this curriculum took cognizance of the need to provide students with ability and skills to be gainfully employed upon completion of their programme as well as prepare them for setting up their small businesses as entrepreneurs as well as creating awareness on how to be better as consumers and knowing the right of the consumer. All these are in tandem with the NEEDS thrust on value re-orientation, employment generation and wealth creation.''

Curriculum is the entire body of knowledge offered by school including selecting and organization of knowledge, skills, attitudes, values and beliefs to be transmitted. Curriculum determines course to be taught and method to be adopted. Okagbare (2010) opined that curriculum consists of a carefully mapped out programmes of what to teach, and how to teach, the author stressed that it is through curriculum that the values, the dreams, and the desires of a nation are better interpreted.

Shuga (2010) stated that, the fundamental purpose for introducing Business Studies in secondary schools curriculum was to provide students with the knowledge, skills, and attitudes necessary to achieve success in secondary school, the workplace, post-secondary education or training, and daily life. Eze (2011), added that the goals of business studies curriculum are to enable students to: gain an understanding of business concepts through the study of subjects such as Commerce, Shorthand, Office Practice, Book-Keeping and Computer; develop the skills, including critical thinking skills, and strategies required for self employment: apply the knowledge, skills and attitudes acquired through the study of business to a variety of learning tasks and relate them to business phenomena on the local, national and global levels; and develop lifelong learning skills that will help students adapt to technological advancements, the changing workplace, and the global economy. The major challenge facing the nation is how to equip the graduates in particular and youths in general, with appropriate skills and competencies for self employment and self-reliance. Self-

reliance is the autonomy of decision- making and full mobilization of a society's own resources. It also means self-confidence, reliance primarily on one's resource, human and natural, and the capacity for autonomous goal-setting. A self-reliant person is an individual who relies on oneself or on one's own powers and resources, depending less on other people in the management of human and material resources. According to Ofoye (2010), individuals will be self-reliant when they have possible cause to access and utilize the essentials of life which includes good food, clothing, shelter, medication, transportation and functional education.

For a third world country especially Nigeria to be economically self-reliant, she must necessarily diversify her economy as well as encourage the youth to embrace self-employment through appropriate favourable policy environment that would facilitate skills acquisition, entrepreneurship, and self-reliance. The place of skill acquisition cannot be over emphasized in the rapid development of other sectors of the economy. A skill can be seen as a talent or ability an individual possesses and this could be acquired through deliberate personal experiences, training, observation and practice. Skill acquisition on the other hand involves the development of a new skill, practice or a way of doing things usually gained through training or experience. Skill acquisition has been described by many as the recipe for eradicating extreme poverty and hunger by creating avenues for employment, thereby creating an avenue for jobs and wealth creation while instilling self-sufficiency and reliance (Isaac 2011). Acquisition of skill has been conceived as an effective remedy for self-reliance. The whole idea is that, students should be given skill training in addition to their regular academic programme/curriculum in the crucial sectors as being demanded by the industry. Gumbari (2011) declared that skill acquisition is the key in the fight for the elimination of hunger and poverty, reduction or elimination of joblessness in the society and reduction of crime through effective engagements of youths. He further stressed that no issue should be addressed as a matter of urgent national importance than that of skill acquisition by the youth considering the failure of our basic education to yield the expected positive results with its attendant consequences such as armed robbery, militancy, kidnapping and a host of others.

Shorthand is very important as one of the vital component, and requirements of the business education curriculum. Shorthand is taught right from junior secondary schools in Nigeria under business studies at the secondary schools to tertiary institutions such as Polytechnics, Colleges of Education and some Universities. The acquisition of shorthand skills by a student makes him/her relevant in the Business world. Shorthand is a vocational skill course that requires a good listening skill as it aims at a degree of coordination between the ear, the brain and the hand, so closely that an audible sound or impression immediately evokes a muscular response that ultimately becomes automatic. It is seen as a quotient to successes (Chukwuma, 2013).

Shorthand has the ability of molding lives; it instills discipline by being careful when writing. It builds confidence into writers. It is often a key to understanding English language, the consonants, vowels and phrases used in English. It also helps in the reading

writing, language and spoken abilities. The acquisition of shorthand skills by a student's makes him/her relevant in the Business world. There is no doubt that he is an indispensable figure in every aspect of an organization which perform secretarial duties most effectively (Arukwe, 1999). A successful shorthand student has brighter future ahead because shorthand is useful in almost all profession. For example, shorthand notes are legal documents that can be used in a court case. Shorthand is a vital skill for court reporters because in most jurisdiction cameras and recorders are not allowed in court during proceedings.

Typewriting instruction is a vital and major part of business studies programme in our secondary schools. The subject lends itself to the attainment of the objectives of giving students a chance to ``acquire further knowledge and develop skill'' (FRN, 2014). In addition to recognizing the utility of typing skills as a kit for gainful employment, studies indicate incontrovertibly that typewriting benefits vocabulary, reading, spelling, and other skills. Typewriting also influences positively subject matter acquisition. It helps develop favorable attitudes and habits, reinforces basic English knowledge, provides confrontation with a precision of machine (interface), facilitates the gathering of general information in a subliminal fashion from the content of timed writing and practice copy, fosters techniques immediately applicable to social life and school activities, liberates the creative mind form the limitations of handwriting, and contributes to remedial education. Umo (1995) suggested that the teaching and learning of business studies should concentrate on quality performance. Correct keyboarding is all about enhancement of skills in and outside the classroom.

The skills and knowledge acquired from the typewriting keyboarding is what translate into the computer keyboarding. Today in our society, skills in keyboarding are in evidence in almost every aspect of our lives. We are constantly experiencing the need of keyboard training in our educational system for its sustainable development through computer training aimed at training students for some specific skills which will make them to be relevant in today's office and for self reliance. Computer and typewriting skill is relevant for all students and importantly business studies students, because computer has simplified through automation all functions and secretarial duties. Therefore, considering the importance of requisite skills and self-employment, this study assessed the in the influence of skill acquisition programme for self-reliance in Business studies among government junior secondary schools in Biu, Borno state in the area of keyboarding (Typewriting) and shorthand skills.

Statement of the Problem

The primary aim of introducing Business studies curriculum into the system of education at the junior secondary school level is to equip the youth with desire knowledge, skills, attitude and value such as; keyboarding (typewriting), computer, accounting, shorthand, office practice and commerce for self-reliance. It is worth noting that equipping youths with the desired skill for self-reliance has a significant influence in curbing unemployment in the country particularly among secondary school leavers.

Over the years in Borno State Biu in particular, Business Studies have witnessed increased in enrolment rate at the secondary schools level and yet issues of unemployment and self-reliance with their attendant consequences such as increased crime rate, insurgency, unfulfilled dreams, and suicide bombing, impaired financial position and so on, are posing a great challenges to many people in Borno state. Also the problem of lack of skills for self-reliance among Business Studies students has become thing of concern to business educators. This situation has not only posed a great challenge to students but it has also affected the economy and retarded the economic growth of the country as skills for self-reliance is lacking. It is an understatement that the emphasis of 6-3-3-4 system of equipping students with skills has lost the quality. This situation has led to the production of school leavers without desired skills for self-reliance (Adamu and Yakubu, 2012). The prevailing situation in government Junior Secondary Schools (JSS), students are taught abstractly without acquiring basic skills as desired in the National Policy on Education. Observation shows that, most of the business laboratories which is found in most schools in Biu-Borno state contains nothing other than the teachers' chairs and tables, qualified business education teachers that are most important ``tools'' for teaching and learning of business studies are not sufficient in number, which shows that students do not benefit much from this pre-vocational subjects. In most schools, the National Youth Service Corps members that read one aspect of business subject such as: accounting, marketing, business administration, banking and finance are made to teach Business Studies and often with little or no infrastructures and at the end, the impact leaves so much to be desired. Nobody without knowledge of shorthand and typewriting can teach business studies effectively at junior secondary schools. Looking at the private sector, it was observed that, there has been high rate of failure in private business outlets. There has not been any evidence to show the extent of Business studies students possess skills required to establish their own business outlets in Biu-Borno state. Therefore, this study is designed to assess the influence of skills acquisition for self-reliance in Business studies among Government Junior Secondary Schools in Biu-Borno State.

Objectives of the Study

The general objective of the study was to assess the extent of skill acquisition programme for self-reliance in business studies in Government Junior Secondary Schools in Biu-Borno State, Nigeria. The specific objectives of this study were to:

1. determine the extent to which business studies influences students acquisition of keyboarding skills for self-reliance in government junior secondary schools in Biu-Borno State;
2. ascertain whether Business Studies influence students towards acquisition of computer skills for self-reliance in government junior secondary schools in Biu-Borno State;
3. assess the extent to which business studies influence students acquisition of shorthand skill for self-reliance in government junior secondary schools in Biu-Borno State

Research Questions

The following research questions guided

1. To what extent do business studies influence students' acquisition of keyboarding skills for self-reliance in government junior secondary schools in Biu-Borno State?
2. What influence does business studies have towards students acquiring of computer skills for self-reliance in government junior secondary schools in Biu-Borno State?
3. How does Business Studies influence student's acquisition of shorthand skill for self-reliance in government junior secondary schools in Biu-Borno State?

Hypotheses

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

1. There is no significant difference in the mean response of male and female on the extent to which Business Studies influence students' acquisition of keyboarding skills for self-reliance in government junior secondary schools in Biu-Borno state;
2. There is no significant difference in the mean response of male and female on the influence of Business Studies towards students acquiring of computer skills for self-reliance in government junior secondary schools in Biu-Borno state
3. There is no significant difference in the mean response of male and female on the extent to which Business Studies influence students' acquisition of shorthand skills for self-reliance in government junior secondary schools in Biu-Borno.

Method

The study was a survey research design. The area consists of eleven government secondary schools. The population is two thousand two hundred and seventy three (2,273) JSS II business studies students, comprising of 1137 male and 1336 female (SUBEB, 2018) business studies students in government junior secondary schools Biu, in Biu Local Government Area of Borno State 2017/2018 academic session.

Even though all the students were involved in the study, only 396 students were selected as sample of the study through random sampling techniques. A questionnaire tagged ``Business Education Skill Acquisition Questionnaire (BESAQ)"containing 30 items was used to collect data. All the thirty items were measured using a scale rang from ``strongly agree" (SA) 5 points, ``agree" (A) 4 points, ``undecided" (UD) 3 points,`` disagree" (D) 2 points and ``strongly disagree" (SD) 1 point. The instrument was subjected for validation by two expert from the faculty of education, University of Maiduguri which their suggestions and corrections were reflected. The reliability coefficient of (BESAQ) was ascertained using the Cranach coefficient alpha reliability techniques and the reliability level of 0.82 was found.

The data collected on the 30 items of the questionnaire were analyzed using descriptive statistics of mean and standard deviation, where the mean is equal or greater than 3.0 was accepted and any item less than 3.0 was rejected. t-test was used to test the null hypotheses and where the t-critical was greater than or equal to the t-calculated, the null

hypothesis was accepted. On the other hand, where the t-calculated exceeded the t-critical, the null hypothesis is rejected.

Research Question One

To what extent does Business Studies influences students' acquisition of keyboarding skills for self-reliance in government junior secondary schools in Biu-Borno State.

Table 1: Opinions of Business Studies students on extent to which Business studies influences students acquisition of keyboarding skills for self-reliance in Government Junior Secondary School Biu-Borno State.

S/N	Business studies influences on students acquisition of keyboarding skills	$\bar{X}$	SD	Decision
1	Business Education provides students with basic skills in keyboarding for entry into the world of work.	3.86	1.95	Agreed
2	Keyboarding is a skill that improves only with practice.	4.06	0.84	Agreed
3	A good typing skill where letters are professionally produced without errors is a potential hot cake for patronage.	4.40	0.99	Strongly Agreed
4	Business Education at junior secondary schools, equip its graduates with skills for managing a Typing Studio.	3.82	0.76	Agreed
5	Keyboarding skill enhances efficiency between school and Job performance.	3.80	0.77	Agreed
6	Keyboarding skill acquired by Business Education graduate is able to establish a business centre with typing, printing and Photocopying that sustains him/her.	3.87	0.96	Agreed
7	Correct keyboarding is all about enhancement of skills in and outside the classroom.	4.27	1.11	Strongly Agreed
8	Most students hired in Business Centers and Cyber Cafés update their knowledge and competencies through Business Studies designed keyboard training programme.	3.74	0.91	Agreed
9	Standard in keyboarding is measured through speed and accuracy.	3.93	0.77	Agreed
10	Business Education at junior secondary schools, equip its graduates with skills for managing a Business Centers.	3.80	1.00	Agreed

Information in Table 1 shows that all the items have mean scores above 3.70. The response shows that Business Studies has to a great extent influenced students' acquisition of keyboarding skills for self-reliance in government junior secondary schools in Biu-Borno state.

Results

Research Question Two

What influence does business studies have towards students acquiring of computer skills for self-reliance in government junior secondary schools in Biu-Borno State?

Table 2: Response mean and standard deviation of Business Studies students on the influence of Business Studies towards students acquiring of computer skill for self-reliance in government junior secondary schools in Biu-Borno State.

S/N	Business Studies Influence Towards Students Acquiring of Computer Skills	X	SD	Decision
11	Competence in identifying computer fault influences students' confidence in performing office task.	3.75	1.31	Agreed
12	Students' competence in fixing computer fault has effect on self reliance in computer data processing.	3.35	1.32	Agreed
13	Students' acquisition of computer troubleshooting skill plays a major role on time management during data delivery.	3.83	1.25	Agreed
14	Business Education programme afford students the Opportunity to acquire competence in computer troubleshooting which influences their ability to maintain a good workable data base system for self-reliance.	3.62	1.39	Agreed
15	Students learn about Window, Software and Hardware components of a computer system through business education programme.	3.40	1.45	Agreed
16	Students? acquisition of computing skills and its Application makes the computer system trouble free.	4.00	1.36	Agreed
17	Troubleshooting is an integral necessity in the use of computer system, which has made it unique skills to be acquired by every student for self reliance.	3.79	1.27	Agreed
18	Installing and Configuring an Anti-Virus Software is an important computer skill for self reliance.	3.63	1.46	Agreed
19	Computer troubleshooting skill is a mixture of standard Procedure and personal creativity.	3.68	1.37	Agreed
20	Business Studies programme enable students to know about several possible causes for a network error in computing.	3.42	1.58	Agreed

Information on Table 2 shows that means 11, 13, 14, 16, 17, 18, and 19 have high mean scores of above 3.50, only items 12, 15, and 20 had means scores of 3.40, which indicate that the respondents agreed that Business Studies positively influence students'

acquisition of computer skill fSor self-reliance in government junior secondary schools in Biu-Borno State.

Research Question Three

How does Business Studies influence student's acquisition of shorthand skill for self-reliance in government junior secondary schools in Biu-Borno State?

Table 3: Analysis of respondents' opinion regarding the extent to which Business Studies influence students acquisition of shorthand skill for self-reliance in government junior secondary school Biu-Borno State.

S/N	Business Studies Influence Towards Students Acquisition of Shorthand Skill	$\bar{X}$	SD	Decision
21.	Students of shorthand are sure of employment/job opportunity after graduation.	3.78	1.36	Agreed
22.	The use of shorthand by students of helps a great deal for employability.	3.59	1.55	Agreed
23.	Business Studies students are needed in the labour market; this is because of the knowledge of shorthand.	3.55	1.42	Agreed
24.	Shorthand skills acquisition is the bedrock of secretarial professionalism.	3.63	1.42	Agreed
25.	Shorthand graduates can be employed in any organization that needed their services.	3.41	1.35	Agreed
26.	Lack of interest by the students creates problem to them in studying shorthand.	3.60	1.42	Agreed
27.	Students are always scared of memorization of principles of shorthand which is a problem in its study.	3.58	1.39	Agreed
28.	Shorthand skill is vital for court reporters, since it can be used to take minutes of the proceedings in the court.	3.56	1.42	Agreed
29.	The study of Shorthand enables business studies students to have good command of English Language.	3.52	1.44	Agreed
30.	Inappropriate method of teaching shorthand causes students to lose interest in the course	3.40	1.57	Agreed

Data in Table 3 show that all the items have mean scores of above 3.50, only item 30 had mean score below 3.50 which is 3.40. These indicated that the respondents agreed that Business Studies positively influence students' acquisition shorthand skills for self-reliance in government junior secondary schools in Biu-Borno State.

Hypotheses Testing

Hypothesis One

There is no significant difference in the mean response of male and female on the extent to which Business Studies influence students' acquisition of keyboarding skills for self-reliance in government junior secondary schools in Biu-Borno state.

STable 4: The t-test analysis of the opinions of Business Studies students on extent to which Business studies influences students acquisition of keyboarding skills for self-reliance in Government Junior Secondary School Biu-Borno State.

Gender	N	Mean	SD	Df	t-cal	t-crit	Level	Decision
Male	188	3.71	1.45					
				371	3.1578	1.966	0.05	Not Significant
Female	185	4.04	0.18					

From the t-test in Table 4 the t-calculated value is 3.1578 while the t-critical value is 1.966 (3.1578 = 1.966) at 0.05 level of significance and 371 degree of freedom. This means that there is a significant difference in the opinion of respondents of the extent to which Business Studies influences students' acquisition of keyboarding skill for self-reliance in government junior secondary schools in Biu-Borno State. Since the t-calculated value is more than the t-critical value the null hypothesis is therefore rejected.

Hypotheses Two

There is no significant difference in the mean response of male and female on the influence of Business Studies towards students' acquisition of computer skills for self-reliance in government junior secondary schools in Biu-Borno State.

Table 5: The t-test analysis on the influence of Business Studies towards students acquiring of computer skill for self-reliance in government junior secondary schools in Biu-Borno State.

Gender	N	Mean	SD	Df	t-cal	t-crit	Level	Decision
Male	100	3.75	1.06					
				195	0.056	1.976	0.05	Significant
Female	97	3.74	1.38					

The result presented in Table 5 shows that the t-calculated value of 0.056 is less than 1.976 t-critical value (0.056 = 1.976) at 0.05 level of significance, and 195 degree of freedom. This indicated that there is no significant difference in the mean rating on the extent which Business Studies influences students' acquisition of computer skill for self-reliance in government junior secondary schools in Biu-Borno State. Since the t-calculated value is less than the t-critical value, the null hypothesis is therefore accepted.

Hypothesis Three

There is no significant difference in the mean response of male and female on the extent to which Business Studies influence students' acquisition of shorthand skills for self-reliance in government junior secondary schools in Biu-Borno.

Table 6: The t-test analysis regarding the extent to which Business Studies influence students acquisition of shorthand skill for self-reliance in government junior secondary school Biu-Borno state.

Gender	N	Mean	SD	Df	t-cal	t-crit	Level	Decision
Male	112	3.67	1.24	213	2.9589	1.922	0.05	Not Significant
Female	103	3.13	1.42					

The result presented in Table 6 shows that the t-calculated value of 2.9589 is greater than the t-critical value of 1.922 (2.9589 = 1.922) at 0.05 level of significance. This means that there is significant difference in the influence of Business Studies in the extent of students' acquisition of shorthand skill for self-reliance in government junior secondary schools in Biu-Borno State. Since the t-calculated value is higher than the t-critical value, the null hypothesis is therefore rejected.

Discussion

The findings of the study regarding the first research question indicated that Business Studies has a great extent influenced students' acquisition of keyboarding skills for self-reliance in government junior secondary schools in Biu-Borno State. This is in line with the report of Umo (1995) who suggested that teaching and learning of business studies should concentrated on quality performance. That correct keyboarding is all about enhancement of skills in and outside the classroom. That the skills and knowledge acquired from the typewriting keyboarding is what translated into the computer keyboarding. The first null hypothesis revealed that there is a significant difference in the opinions of respondents in the extent to which Business Studies influences students' acquisition of keyboarding skills for self-reliance. The finding in respect of the second research question shows that the respondents agreed that Business Studies positively influences students' skills acquisition of computer studies for self-reliance in government junior secondary schools in Biu-Borno State. This agreed with the view of Yakubu, (2016) who opinion that in order to be self-employed and be relevant in today's office, computer and word-processing skills is relevant for all business studies students and most importantly secretaries because of computer skills has simplified through automation all functions and secretarial duties. Every computer has word-processing facilities. The null hypothesis further revealed that there is no significant difference in the influence of Business Studies towards students' acquisition of computer skills for self-reliance. The finding also with regard to research question three shows that the respondents agreed that Business Studies positively influences students' acquisition of shorthand skills for self-reliance in government junior secondary schools in Biu-Borno State. The finding is in line with the view of Arukwe (1999) who opinioned that, the acquisition of shorthand skills by students makes him/her relevant in his business world. This is no doubt that he is an indispensable figure in every aspect of an organization which perform secretarial duties most effectively. That a successful shorthand student has higher future ahead because shorthand is useful in almost all profession and has

the capability of producing young entrepreneurs in many facets of business for self-reliance. The null hypothesis to this regard indicated that there is significant difference in the mean rating in the extent which Business Studies influences students' acquisition of shorthand skills for self-reliance.

Conclusion

Based on the result of the study, it was concluded that; in a developing nation like Nigeria, fields or areas of education that equip their graduates with veritable skills for self sustenance are needed for growth and development of such nation. Hence, such education is to either secure gainful employment for personal and family survival or become an entrepreneur who can also employ labour. Recipients of Business Studies skill acquisition programme have the benefit of these two options. In terms of entrepreneurship they can establish any type of these businesses for family empowerment. This translates to self reliance through self employment and takes considerable burden of unemployment off the shoulders of government. The study also concluded that, business studies is capable of equipping students with skills (such as, keyboarding, computing and shorthand) for self reliance.

Recommendations

The following recommendations have been put forward, based on the findings of the study that;

1. Business Studies curriculum contents should be properly taught so as to encourage acquisition of keyboarding skills in junior secondary schools in Biu-Borno State.
2. Business Studies and vocational training at the junior secondary level should be encouraged through proper funding, provision of state of the art equipment for better acquisition of computer skill.
4 Business Studies curriculum contents should be accurately delivered in order to achieve the desired objective of students? acquisition of shorthand skill for self reliance in government junior secondary schools inBiu-Borno State.

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MONEY GRAM E-PAYMENT SKILLS NEEDED BY BUSINESS EDUCATION GRADUATES FOR EMPLOYMENT IN SELECTED COMMERCIAL BANKS IN KOGI STATE

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Abstract

This study ascertained the Money Gram e-payment skills required by business education graduates for employment in selected commercial banks in Kogi State. The population of the study comprised all the 56 business educators in the four tertiary institutions in Kogi State offering business education and Office Technology and Management (OTM) programmes. One research question and one hypothesis guided the study. A 15-item questionnaire was used to elicit responses from business educators in Federal Polytechnic, Idah, Federal College of Education, Okene, Kogi State College of Education, Ankpa and Kogi State Polytechnic, Lokoja. Out of the 56 copies of the questionnaire distributed, only 41 copies were completed and returned. The research questions were answered using mean and standard deviation while t-test was used to test the hypothesis. The respondents agreed that all the items listed were Money Gram e-payment skills needed by business educators for employment in selected commercial banks in Kogi State. The t-test analysis equally showed that the null hypothesis was accepted by respondents as not significant. The researcher concluded that adequate business education programme will help to provide the needed Money Gram e-payment skills for employment of Business Education graduates in commercial banks in Kogi State. The researcher recommended that business education curriculum must contain cognate skills that will prepare the recipients to be employable in commercial banks in view of modern technological advancements.

Keywords: *E-payment, Business Education, Employment, Commercial Banks, Money Gram*

Introduction

Modern enterprises, both locally and internationally, face technological innovations which have practically affected every aspect of office work as well as business transactions. The effects of these office technological innovations are globally felt in science, commerce, industry, education, politics and in all facets of business, particularly in the banking industry (Anigbogu, 2011). As a result, skill requirements in many office occupations including the banking industry are changing. These new technologies have facilitated new business procedures from the traditional office to the electronic office. This has in recent times given birth to what has been variously described as 'virtual office', 'paperless office', electronic office', 'automated office' or simply office of the future (Doswell, 2008).

Most bank transactions are rapidly changing as a result of office automation (Bank Financial Review, 2016). This has brought about new methods in carrying out functions performed by workers in the banking industry. According to Bank Financial Review (2016), modern electronic payment skills are found in Money Gram, Western Union, Telegraphic Money Transfer, Instant Transfer, Real Time Gross Service, and Alternate Channels electronic transactions. At the centre of these new trends are the soft-skill transaction competencies in the banking industry. These new trends in technological innovations have placed greater responsibilities on business educators, especially on subject instructions in the area of office technology and Information and Communication Technology (ICT).

Business Education graduates are those who went through the programme of Business Education either at the NCE or first degree levels. The programme of Business Education is designed to produce graduates with adequate skills of teaching business subjects at different levels of education, manage their own small scale businesses or work in organizations including banks (Osuala, 2012).

Etonyeaku (2009) observed that business education graduates in the past dealt with papers, worked with manual machines, relied on postal services for external communications and kept office records in the cabinets. The advent of office technological advancements requires new skills, new attitudes and the development of new professional and intellectual concepts among employees in the banking industry (Adekambi, 2007).

Furthermore, technological advancements have equally led to the emergence of new office occupations as well as the disappearance of some previously known office works especially in the banking industry. This scenario has in recent times challenged the soft skill re-tooling of office employees especially in today's modern offices. It has, in fact, given Business Education graduates in Kogi State a new task in the acquisition of competitive soft skills in order to remain relevant in their jobs. Office automation has permanently affected the roles of the bank employees (Bank Financial Review, 2016).

With the continued development of new telecommunication equipment, Business Education graduates must now be prepared to learn new and modern technologically oriented office procedures. Business Education graduates who have 'technophobia' or the fear of computers may likely not be able to impart skills related to the electronic transaction processes in the banking industry (Menzies, 2009). Thus, such bank employees may not be able to source, search, transact or communicate with most of the prospective and intending customers. Again, they will not be able to negotiate on terms of transactions or to make further clarifications on existing terms of transactions for the mutual benefit and convenience of the parties involved (Doswell, 2008, Harvey, 2009). Since the primary business of the modern office is to collate, record, sort, analyze, store and distribute information, electronic transactions therefore integrate all available software procedures as well as human resources such that transactions are not only done accurately, speedily and comprehensively but also made available as, when, where and in the manner or format required (Doswell, 2008).

Similarly, Nwogwugwu (2008) observed that as new businesses and job opportunities spring every day, there is the need for Business Education graduates to be well nurtured for the new challenges by acquiring new soft skills for the use of these new technologies. Nwogwugwu (2008) further maintained that bank employees who are not well equipped skillfully to face the new challenges occasioned by the new technological advancements and tomorrow's banking business environment as well as transactions, are sure to be embarrassed as their electronic skill deficiencies will render them irrelevant in their discharge of routine office functions in modern offices. Thus, Business Education graduates need to re-tool their skills in order to cope with the new challenges. That is, they need to be digitally compliant (Harvey, 2009). Digital skills are described by Katz (2009) as specific abilities in the use of electronic office gadgets that are required for effective office operations and transactions especially in the banking industry. Digital skills make the difference between up-dated soft skilled Business Education graduates and out-dated skilled Business Education graduates. Digital skills cover all the electronic office competencies needed by office employees in today's modern offices.

To be effective in the discharge of office routine functions, employees, especially in the banking industry, need to be proficient in the use of digital electronic office gadgets. Balogun (2010) described skill as knowledge, competency and behaviour that enable business studies bank employees meet established performance criteria. It is therefore imperative for Business Education graduates in Kogi State to possess the mastery of word processing skills, micrographic skills, data processing skills, telecommunication skills and reprographic skills in order to enhance their performance and increase output in their routine office functions in the banking industry.

Bank employees usually operate from offices and make use of office equipment. Hence, the observation made by Osuala (2012) that the most common pieces of office equipment before the electronic office revolution were typewriter, telephone and filing cabinet. These provided the means by which the three main information activities were carried out, namely document production, communication (exchange, gathering and sorting information) and filing. With the use of such equipment, office work was drudgery, slow and labour intensive. Osuala (2012) further opined that these traditional technologies were still very much part of office life but the electronic office has introduced a number of innovations which complemented or replaced them and these are very important for banking operations and for the discharge of routine office functions in the bank. These innovations are very vital in the face of the present challenges especially in the discharge of transaction activities of commercial banks in KogiState.

Similarly, Nwosu (2000) observed that office automation will enable secretaries, bank employees and other workers to perform their jobs more easily and with greater efficiency. Nwosu further maintained that these automated systems will also enable Business Education graduates to attain levels of procedures and operations found in modern banking operations.

Another similar view was shared by David-Newton (2010) when he explained that the nature of modern office automation permits access to financial, research, personnel, technology, economic and competitive data through the use of word processing equipment, on-line computer terminals and networking services. Others include electronic mail, telecommunicating and teleconferencing.

Anigbogu (2011) stressed that the major challenge in the effective operations of the automated office technology vis-à-vis electronic transaction skills are the psychological and social factors involved in training employees to understand, accept and adapt to new organizational and human relationships and assimilate new procedures. Anigbogu (2011) further explained that with insufficient socio-technological training, bank employees often resist change in the work environment. Agomuo and Isu (2007) noted that there is acute shortage of trained personnel in the application of software operating systems, network communications and local technicians to serve and repair computer facilities. Even where they are found, they are not proficiently trained and are not versatile in the use of available Office Technology gadgets (Anigbogu, 2000). In commercial bank operations, some Business Education graduates lack the requisite skills/knowledge to use these technological equipment/machines (Bank Financial Review, 2016).

Kadiri (2009) in his investigation on the extent of utilization of computer office facilities reported that some Business Education graduates lack requisite office skills needed for smooth operations in the discharge of their functions in the banking industry.

McDonald and Wilson (1999) defined e-payment skills as the use of modern office equipment and platforms to conduct company office functions as well as discharge office routine works on daily basis. The essence of the use of e-payment equipment is to enhance and facilitate efficiency and effectiveness in generating better output at minimum cost. Electronic banking transactions are also referred to as web transactions or the use of electronic communication technologies including the Internet, mobile phones and digital televisions to accomplish bank transactions (McDonald and Wilson, 1999). Specifically, electronic transactions portray banks' efforts to function and communicate with customers as well as discharge customer services more effectively at the satisfaction of the customers through the use of modern Office Technologies (Kotler and Keller, 2006).

Electronic transaction skills involve the different Office Technology competencies and abilities applied in the use of modern office equipment in the efficient discharge of routine office functions in commercial banks. It is, in fact, targeted at enhanced performance and greater output (Bank Financial Review, 2016).

Kotler and Keller (2006) defined enhanced performance as the level when an employee brings out his or her maximum ability in the discharge of his or her duties for the benefit of the organization. Every organization expects best performance from her employees or an output that is commensurate with the salary being earned by such employees. This is the only way that organizations can succeed or maximize their profit (Kotler and Keller, 2006).

In their own contribution, Kotler and Keller (2006) maintained that there is a serious competition in the banking industry in today's banking operations. Specifically, commercial banks in KogiState function in a competitive environment. In this experience, Business Education graduates are challenged to continue to device efficient means of improving performance on daily basis. Part of the survival strategies is to be in tune with the use of modern office technology in the discharge of their routine office functions. Improved performance in the banking industry today has led to the provision of such services as Western Union Money Transfer, Telegraphic Transfer, Real Time Gross Services, Money Gram, etc. All these are some of the electronic transaction strategies and methods requiring the use of specialized electronic skills.

Money Gram refers to an alternate channel platform through which money is sent from one person to another irrespective of the country of origin or recipient. Money is usually sent in different currencies like pounds, dollar, euro, naira, etc. The recipient is always at liberty to cash money sent in any denomination of his or her choice. Usually, the current exchange rate is applied if the withdrawal is to be made in a different currency other than that through which the money was sent. The recipient must be able to prove his or her identity beyond all doubts before he or she is allowed to receive the money.

Furthermore, Money Gram makes bank transactions paperless and decongests the banks (Valluri, 2016). Again, Valluri (2016) further noted that alternate channels play an important role in the ever-changing banking environment especially now that every bank around the world is searching for solutions that can reduce costs without impacting customer service. It is important that banks efficiently manage vendors for different service delivery channels along with the versions of software. Although alternate channels are not the most effective at generating new sales, they improve customer satisfaction and retention. With the help of technology, the Banking Industry can develop or expand into new channels to survive in the current competitive environment. Any new channel involves cost and in alternate channels, technology plays a vital role in terms of providing a near to branch experience to the well-informed wealth management customer.

Statement of the Problem

The present day challenges arising from advances in technology and technological work skills require Business Education graduates in Kogi State to possess competitive Money Gramelectronic transaction skills in order to be able to secure jobs in selected commercial banks and remain relevant in their jobs. Furthermore, the discharge of customer satisfactory services in the banking industry in recent times equally requires that Business Education graduates should be re-tooled to be effective in the use of Money Gramelectronic transaction skills. It becomes imperative therefore, that Business Education graduates, especially in Kogi State, require necessary Money Gram e-payment skills to keep abreast of current work challenges in the banking industry.For the fact that technology is rapidly changing today's business environment, bank employees are finding it increasingly challenging to cope with modern technological innovations that characterize automated

bank office work environment (Bank Financial Review, 2016). However, most Business Education graduates, especially in Kogi State, lack the requisite Money Gram e-paymentskills to fully utilize modern office machines (Bank Financial Review, 2016). This experience has forced some commercial banks not to compete favourably in business with other banks and therefore had become victims of the challenges of superior performance competition that now characterize the banking business environment (BFR, 2016).

In today's technological trend, the banking industry is challenged with varied electronic transaction strategies. These electronic transaction strategies require specialized soft skills for their operations and Business Education graduates in Kogi State lack these skills. It is on this premise, therefore, that this study sought to ascertain the Money Gram e-payment skills required by Business Education graduates for employment in selected commercial banks in Kogi State.

Purpose of the Study

The purpose of this study was to ascertain the Money Gram e-payment skills required by Business Education graduates in Kogi State for employment in selected commercial banks.

Research Question

What are the Money Gram e-payment skills required by Business Education graduates in Kogi State for employment in selected commercial banks?

Hypothesis

The following hypothesis was tested at 0.05 level of significance:

Ho: The mean ratings of the respondents on the Money Gram e-payment skills required by Business Education graduates for employment in selected commercial banks in Kogi State will not differ based on gender.

Methods

The study was a descriptive survey of the opinions of business educators from four tertiary institutions offering Business Education and Office Technology and Management (OTM)programmes in Kogi State. The population is made up of 56 business educators from the four tertiary institutions in Kogi State. The institutions are Federal College of Education, Okene, Kogi State College of Education, Ankpa, Kogi State Polytechnic, Lokoja and Federal Polytechnic, Idah. The entire population was used since it was small. A structured questionnaire which was divided into part A and part B was used for data collection. Part A was on personal data of the respondents while part B contained 15 items structured to provide answers to the research question. A total of 56 copies of the questionnaire were distributed but 41 were correctly filled and returned. Analysis of data was done with the use of mean and standard deviation for the research question while t-test was used to test the null hypothesis at 0.05 level of significance. Mean ratings below 2.5 were rejected while those rating of 2.5 and above were accepted by the respondents.

Results

Table 1: Mean Ratings of Money Gram E-Payment Skills Required by Business Education Graduates in Kogi State for Employment in Selected Commercial Banks (N=41)

S/N	Item	$\bar{x}$	SD	Decision
1.	Verification of transactions before effecting payment	3.86	0.35	Required
2.	Recording of data in a machine readable form	3.46	0.53	Required
3.	Checking of the customer codes	3.68	0.53	Required
4.	Checking of customers' passwords	3.44	0.50	Required
5.	Checking of senders' country codes	3.57	0.51	Required
6.	Checking of area codes	3.50	0.52	Required
7.	Retrieve information in a suitable storage media	3.58	0.50	Required
8.	Classify data into convenient groups	3.40	0.49	Required
9.	Checking of exchange rates of different currencies	3.80	0.42	Required
10.	Apply basic processing methods including online real time and batch processing	3.46	0.50	Required
11.	Interpret and execute programme instructions	3.60	0.51	Required
12.	Organize, sort, calculate and summarize data	3.43	0.60	Required
13.	Differentiate between different available social media that can be used	3.61	0.50	Required
14.	Understand various customers and adjust to work with them on daily basis	3.44	0.50	Required
15.	Save and assign file names to documents	3.63	0.49	Required
	Money Gram E-payment Skills	**3.57**	**0.12**	**Required**

The result of the study shows that all the items in Table 1 are accepted by the respondents as Money Gram e-payment skills required by Business Education graduates for employment in selected commercial banks in Kogi State. They all scored mean points above 2.5 while the grand mean of 3.57 was equally greater than 2.5.

Hypothesis

Ho: The mean ratings of the respondents on the Money Gram e-payment skills required by Business Education graduates for employment in selected commercial banks in Kogi State will not differ based on gender

Table 2: t-test Testing Null Hypothesis of No Significant Difference in Mean Ratings of Male and Female Business Education Graduates on Money Gram E-payment Skills Required for Employment in Selected Commercial Banks in Kogi State.

Variables	N	$\bar{x}$	SD	t-value	p-value	Dec.
Male	68	3.55	0.11			
Money Gram E-payment Skills				1.508	0.134	NS
Female	74	3.58	0.12			

NS = Not significant at p > 0.05

The t-test analysis in Table 2 shows that the p-value of 0.134 was greater than critical value of 0.05. This means that the null hypothesis was accepted by the respondents. It means that there was no statistically significant difference between the mean ratings of male and female business educators on Money Gram e-payment skills needed for employment in commercial banks in Kogi State.

Discussion

The result of the study showed that all the items listed as the Money Gram e-payment skills required by business educators for employment in selected commercial banks in Kogi State were accepted by respondents. The test of hypothesis on the opinions of male and female business educators on Money Gram e-payment skills needed for employment in commercial banks showed no significant difference. This finding is in line with the views of Kotler and Keller (2006) who maintained that commercial banks can only maximize profit and retain their customers through a crop of workers with the right e-payment skills and experiences.

McDonald and Wilson (1999) saw e-payment skills as the use of modern office equipment and platforms to conduct company office functions as well as discharge office routine works on daily basis. The essence of the use of e-payment equipment is to enhance and facilitate efficiency and effectiveness in generating better output at minimum cost. It seems that the level of skills provided by the curriculum of Business Education has not been adequate or that the right type of e-payment skills acquired through the programme of Business Education has not be adequate for employment of Business Education graduates in commercial banks in Kogi State. Therefore, the findings of this study are timely to reposition the programme of Business Education as well as Office Technology and Management (OTM) so as to provide the relevant skills.

Conclusion

It is necessary to state here that a call for refocusing Business Education and Office Technology and Management to provide relevant e-payment skills for employment in commercial banks is a clarion call. This is because Nigerians cannot effectively harvest the opportunities in Business Education when basic needs for effective business education programme are not available and/or not adequate for effective teaching and learning of business courses. Business Education programme is a vital tool for imparting the relevant e-payment skills for employment in commercial banks in the face of gross unemployment that is ravaging the nation. This is based on the vocational nature of the programme and hence it is imperative that adequate administration of business education and office technology and management are instituted in all tertiary institutions for effective e-payment skill development of Nigerian graduates for good job creation.

Recommendations

1. The programmes of Business Education and Office Technology and Management (OTM) should be reviewed in tertiary institutions in Kogi State to impart the relevant Money Gram e-payment skills to students.
2. Provision and improvements in the areas of equipment and manpower are the prominent needs of Business Education and OTM in most tertiary institutions. Since the business world is under constant changes especially in the area of information and communication technology (ICT), it will be rewarding to adequately equip Business Education classrooms with necessary ICT facilities.

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BUSINESS EDUCATION IN THE E-WORLD: ESSENTIAL TOOL FOR STUDENTS PREPARATION FOR THE GLOBAL EMPLOYMENT IN OGUN STATE, NIGERIA

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Abstract

The study examined Business Education in the e-world as essential tool for students' preparation for global employment in Ogun State, Nigeria. The study adopted a descriptive research design. It was guided by three research questions and one hypothesis. The population of the study consisted of all 54 Business Education lecturers from four tertiary institutions in OGUN State, Nigeria. A structured questionnaire consisted of 48 items was used to elicit information from the respondents. The tools used for data analysis were the mean and standard deviation while z-test was used to test the hypothesis at 0.05 level of significant. The findings among others showed that Business Education in the e-world is essential tool for student preparation for the global employment, there are series of ICT competencies needed by Business Education graduates to be globally accepted for employment, also various problems hindered Business Education students to acquire the needed competencies for global employment and there are solutions to those problems. Also, the finding on the hypothesis showed that there was no significance difference between the mean response of male and female Business Education lecturers on the ICT competencies area where Business Education prepares students for global employment. Therefore, it was recommended that students must be exposed to various basic ICT competencies area, many of the problems facing the Business Education students must be solved by every stakeholder, student of Business Education must ready to learn and both government and non-government organization must be ready to build decent ICT center in every school.

Keywords*: Business Education, E-World, Tool, Global, Employment.*

Introduction

The common saying throughout the world today is unemployment problem specifically in Africa. The global recess makes it possible for students turn out in the school without gaining employment opportunity. Youths in Africa especially, Nigeria are worrying on what to do after spending years in the school of learning. (Oyewole 2009), says that unemployment was reflected in the 1980's, though it was unnoticed in the decades of the 60's and 70's. This was corroborated by Oduma (2012) as quoted by Oyewole (2016) that the targets or goals of poverty reduction are: to reduce the proportion of people living on less than $1 a day to the highest percentage if not totally eradicated, creating employment

opportunity for women, men, young people and eradicating the proportion of people who are suffering from poverty and hunger. Unemployment is the opposite of employment.

Employment is the ability to get work done to earn a living. Employment comes from the word employ. Oxford Dictionary of Current English (2006) says to employ is to keep someone occupied or give work to someone and pay him for it. Oxford Dictionary of Current English further says that employment is the action of employing someone or something. It is the state of having paid a person's work or profession. Employment increases the sense of belonging. It makes life meaningful to people. Anybody that is engaged is a responsible man or woman. Employment assists someone to earn for his/her living. Employment makes one to be identified in the society and makes it possible to make the dream come to reality. The dream like building a good house, having a good family, associate with good friends and ability to help the poor. In fact employed people are contributors to the economy of the society because unemployed people are cancer to the society. NDE (1988) says that National Directorate of Employment (NDE) was established purposely to prevent the danger or problem that unemployed youths could `pose to the nation. To overcome this danger is by supporting government agents. Business Education as a course introduced purposely for self employment should wake up to its responsibilities.

Business Education to Nwadiani (2014) is an aspect of education that prepares learners for easy entry into the world of work Osuala (2004) as quoted by Nwadiani (2014) defines Business Education as a program of instruction which consists of two parts: Office Education, a vocational program of office careers through initial, refresher and upgrading education; and General Business Education, a program to provide students with information and competencies which are needed by all for managing personal business affairs using the services of the business. Business Education is a skill giving course. It is the discipline illuminate to the way of its receiver. It directs its receivers to appropriate area among the many areas available. The skills acquired by the business educators allowed them to be fitting almost in all the facets of life. Business Education is a course that always lives to the solution of the state. This was corroborated by Njoku (2006) that Business Education is an educational program that equips an individual with functional and sustainable skills, knowledge, attitude and value that would enable him/her to operate in the environment he/she finds himself/herself. To perfect the objectives of Business Education, there is need for link between the Business Education and the E-world. The reason is that we are in the era of Information and Communication Technology (ICT).

E-world means electronic world. The world that operate with electronic. E-world is a world that becomes a global village because of the wonders of electronics. E-world simply means Information Communication Technology (ICT) world. Electronic world is a world that you can communicate miles within the few seconds. It is a world that business is transacted without seeing a customer. It is a world that your mind communicates better than you do. The E-world is a world that divides works intelligently. Talk of areas of life,

electronic solves problems. Nwadiani (2014) mentions some of the advantages of ICT which includes: enhancement of teaching and learning, encouragement of interactive learning, increase in access to current information on any aspect of discipline, preparation of learners to cope with the ICT challenges in the modern office, giving opportunities to people to learn without being physically there, enhancement individualized learning, storing information to be received easily, giving room for collaborative learning, multimedia approach to teaching and learning and motivation of students to learn. In the E-world cashless channels to detect and to prevent fraud is easier, electronic commerce is possible for improvement of business transaction. E-world is relatively essential and needed by business educators. United Nation Conference on Trade and Development as quoted by Igomu (2015)says that for Nigeria to realize the envisage dvision 20:20:20 Information Technology must play a vital role. Igomu says further that one of the areas in which this vision can be realized is for Nigeria to move its economic activities to the cyberspace through E-commerce. The cyberspace indicates the world or global.

Global simply means worldwide. It derivatives is globalization. The oxford dictionary of current English (2006) defined globalization as the process by which businesses start operating on a global seal. The oxford dictionary of current English says that global relating to the whole world. It is relating to or including the whole of something or of a group of things. Ezimma (2009) says organizations presently can operate beyond their national geographical boarder as a result of the global village which the world has become. Ezimma moves further that globalization has enabled businesses in one country to comfortably operate in other countries. Globalization has enabled companies to adapt to foreign cultures ably managing the cultural idiosyncrasies within their foreign business environments. Infact since globalization makes business possible globally, global employment is possible if Business Education could sit back, sit tight and sit right to its responsibilities by using various essential tools to prepare students for global employment. Tools are instruments used by the craft men or women to create utility. Farmer uses hoe, cutlass, shovel, axe and the likes as tools to cultivate land. Tailor uses sewing machine, needle and thread as tools to make a beautiful dress. Nigerian Baptist Convention(NBC) (2018) says that when a furniture uses tools like nails of various sizes, hammer, leather and other materials, wood and other equipment had been put together to make a beautiful office furniture to behold. God used His word to create heavenly bodies, plants and animals. With the aforementioned this study wanted to investigate to see whether Business Education in the e-world would be an essential tool for students 'preparation for the global employment.

Statement of the Problem

Business Education is for the skill acquirement. It is a course towards self discovery and self-reliance. It is always tailoring its beneficiary towards independent. Business Education is a course of study that allows students to choose the career of his/her choice

through provision of various career options (Anao, 2010). This choice of career opportunities would allow the beneficiaries to develop job satisfaction in the future and helps him/her to contribute maximally to the economy of the society but alas, despite the global opportunities available for ICT careers in Business Education still students are roaming about on the street, depending on their parents, looking for white collar job which is scarcely available. Therefore, this study wanted to see if truly, Business Education in the E-world would be a tool for students' preparation for the global employment.

Purpose of the Study

The main purpose of the study is to investigate Business Education in the E-worldas a tool for students' preparation for the global employment. Specifically to:

1. Examine the ICT competencies needed that Business Education should prepare students for global employment.
2. Find out problems that hindered students to learn ICT competencies needed in Business Education for global employment.
3. Illuminate on the solution to those problemsfor global employment.

Research Questions

1. What are the ICT competencies needed that Business Education should prepare students for global employment?
2. What are the problems hindered students to learn ICT competencies needed in Business Education for global employment?
3. What are the likely solutions to the problems confronting Business Education students to learn from ICT competencies needed for global employment?

Hypothesis

There is no significant difference in the mean responses of male and female Business Education lecturers on the ICT competencies areas where Business Education prepares students for global employment.

Method

The study adopted a survey research design. This was used because a structured questionnaire was used to elicit responses from the respondents (Owoso and Njoku, 2018). Osuala (2004) as quoted by Owoso and Njoku (2018), says that survey design is appropriate for studies dealing with people's opinions, beliefs, attitude, motivation and behavior. The population for the study comprised 54 respondents, made up of 17 lecturers from Tai Solarin University of Education, Jagun, 11 lecturers from Olabisi Onabanjo, Ago-Iwoye, 17 lecturers from Federal College of Education Abeokuta, Osiele and 9 lecturers from Tai Solarin College of Education, Omu, all of them are from tertiary institutions in Ogun State.

All the respondents were used for the study because of the small number of the population involved. The instrument for this study was structured questionnaire on a 4-point scale of Strongly Agree (4 points), Agree (3points), Disagree (2 points) and Strongly Disagree (1 point). Mean and Standard deviation was used to analyze the data generated from the answer to the research questionswhile z-test was used to test the hypothesis at 0.05 level of significance. The decision rule for the research questions were based on a cut-off point of 2.5 and above for Agree and below 2.5 points for Disagree. The null hypothesis was accepted when the calculated value is less than the tabulated value and rejected, when the calculated value is greater than the tabulated value at 0.05 level of significance.

Results

Research Questions 1

What are the ICT competences needed that Business Education should prepare students for global employment?

Table1: Mean and Standard Deviation of the Respondents Responses on the ICT Competencies Needed that Business Education Should Prepare Students for Global Employment.

	Item Statement	X	SD	Remarks
1.	E-learning technology	3.13	0.86	Agree
2.	E-commerce	3.17	0.71	Agree
3.	E-mail	2.93	0.81	Agree
4.	Teleconferencing, e-forum and e-com	3.24	0.74	Agree
5.	Knowledge of modulator demodulator (modem)	3.15	0.83	Agree
6.	Video phone	3.28	0.65	Agree
7.	Power point presentation	3.00	0.86	Agree
8.	Internet skill	2.80	0.95	Agree
9.	Basic information system	3.02	0.56	Agree
10.	Basic communication system	2.98	0.76	Agree
11	Communication method	3.24	0.64	Agree
12	Database processing technologies	3.19	0.55	Agree
13	Knowledge of various operating system e.g. Linux, Google, Microsoft window.	3.09	0.80	Agree
14	Knowledge of e-book readers like kindle, tablets, net books etc.	2.94	0.99	Agree
15	The life of YouTube.	3.00	0.56	Agree
16	Knowledge of internet web browser i.e. world wide web (WWW)	3.06	0.65	Agree
17	Use of handset	3.04	1.00	Agree
	Grand Mean	**3.07**		**Agree**

Table 1 shows that all the items in the table are competencies needed that **B**usiness Education must be given to its students. The mean ranging from 2.80 to 3.19and standard deviation of 55% to 100% indicate agreement on all the items.

Research Questions 2:

What are the problems hindered students to learn ICT competencies needed in Business Education for global employment.

Table 2: Mean and Standard Deviation of the Respondents on the Problems Hindered Students to Acquire ICT Competencies Needed in Business Education for Global Employment.

S/N	Item Statement	Mean	SD	Remark
1.	Lack of support from ICT organizations.	3.02	0.97	Agree
2.	Lack of adequate finance.	3.15	0.78	Agree
3.	Inconsistent power supply.	3.06	0.91	Agree
4.	Poor management attitude towards ICT training.	3.43	0.78	Agree
5.	Lack of technical assistance.	3.02	0.99	Agree
6.	Limited access to internet.	3.39	0.62	Agree
7.	Ignorance.	3.54	0.57	Agree
8.	Lack of ICT personnel.	3.43	0.78	Agree
9.	Poor curriculum planning.	3.44	0.81	Agree
10.	Inadequate basic ICT resources like laptop, desktop, projector etc.	3.09	0.67	Agree
11.	Poor teaching methods.	2.87	0.58	Agree
12.	Poverty.	3.33	0.58	Agree
13.	Socio-economic influence.	2.98	0.71	Agree
14.	Unseriousness of the students.	3.41	0.78	Agree
15.	Limited training period.	3.22	0.68	Agree
16.	Poor reading habit.	2.89	0.81	Agree
17.	Political reason.	2.93	0.74	Agree
18.	Lack of in-service training for teachers.	3.52	0.66	Agree
19.	Lack of conducive environment.	3.31	0.88	Agree
20.	Indiscipline among students.	3.44	0.81	Agree
21.	Inadequate school calendar caused by strike.	3.52	0.57	Agree
	Grand Mean	**3.07**		**Agree**

Table 2 shows that all the items in the table are problems identified that hindered business education students to acquire ICT competencies needed in business education for global employment. The mean ranging from 2.87 to 3.54 and standard deviation of 57% to 99% indicate agreement on all items.

Research Question 3

What are the likely solutions to the problems confronting Business Education students to learn ICT competencies needed for global employment?

Table 3: Mean and Standard Deviation of the Respondents Responses on the Likely Solutions to the Problems Confronting the Students of Business Education to Learn from ICT Study Areas for Global Employment

S/N	Item Statement	Mean	SD	Remarks
1.	Provisions of relevant ICT resources in the school.	3.20	0.75	Agree
2.	Provision of relevant ICT resources free of charge.	3.11	0.50	Agree
3.	Constant in-service training program like seminar, workshop, on ICT for tutors for Business Education.	3.11	0.71	Agree
4.	Acquirement of basic ICT resources by every tutor of Business Education.	3.09	0.84	Agree
5.	Power supply must be stable.	3.30	0.68	Agree
6.	Building of meaningful ICT centers in the school.	2.91	0.84	Agree
7.	Students must be motivated to learn.	3.35	0.75	Agree
8.	Non-governmental organization should collaborate with schools.	3.17	0.86	Agree
9.	Curriculum must well plan to give adequate space for studying ICT.	3.24	0.74	Agree
10.	Provision of adequate security for ICT resources.	3.17	0.59	Agree
	Grand Mean	**3.17**		**Agree**

Table 3 indicates that all the identified solutions to the acquirement of ICT competency needed by business education students are agreed upon by the respondents. The mean response ranging from 2.91 to 3.35 indicate agreement with standard deviation of 50% to 86%.

Hypothesis

There is no significant difference in the mean responses of male and female Business Education lecturers on the ICT competencies needed that business education should prepare students for global employment.

Table4: Z-test Analysis of Respondent Responses on the ICT Competencies Needed that Business Education Should Prepare Students for Global Employment.

Gender	N	Mean	SD	df	z-cal	z-crit	Remark
Male	34	3.06	0.84				
				52	-0.25	2.00	Upheld
Female	20	3.25	0.77				

The data in Table4 indicate that the calculated z-value of -0.25 and the z-critical value of 2.00 at 52 degree of freedom and at 0.05 level of significance suggest that there is no significant difference in the mean responses of male and female lecturers on the ICT competencies needed that Business Education should prepare students for global employment.

Discussion

The result of the investigation as shown in table1 indicates that Business Education curriculum needs to be amended so that all the competencies needed by Business Education students are incorporated. The table shows that in the e-world, e-learning technology, e-commerce, e-mail, teleconferencing, database processing, the use of you tube, even the use of handset and the likes according to the table must be well impacted in the life of contemporary Business Education students if truly Nigeria, especially Ogun State is conversant with the idea of globalization. To help the graduate of today be globally accepted for employment, there is need for all the items mentioned in the table to be impacted in the life of the so called the graduates. This is supported with the view of Afolabi (2018),that the graduates of Business Education can earn a living with a personal computer by serving the general public for a fee along a busy road, post office, and bank or anywhere people are involved in information processing. Aliyu (2006) as quoted by Nwadiani (2014), says that Business Education is the education for the acquisition and development of skills, competencies and attribute which are necessary for entrepreneurship development with emphasis of information and communication technology skills.

The result of the investigation as shown in table2 showes that there are lot of problems hindering students of Business Education to acquire ICT competencies needed in Business Education for global employment among the problems are lack of support from ICT organizations, limited access to internet, poverty, socio-economic influence, lack of skilled ICT personnel, poor management's attitude towards ICT training, high cost of basic

ICT resources to mention but a few. This blocking stones need to be removed to make the products of Business Education globally employed. This is supported with the view of Motunrayo (2018) that balancing educational goals and economic realities is one of the greatest challenges in ICT used in education. Egbri(2015)as quoted by Akinsanya (2018) also said that very little or no training is given to students in the use of internet facilities and internet that exists in many institutions, very little time allocation is made for students`use of internet.

The result of the investigation as shown in table3 shows that there are likely solutions to the problems of Business Education students in acquiring the competencies needed for global employment among the solutions suggested are the provision of relevant ICT resources in the school free of charge, constant in service training for the teachers of Business Education, motivating students to learn by schools and the homes, collaborating of non-governmental organizations with schools, there should be adequate security for the ICT provided in the school, even the curriculum of Business Education must be well planned with inclusion of basic ICT competencies skill needed. This is supported with the view of Emode (2018) that adequate supply of ICT equipment should be provided with employment of qualified teachers and provision of periodic training and retraining of OTM teachers in polytechnics. Generally, this study is of the opinion that all the above should not be limited to only polytechnics but to all tertiary institutions in Nigeria, especially, Ogun State.

The result of the investigation as shown in table4 shows that there was no significant difference in Business Education. The mean response of male and female lecturers on the ICT competencies needed that Business Education should prepare students for global employment. Therefore, the null hypothesis was retained.

Conclusion

Based on the findings of the study the following conclusions were made:

1. Business Education in the E-word is essential tool for students` preparation for the global employment.
2. That there are series of ICT competencies needed by Business Education graduates to be globally acceptable for employment.
3. That there are many problem hindered students of Business Education to acquire the needed competencies for global employment.
4. Lastly, there are solutions to those problems.

Recommendations

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

1. Students must be exposed to various basic ICT competencies area.
2. Many of the problems facing the students of Business Education must be solved by every stakeholder.

3. Students of Business Education must be ready to learn especially in the area of ICT for global employment.
4. Government and Non-governmental organizations must be ready to build decent ICT centers in every school.

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21ST CENTURY SKILL ACQUISITION IN BUSINESS EDUCATION PROGRAMMES

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Abstract

Business education has been identified as a programme that has the capacity to reduce unemployment and idleness among youths if the vocational skills embedded in it are practically and adequately taught with appropriate instructional facilities under a conducive environment. The study hinged on the theory of skill acquisition, which hypothesized that the number of repetitions was the primary parameter that affected the course of learning. The concepts of business education, skill acquisition and business education programmes are discussed. Available vocational skills in the three options in business education programme are highlighted while a list of associated skills that are necessary to aid the implementation of acquired vocational skills are provided. Three major sources of challenge against effective skills acquisition in business education programme are also discussed. The paper concludes that unless the identified challenges are tackled, skill acquisition in business education may be a myth. It was therefore recommended that business education students should appropriate vocational mindsets to enhance dignity of labour through the use of the knowledge and skills already acquired.

Keywords: *challenges, acquisition, vocational skills, business education programme.*

Introduction

Business education is a sub-set of technical and vocational education and training (TVET). It is a programme of study that should inculcate employable skills into the recipients in addition to general education. The federal republic of Nigeria (2013) defined technical vocational education and training as a comprehensive term referring to those aspects of educational process involving, in addition to general education, the study of technologies and related sciences and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of economic and social life. By this, the introduction of technical vocational education and training into the nation's educational system was borne out of the need to provide occupational skills for those who are interested in developing careers in any related field of vocational education such as business, technical, agriculture, home economics and fine arts. Thus, the goals of technical vocational educational training of which business education is an integral part shall be to:

i. provide trained man power in the applied sciences, technology and business particularly, at craft, advance craft and technical levels,
ii. provide the technical knowledge and vocational skills necessary for agricultural, commercial and economic development: and
iii. give training and impart the necessary skills to individual for self-reliance economically (FGN,2013).

As part of adding value to TVET, Abban and Quarshie in Lidimma, Ninnyel and Guwal (2016) pointed out that the paradigm shift towards practical skill training with TVET in Africa is increasingly being reshaped to make it more attractive and effective. The authors stated further that one of the most important

Features of technical vocational educational training, as recognized by African governments, is its orientation towards the world of work with the curriculum emphasizing the acquisition of employable skills.

To achieve the goal of acquisition of practical and vocational skills for self-employment or paid employment in business education, the skills acquired are supposed to boost the recipients' job prospects and productivity. By this, business entities are expected to be more productive to ensure greater contribution to both individual and the nation's economic growth, on the premise that business education graduates actually possess the vocational skill requirements of the labour market.

The worsening high rate of unemployment among business education graduates is occasioned by shortage of the right vocational and practical skills capable of making the recipients effective and productive. Thus, Akhigbe (2014) asserted that additional skills in vocational discipline, where graduates will acquire the appropriate practical and applied skills and competences needed to enable them function as independent, self-reliant and productive members of the society is imperative.

Iwele, Ekwueand Crossdale-Ovwido (2014) remarked that although different methods of teaching have been adopted in business education with the aim of achieving the set goals but not much have been achieved and that attempts made to improve the system through industrial training have not imparted so much on the learners. This suggests that there is a gap between the business education contents received and the reality in the economy. The concern of this paper therefore, is to discuss major challenges affecting the acquisition of needed vocational skills in business education in order to reduce recipients of business education programme from the unemployed graduates roaming around the cities in search of unavailable white collar jobs.

Theoretical Framework

Theories are like foundations upon which buildings are erected. Thus, Synoddy (2012) defined theories simply as explanations of a natural or social behaviour, event or phenomenon. The theory upon which this work is built is the skill acquisition theory

propounded by Synoddy (1926). Synoddy hypothesized that the number of repetitions was the primary parameter that affected the course of learning. The Theorist explained that skill learning is a two-stage process which comprised of adaptation stage in which the learner acquires the neuromuscular pattern required to perform the movement, and a facilitation stage, in which the efficiency of the movement pattern is improved. The theory explains that knowledge developments are in declarative, procedural and automaticity stages. The more interaction with learning environment and resources, the more learning outcomes are achieved. Skill acquisition is student-oriented.It is expected that students will be actively involved in the process of learning those vocational skills in the field of business education which is distinct from rote learning in which the learner plays passive role. The uniqueness and practicality of business education programme give justification for the use of this theory, since it holds the view that skill acquisition is task-oriented and the goal of business education can be only achieved through demonstration of the dexterity of the skills acquired in today's work environment.

The Concepts of Business Education and Skill Acquisition

A. Business education is that aspect of vocational education that aims at the production of competent personnel in any of the three options in business education programme in order to contribute to the nation's economic growth either through self-employment or paid employment. Okwuanaso and Nwazor (2000) defined business education as a course that offers knowledge and competencies required for entry into business occupations in all sorts and prospering in them. In his view, Osuala in Ogunribido (2008) opined that business education is that type of education which provides students with information and competencies needed for managing personal businesses and services of the business world. Mamman and Nwabufo (2014) defined business education as a programme of instruction which offers specialized instruction for office occupation and general business orientation which is capable of transforming the nation.

B. Ekpenyong (1988) defined skill as the ability to use one's knowledge effectively and readily in the execution of performance. Akomolafe and Adegun (2005) defined skill as proficiency, the ability of doing something well. Skill acquisition therefore, is a process of learning how to possess expertise knowledge about an occupation. The objective of skill acquisition is to bring the knowledge so acquired to maximum level of competency. Skill acquisition is a systematic and sequential development of skills that promotes efficiency and effectiveness in the performance of a specified job. Some of the needed skills in business education for effective use of vocational skills include communication skills, reading skills, and manipulative skills. Thus, Ezeji and Okorie (1988) remarked that the acquisition of requisite skills is a means of increasing the productive power of any nation. However, Udo (2015) reported

that due to some barriers, the level of practical skills acquired by students compared with the demands in the labour market is nothing to talk about. Thus, Ekpenyong in Udo (2015) observed that the foregoing explains why most employers of labour in this nation and abroad believe that the products of vocational business education are half-backed and unusable without further training.

The Business Education Programme

Typically, business education programme is run in colleges of education and in faculties of education in most Nigerian universities. The following three options-Accounting Education, Marketing/Distributive Education and Office Technology and Management (OTM)/Secretarial are offered under the umbrella of business education. The National Commission for Colleges of Education (2018) stated that the objectives of business education are to equip graduates with the right skills that will enable them to engage in a life work in the office as well as for self employment. In most tertiary institutions, where business education is offered, the programme is organized in such a way that all students offer all the courses in their first two years regardless of their area of specializations. This is to enable business education undergraduates possess broad knowledge and required skills needed in teaching and work in business environments.

In order to achieve the objectives of business education, a close examination of the state vocational technical education (2007) and the Faculty of Education Handbook (2014) revealed that courses offered covered the three options in business education in the first two years. These courses include principles of accounts, office practice, office technology, introduction to marketing, keyboarding, economics, commerce, entrepreneurship education, among others. Thus, Igboke in Ibe and Nwosu (2014) noted that business education at all levels of education enables the recipient to acquire skills and knowledge of business develop basic skills for personal use in future and develop basic skills for office occupation with which to start a life of work for those who may not undergo further training.

To this end, the authors observed that business education should be seen as a panacea to the inculcation of employable skills and the creation of employment in order to curb massive unemployment and youth restiveness.

Vocational Skills in Business Education Programme

Vocational skills are empirical skills that individuals acquire in a specific area of interest. They are more practical than theoretical skills. Individuals learn vocational skills from hands-on experience. The training takes place outside the traditional classroom setting. Students are placed in manual labour intern positions that coincide with their vocational career choices. Students are exposed to hands-on activities through first-hand experience, and they acquire classroom knowledge, (Http://italo.org.)

Vocational skills are available in many different career fields. Vocational classes offer job oriented training for specific professions. Thus, in many cases, vocational courses have the potential to lead to skills acquisition. Onifade in Owojori (2008) observed that the three options in business education programme had the following vocational opportunities which can be acquired through effective and practical oriented programme implementation:

A. Accounting education graduates can establish;
1. A firm of accountants which will enable them to be consultants to private and government establishments;
2. Auditing firms for consultancy services for both private and government establishments;
3. Accounting schools for secondary school and educational centers for professional students;
4. They can write and publish books on accounting and auditing;
5. They can organize workshops and seminars for organizations;

B. Graduates marking Distributive education are expected to be very versatile as they can be engaged in.
i. buying and selling of any product whether agricultural, technical, business, arts, etc
ii. Sales promotion of all products for organizations.
iii. Promotion and advertisement of service occupations or organizations e.g. radio, television, cinema house.

C. Graduates of office Technology and Management are the secretaries who can engage themselves in the establishment of;
i. business centers (have computers for production of documents, e-mail; browsing; typewriters for typing; fax machines for sending out documents; telephone services; photocopying; binding) and cyber café centers.
ii. secretarial institutes where typists, stenographers and secretaries can be trained.
iii. Writing and publish books in the field
iv. They can also organize workshops and seminars for secretarial workers
v. They can also provide consultancy services for organization in recruiting activities.

Also Ibidapo, Fagbemi and Aina (2013) and Osuntuyi, Olowe and Olayemi (2013) observe that the following are the available opportunities in business education apart from teaching employment: Establishment of vocational schools/training centres, stenographic secretarial services in private and public offices, employment as purchasing and supples officers, establishment of retail/wholesale business and establishment of business Centre's. In their contribution, Okolie and Ogbaekirigwe (2014)explained that there are assorted forms of skills that students/graduates are expected to acquire through technical and vocational education and training of which business education is part. These skills include

innovative skills, practical skills, self-motivation skill, financial skills, marketing skill, time management skill and professional skill. Thus , if all these skills are sufficiently acquired, it will enable business education graduate conceive a business outfit, establish it, fund it, work through its difficult and growing stages and nurture it to maturity to become a successful self-employed graduate.

These skills will no doubt, provide assistance to the effective utilization of the acquired vocational skills in sustaining a business outfit of one's interest.

21st Century Skills and Business Education Programme

Current development in the field of technology has improved the way and manner in which decisions and business operations are carried out across the globe. Business educators are part of the lubricants in the engine of the nation's economy. The skills possess by business educators have a significant impact on the output (graduates). The skills possessed by business educators in the early years of the introduction of business education programme may not be adequate to move the nation forward economically in this era of technology which has globalized the entire world.

The term 21st century skills is generally used to refer to certain core competencies such as collaboration digital literacy, critical thinking and problem solving that advocates believe that schools need to teach in order to help students thrive in the present economic world. Thus, the responsibility of business educators in today's educational system is to teach students how to learn and not what to know or learn. The 21st century skills are a set of abilities that students need to develop in order to succeed in the information age. These skills according to the partnership for 21st century skills (2010) are as follows:

a. **Core Subjects:** Core business education courses are the pillar upon which the fundamentals of business organization are created. They form the functions and duties of any profit making organizations. It is instructive to note that there are three areas of specialization in business education programs as practiced in Nigeria. There are account education, marketing education and office technology and management education. Business educators and business education students are expected to be specialist in at least one area where theycan stay competitive in a changing economic in the 21st century.

b. **21st Century Content**: The partnership noted that today's learning environment should aim at producing knowledge workers who are highly skilled in the higher order skills which require the use of cognition rather than physical strength or manual manipulation. Thus, Witzen (2001) remarks that knowledge workers are distinguished from old-style manual workers largely by their education and training and their skills. By this, the 21st century business education programme is expected to prepare its recipients for global awareness. This may not be achievable through

the banking concept of education, hence, a need for a shift to a more modern encompassing strategy that will accommodate effective acquisition of the 21st century skills. The 21st century partnership skills (2010) listed twelve abilities that today students (business education students inclusive) needed in order to succeed in their careers during the information/knowledge age. They include critical thinking, creativity, collaboration, technology literacy, leadership, initiatives and social skills among others, which are essential in this age of the internet.

c. **Life Skills:** Business education program is a life-long learning which may lead to the production of responsible citizenship. Ekpeyong (2008) categorized life skills into general and professional; where ability to cope with various life situations outside ones job environment is referred to as general social life skills, while the learning acquired or seek to acquire in order to cope with various situations relating to one's job, career or profession will qualify as a professional social life skills. Social skills are crucial to the success of business educators and business education graduate because they need interaction and frequent connection with others around them who may be individuals or co-operate organizations. This networking skill if properly developed by business education students, will enable them maintain long lasting relationships with their business partners or the customers, thus, promoting the company's image and productivity.

The Challenges

Business education programme is expected to be the corner stone on which Nigeria should rely and provide its youths the opportunities to train, develop vocational skills and abilities that will make them self-employed and employers of labour. Studies have shown that business education has been inadequately funded: (Elemure and Elemure, (2013)Ibe and Nwosu (2014), Enijuma and Aina (2008), Ogiagah and Ofulue(2014). The foregoing is a pointer to the fact that effective vocational skill acquisition in business education programme is faced with some challenges which could be categorized under the following subheads.

a) **Teacher-Related Challenges:** The 21st century business environment is ICT-driven. The Vocational skills and competencies needed in ICT related jobs are expected to be inculcated into the learners by their lecturers. The extent of acquisition of vocational skills in specific subject areas to promote self-reliance is determined by the teachers/lecturers' ability. Innovativeness and professional training and development which they have received. In support of this, Gambari and Okoli in Okolocha and Nwadiani (2014) remarked that most educators are theoretical in nature when teaching skill subjects and other related subjects. Apart from the fact that business education programme is inadequately provided with

equipment and facilities for practical demonstration. The availability of required facilities is not in itself sufficient to enhance skill acquisition but also depends on the ability of the teachers to effectively integrate the use of these facilities into the mindset and learning experiences of students. It is important that teachers are prepared to ensure that students are skillful in at least one option of the business programme to enable them have access to the world of work. In achieving this, business educators must be highly motivated which can be through the provision of needed instructional equipment and conducive learning environment apart from regular attendance at relevant professional seminars and conferences.

b) **Government Related Challenges:** It has been revealed that education has not been adequately funded, and for any skill acquisition programme to be effective, it must be well-financed. Low budgetary allocation to education in general, has its own negative effect on what is allocated for purchase of teaching equipment and facilities in business education. It is regrettable to note that the same government that expressly listed the needed resources in the national policy of education (NPE) (2013) for effective practical oriented business education programme turned against the UNESCO's recommendation of 26% annual budgetary allocation to education. This situation has affected the quality of the products of business education. How will a student taught keyboarding with manual typewriter be able to establish own business center in this era of technology? How will they demonstrate marketing skills where there is no marketing talk shop? Thus, Shaibu, Oshiogwe and Mbaegbu (2014) recommended that institutions of higher learning should fully equip business education departments with gadgets so as to give necessary training to business education students to improve knowledge and skill.

c) **Students' Related Challenges:** The 21st century students are wiser more exposed and more expensive. Most of them are extravagant, they cannot imagine starting a small scale business that could be nurtured and developed to maturity. Some of them are in a hurry to 'make it'. Even when the teachers are doing their best to ensure that they acquire skill in business field, their mindsets are operating at different frequencies on how to get rich quickly; hence, robbery, kidnapping, cyber-crimes, 419 and the likes are on the increase nowadays. The dignity of labour has no place in the students mind. In support of this Imogie (2007) asserted that most students do not have academic ambition and that they no longer challenge lecturers. An average Nigerian student now wants to take out of the system just the certificate and not the knowledge. Imogie further said that attitude of the Nigerian students to study was not encouraging they prefer pleasure to study, and most of them are only interested in money. They have forgotten that it is only through knowledge that money could come.

Conclusion

Business education programme is enriched with different courses that can equip the recipients with knowledge and skills that can make them self-employed and employers of labour. The three different options in the field of business education are integrated to ensure that learners have good general and basic knowledge and later become experts in one of the options for economic buoyancy. However, there are some impediments which may hinder the effectiveness and attainment of goals of business education. It is therefore concluded that unless the identified challenges are properly and adequately taken care of the acquisition of vocational skills in business education may be a myth.

Recommendations

It is recommended that;

1. Business education teachers should be motivated through adequate provision of needed facilities and resources like e-learning facilities and platforms that will enhance practical demonstration with modern teaching materials.
2. Governments at various levels should improve on their budgetary allocation financially to vocational and technical education and training in order to facilitate learning to produce self-reliant graduates for the world of work instead of job seekers.
3. Business education students and graduates should develop appropriate vocational mindset and attitude towards dignity of labour and put into the use of knowledge and skill already acquired in business education to set up their own business.

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COMPETENCIES IN THE USE OF INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) AMONG FINAL YEAR UNDERGRADUATE BUSINESS EDUCATION STUDENTS IN TERTIARY INSTITUTIONS IN NORTH-EASTERN NIGERIA

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Abstract
In view of the acceptance, relevance and contributions of information and communication technology (ICT) in education and all spheres of work in the world, this study was designed to determine the competencies in the use of ICT among the final year undergraduate business education students in tertiary institutions in North-East Nigeria. The respondents used for the study were all 400 level students of institutions in North-East Nigeria. A total of 200 final year undergraduate students were randomly selected as sample for this study. A validated nine item self-developed closed-ended questionnaire with "competent" and "not competent" options were administered to the respondents for data collection. It was found that most final year undergraduate business education students were competent in the use of Information and Communication Technology (ICT). Based on the findings, the researcher concluded that final year undergraduate business education students were competent in using ICT and also recommended that parents/guardians and governments should provide adequate ICT resources to their children/wards and tertiary institutions for effective learning.

Key words: *Competencies, information and communication Technology, undergraduate and business education.*

Introduction

The world has witnessed four distinct socio-economic ages in the history of human civilization. These are the stone age, characterized by hunting and gathering of food; agriculture age characterized by farming; industrial age which brought to birth work in factories/industries and now the information age which is characterized by the acquisition, analysis and communication of information. The information age also termed information of knowledge which is primarily based on the production of knowledge which has led to the rise in information technology. The most successful individual, group, community, society or nation today, therefore, is the one that has access to information and the ability to process it (Giddens, & Mohammed, in Usoroh, 2011). Terry (2014) held that information and communication technology is the acquisition, processing, storage and dissemination of

vocal, pictorial, textual and numeric information by a micro-electrics based combination of computing and telecommunications.

UNESCO, in Gusen (2013) saw information and communication technology as the combination of computer and communication system to improve the teaching, learning and telecommunication systems and research in universities. Its revolutionary impact affects the way people live, learn, work, spend leisure time, and communicate. The impact of ICT has brought a lot of revolutions in the theory of learning communication model, teaching method, mobile learning, cloud computing applications, one-to-one computing, online game, tablet laptop with built-in support for ink, drawing with stylus, hand writing recognition and speech recognition, student-centred video conferencing and teleconferencing (Hawkins, in Gusen 2013:).

To encourage active competitiveness in ICT and to be a knowledge society in line with the world class universities status, the National Economic Empowerment and Development Strategies (NEEDS, 2005) set out seven goals for education in Nigeria to promote the use of ICT competencies at all levels. These goals are to ensure that:

1. 10percent of Primary school graduates are computer literate;
2. 80percent of secondary school graduates are computer literate;
3. 80percent of graduates of tertiary institutions are computer literate;
4. 50percent of school managers and proprietors are computer literate;
5. 50percent of secondary schools have functional ICT facilities;
6. 80percent of tertiary institutions have ICT facilities;
7. 50percent of teachers at all the levels are equipped with computer skills.

The strategies for achieving these laudable goals according to NEEDS include the following:

a. Incorporate computer literacy in primary school curricula
b. Develop and produce curricula for teaching computer education in secondary schools
c. Provide secondary school and tertiary institutions with ICT equipment and facilities.

The National Commission for Colleges of Education (NCCE, in Daramola and Babagbemi 2015) in its wisdom has enumerated the goals of ICT in education programmes as follows:

1 to enhance a better education for staff and students in all relevant subject areas.
2 to facilitate avenue where students throughout Africa may work together
3 to make current relevant journals and books available to all at affordable cost
4 to improve the education and pedagogical competence of teachers at all levels through specially designed modular placed on the website.
5 to support conventional classroom work.

6 ICT is particularly useful in research as it gives access to a world of resources especially in electronic form.

7 ICT can play a key role in administration, student data, personnel administration, purchasing and supplies, advertisement; etc can be handled with ease using ICT.

Admittedly, Gusen (2013) observed that in line with the NEEDS aspiration, the Federal Government of Nigeria took similar initiation in 2007 and introduced computer studies for primaries 1-6 and JSS 1-3 (Nigerian Educational Research and Development Council, NERDC, 2007 a-c). The National Teachers Institute (NTI) and Universal Basic Education Commission (UBEC, 2010) also developed a manual for capacity building workshop for teachers to promote teachers' skills and knowledge in the use of ICT in primary and secondary schools in Nigeria as a pre-requisite for university education (NTI, 2010). To this effect, the Post Unified Tertiary Matriculation Examination (UTME) is equally conducted online. The role of computer knowledge in the life of every average Nigerian student cannot be underestimated. Adagunodo and Idowu in Oladunjoye and Benwari (2014) indicated that knowledge, skills and confidence with computer technology are now an asset for entering the competitive employment market. They pointed out that every aspect of life from education, leisure and work environment to social interactions is influenced by computer technology. With the increasing use of ICT in education the world over, new skills and competencies among students are required for them to executively learn.

Statement of the Problem

Today's fast-paced world is becoming increasingly characterized by technology-driven communication, which has transformed the world into a large global connected community with ever-increasing out-reach of information and communication technology (ICT) (Danner & Pessu, 2013). It has virtually become impossible to effectively function and participation in the training of business education students in the information and communication technology (ICT) age without its application, hence the need for all undergraduate students of business education to exhibit competencies in the use of information and communication technology (ICT) at this age. Graduates of business education programme from universities, colleges of education and polytechnics are expected to utilize their skills and competencies in information and communication technology. However, Nwagwu and Azih in Orike, Iyalla & Okereke, (2017) lamented that, it is worrisome as many business education departments are yet to enjoy the benefits of e-learning because of lack or inadequacy of electronic resources…which makes business education seems delay to effectively integrate e-learning into the programmes because of the doubt on availability of the needed resources. This doubt is obvious as most business education classrooms and studios seem to be overcrowded with manual typewriters and

other out-dated equipment which are not in tone with the modern technological prerequisites for e-learning integration. In most cases, students are asked to come with their private manual typewriters. Even some institutions that have computer laboratories seem to be lacking most of other technology needed in carrying out learning using electronic media. Cases abound where learners are exposed to notional pictures of technology they will use in modern offices without any practical skills (Orike, Iyalla & Okereke, 2017). It is in the light of this, that this study was carried out to investigate the Competencies in the use of Information and Communication Technology among final year undergraduate business education students in North-Eastern Nigeria.

Research Questions

1. What percentage of final year undergraduate business education students are competent in operating the computer?
2. What percentage of final year undergraduate business education students are competent in using Microsoft word Processor for processing and formatting documents?
3. What percentage of final year undergraduate business education students are competent in operating GSM for communication?
4. What percentage of final year undergraduate business education students are competent in using E-mail?
5. What percentage of final year undergraduate business education students are competent in using Face-book?
6. What percentage of final year undergraduate business education students are competent in using World Wide Web in browsing and downloading materials?
7. What percentage of final year undergraduate business education students are competent in using Microsoft Excel in competing results, data analysis and profits?
8. What percentage of final year undergraduate business education students are competent in using PowerPoint for presentation?
9. What percentage of final year undergraduate business education students are competent in operating E-Banking transaction?

Method

The researcher adopted a descriptive survey design for the study. All final year undergraduate business education students in tertiary institutions in Adamawa, Bauchi, Gombe, and Taraba States constituted the research population. These four states constituted the research population. A sample of 200 final year undergraduate students were drawn from the four tertiary institutions in Adamawa, Bauchi, Gombe and Taraba states (Modibbo Adama University of Technology, Abubakar Tafawa Belewa University, Federal College of

Education (T) and Federal Polytechnic Bali) respectively. Simple random sampling technique was used in the study to draw fifty final year undergraduate business education students from each institution making two hundred. A closed-ended questionnaire with "Competent" and "Not competent" options was designed for the collection of data. Three professional business educators validated the instrument for both, face content and criterion validity. Copies of validated questionnaire were administered to respondents and were retrieved after completion with the help of four trained research assistants through e-mail. The descriptive statistics was used to answer the research questions.

Results

Question One

What percentage of final year undergraduate business education students are competent in operating the computer system

Table 1: Level of competency of final year undergraduate business education students in operating the computer.

Competency in Operating the Computer	Competent F	%	Not Competent F	%
Competency in cool-booting	136	68	64	32
Competency in formatting	127	63.5	73	36.5
Competency in installing various software	105	52.5	95	47.5
Competency in shutting down	134	67	66	33
Competency in importing software	99	49.5	101	50.5

Data in Table 1 show that 68% of the final year students are competent in booting the computer while 32% of them are not competent. Similarly, 63.5% of the students were competent in formatting the computer while 36.5% are not competent. Similarly, 52.5% of the students are competent in installing various software, while 47.5% of them are not competent. A total of 67% of the students are competent in shutting down the computer, whole 33% of them are not competent. Also 49.5% of the students are competent in importing software, while 50.5% of them are not competent in importing software.

Question Two

What percentage of final year undergraduate business education students are competent in using word Processing in creating and formatting documents?

Table 2: level of competency of final year undergraduate business education students in using word processing in creating and formatting documents

Competency in Creating and Formatting of Documents	Competent F	%	Not Competent F	%
Competency in creating text	142	71	58	29
Competency in inserting pictures	132	67	65	32.5
Competency in editing text	140	70	60	30
Competency in formatting	130	65	70	35

Table 2 shows that 71% of the respondents are competent in creating text, while 29% of them are not competent. Out of 200 students, 67% of them are competent in inserting pictures while 32.5% of them are not competent. Similarly, 70% of the students are competent in editing text. 65% of them are competent in formatting text.

Question Three

What percentage of final year undergraduate Business Education students are competent in the use of GSM for communication?

Table 3: Level of competency of final year undergraduate business education students in operating GSM.

Competency in using GSM:	Competent F	%	Not Competent F	%
Competency in composing text messenger	145	72.5	55	27.5
Competency in sending text messages	145	72.5	55	27.5
Competency in using calculator	143	71.5	57	28.5
Competency in using WhatsApp/face book	144	72	56	28
Competency in using YouTube	119	59.5	81	40.5
Competency in using GSM Camera/Video	138	69	62	31

Table 3 shows that 72.5% of the students are competent in composing text messenger, while 27.5%of them are not competent in composing text messenger. Also 72.5% of the students are competent in sending text messages using GSM. While 71.5% of them are competent in using the calculator, 28.5% are not competent. Only 72% of the final year students are competent in using WhatsApp/Face book, 28% of them are not competent. 59.5% of the respondents are competent in using YouTube while 40.5% are not competent. Similarly 69% of the students are competent in using GSM camera/video while 31% are not competent.

Question Four

What percentage of final year undergraduate Business Education students are competent in using e-mail?

Table 4: Level of competency of final year undergraduate business education students in using E-mail

Competency in Using E-mail Competent	Competent F	%	Not Competent F	%
Competency in composing messages	130	65	70	35
Competency in receiving messages (inbox)	144	72	56	28
Competency in sending messages	140	70	60	30
Competency in attaching document (s)	119	59.5	81	40.5
Competency in accessing attached document	113	56.5	87	43.5
Competency in downloading/uploading messages	125	62.5	75	37.5

Table 4 shows that only 65% of the final year students are competent in composing messages while 35% of them are not competent. Also 72% of the respondents are competent in receiving messages (inbox), and 28% are not competent in receiving messages (inbox). Similarly, 70% of the students are competent in sending messages, 30% of them are not competent in sending text messages. Also, 59.5% of the students are competent in attaching document(s). Only 56.5% of the final year students are competent in accessing attached documents, 43.5% of them are not competent. Also, 62.5% of the students are competent in downloading/ uploading messages, while 37.5% of them are not competent.

Question Five

What percentage of final year undergraduate business education students are competent in using face-book

Table 5: Level of competency of final year undergraduate business education students in using Face-book

Competency in using Face-book:	Competent F	%	Not Competent F	%
Competency in opening Face-book account	144	72	62	31
Competency in chatting with friends	148	74	66	33
Competency in having live chart through messenger	132	66	68	34
Competency in uploading videos	134	67	52	26
Competency in downloading music	138	69	57	28

Table 5 reveals that 72% of students are competent in opening Face book account, while 28% of them are not competent. Similarly, 74% of the students are competent in chatting with friends while 26% of them are not competent. Also, 66% of the students are

competent in having live chat through messenger while 34% are not competent. A total of 67% of the students are competent in uploading videos, while 33% of them are not competent. It was also discovered that 69% of the final year business education students are competent in downloading music, while 31% of them are not competent in downloading music.

Question Six

What percentage of final year undergraduate business education students are competent in using World Wide Web (www) for browsing and downloading materials?

Table 6: Level of competency of final year undergraduate business education students in using World Wide Web (www).

Competency in using World Wide Web	Competent F	%	Not Competent F	%
Competency in using Search Engines	130	55.5	89	35
Competency in downloading files	126	42	116	37
Competency in editing files	121	55.5	89	39.5
Competency in creating Home Page	111	60.5	79	44.5
Competency in add hypertext in Home Page	94	63	74	58
Competency in converting downloaded materials to MS Word	111	65	70	44.5

The result presented in Table 6, shows that 65% of students are competent in using search engines while 35% of them are not competent enough to use search engines. Similarly, 63% of the students are competent in downloading files, while 37% of them are not competent. Also 60.5% of the students are competent in editing files, while 39.5% of them are not competent. Also 55.5% of the final year students are competent in creating Home page, while 44.5% of them are not competent. It was also discovered that 42% of the students are competent in add hypertext in Home page, while 58% are not competent.

Question Seven

What percentage of final year undergraduate business education students are competent in using Microsoft Excel in solving business problems that requires calculation, projection and comparism?

Table 7: Level of competency of final year undergraduate business education students in using Microsoft excel

Competency in using Microsoft Excel	Competent F	%	Not Competent F	%
Competency in using chart	118	59	82	41
Competency in preparing results	118	59	82	41
Competency in manipulating in cells	116	58	84	42
Competency in summation/subtraction/ division	112	56	88	44

Table 7 shows that 59% of the final year students are competent in summation, subtraction and division using Microsoft Excel, while 41% of them are not competent. Similarly, 59% of the students are competent in preparing results using micro soft Excel, while 41% of them are not competent. Also 58% of the students are competent in manipulating in cells, while 42% of them were not competent. It is also observed that 56% of the students are competent in using chart, while 44% of them are not competent.

Question Eight

What percentage of final year undergraduate business education students are competent in using Microsoft PowerPoint?

Table 8: Level of competency of final year undergraduate business education students in the use of PowerPoint

Competency in using Microsoft PowerPoint	Competent F	%	Not Competent F	%
Competency in using animation	120	60	80	40
Competency in arranging slides	119	59.5	81	40.5
Competency in adding slides	118	59	82	41
Competency in deleting	122	61	78	39

The data presented in Table 8 reveal that 60% of the students are competent in using animation; while only 40% are not competent. Similarly, 59.5% of the students are competent in arranging slides, while 40.5% of them are not competent. Also 59% of the students are competent in adding slides, and 41% of them are not competent. Out of 200 students, only 61% of them are competent in deleting, while 39% of them are not competent.

Question Nine

What percentage of final year undergraduate business education students are competent in operating E-Banking transactions?

Table 9: Level of competency of final year undergraduate business education students in operating E-Banking

Competency in operating E-Banking:	Competent F	%	Not Competent F	%
Competency in using ATM/phone to check balance	139	69.5	61	30.5
Competency in checking balance using Phone	138	69	62	31
Competency in transferring money using phone	134	67	66	33
Competency in depose /withdraw online	143	71.5	57	28.5
Competency in using/ phone ATM to buy Airtime	114	57	86	43

The result in Table 9 reveal that 69.5%, 69%, 67%, 71.5% and 57% of the students are competent in using ATM/ Phone to check balances, checking balance using phone, transferring money using phone, in deposit/withdraw online and using phone/ATM to buy Airtime respectively. While 30.5%, 31%, 33%, 28.5% and 43% of them are not competent in using ATM/phone to check balance, deposit/withdraw online as well as buying Airtime.

Discussion of Findings

Findings from the study showed that final year business education students were competent in operating the computer except in importing software. The result also revealed that final year undergraduate business education students were competent in using Microsoft word in processing documents for their consumption, and were aware of GSM in learning in tertiary institutions. This is in line with Okiki in Dambo and Uranta (2016) who found that there was an increasing awareness of the use of information and communication technologies (ICTs) in the teaching and learning process. Findings from study indicated that final year undergraduate business education students were competent in using electronic mails (e-mail) in composing, receiving and sending messages to their colleagues and other educators as well as attaching documents, accessing attached documents and downloading/ uploading messages.

The study revealed that majority of the final year undergraduate business education students were competent in using face-book. They were competent in opening accounts, chatting with friends, having live chat through messenger, uploading videos and downloading music. Similarly, study revealed that final year undergraduate business education students were competent in using World Wide Web (www) for browsing learning materials online. Also the results revealed that 56%-59% of the final year undergraduate business education students were competent in using Microsoft Excel in summation, subtraction and division as well as preparing results, manipulating in cells and using chart. Similarly, the study revealed that final year undergraduate business education students were competent in using Microsoft PowerPoint in presentation. This is in line with the view of Nnanedu in Nwosu and Mbaezue (2016) that the use of PowerPoint in class room lectures

has been observed to motivate students' learning/performance in comparison to lectures based on overhead projectors, traditional lectures and online lectures. PowerPoint application competencies are necessary for individual and collective development by providing the youths with competencies, knowledge and attitudes necessary to enter into, retain and progress in the world of work. The result revealed that business education students were competent in operating E-banking through the use of phone and ATM machines in the areas of checking balance, withdrawing/depositing/transferring money as well as buying Airtime.

Conclusion

It is concluded that majority of final year undergraduate business education students were competent in using different Information and Communication Technology (ICT) resources for academic purposes. The acquisition of ICT competencies by the final year undergraduate business education students will go a long way to make them relevant in the labour market.

Recommendations

Based on the findings of the study and the conclusion drawn therefrom, the following recommendations are proffered:

1 Special scholarship be given to final year undergraduate business education students to enable them purchase ICT resources such as Smartphones, Laptops and Modems

2 Parents are encouraged to provide ICT resources for their children/wards to guarantee their competencies in the use of ICT facilities for learning

3 Curriculum planners should make computer studies compulsory right from primary education to tertiary level

4 There should be ICT Centres fully equipped with facilities in all business education departments in universities, colleges of education and polytechnics in Nigeria

5 All tertiary institutions in Nigeria should be networked with wireless connectivity to enable students have access to ICT facilities.

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IMPACT OF COMPUTER- BASED OFFICE TECHNOLOGIES ON COMMERCIAL BANKING OPERATIONS IN RURAL AREAS OF OSUN STATE

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Abstract

The focus of this study was to determine the effect of application of computer-based office technologies on commercial banking operations in Osun State rural areas. Sixty managers and 120 supervisors were randomly sampled as respondents from population of 162 managers and 324 supervisors of these banks. Data collected by means of a seventeen - item questionnaire were analyzed using, mean scores and standarddeviations to answer the three research questions. T - test statistic was employed to test the null hypothesis at 05 level of significance. The findings revealed that computer - based office technologies have enhanced current and savings account operations; improved the handling of payments and withdrawals and facilitated the cleaning house operations of commercial banks. However, the statement of accounts production and electronic money transactions were still lowly enhanced in the rural areas. Conclusion was drawn and recommendations were made to the effect that the computerization of banking operations should be intensified in the rural areas and that banking staffers should be retrained for greater efficiency in ICT operations.

Key words: *computer-based office technologies, banking operations, rural areas, Osun State.*

Introduction

Banking as a key sector of the economy provides t community with money balance and payments arrangements. The banking laws of each economy provide the operational definitios and functional classifications which govern banking practices in that economy. Banking therefore means whatever the operating banking law in an economy defines it to be. Aderibigbe (2013) asserted that banking is a business of receiving deposits on current. savings or other accounts, paying or collecting cheques drawn or paid in by customers, provision of finance, consultancy and advisory services relating to corporate and investment matter; making or managing investment on behalf of any person; and the provision of insurance marketing services and capital market business or such other services as the governor of the Central Bank of Nigeria, may by gazette designate as banking business.

According to Ogwuma (2013), the fundamental role of commercial banks in the economy has been to intermediate funds between surplus and deficit economic units. In the process of carrying out this primary task, banks, have found themselves performing a number of functions which include, the mobilization of savings, stimulation of investment and economic growth, assistance in resource allocation, boosting of international trade and promotion of the payment system. The conventional commercial banking functions, as highlighted by Aderibigbe (2012) include:

i) Receiving deposits on current, savings or other accounts;
ii) Paying or collecting cheques drawn by paid in by customer;
iii) Provision of finance or credit facilities;
iv) Cleaning house activities through the Nigeria interbank settlement system;
v) Capital market issuing house activities like underwriting and;
vi) Insurance services.

Igweike (2011) and Ibitoye and Ajayi (2011) reported that, in Nigeria, Commercial banking started in 1891 and the modern banlding system in 1893 with the establishment of the British Bank of West Africa (BBWA), subsequently renamed Standard Bank of Nigeria (SBN) and recently First Bank of Nigeria (FBN) Plc. Ndekwu (2012) affirmed that commercial banking started in Osun State, particularly in Osogbo, which is now the State headquarters in 1926 with the Bank of British West Affica (BBWA). He asserted that, there was a brief closure during the second World War for one reason or the other and later reopened in 1945. As at now, according to the Central Economic Planning office (CEPO 2012) of Osun State, there are one hundred and eleven branches of the different types of commercial banks in the State. Most of these banks employ computer - based office technologies in their operations. Twenty five of them are located in areas officially classified as rural. Many of these areas are challenged by poor supply of electricity and internet availability. Usage of computer-based office technologies are therefore still at rudimentary levels in these areas.

Kolawole (2015) and Sunmonu (2016) variously see technology as a branch of knowledge that deals with the industrial arts and sciences and the utilization of that knowledge in the production of the material necessities of a society. Computer which the British Computer Society (2016) described as a machine which is under the control of a stored programme, automatically accepts data, processes data and supplies the result of that processing, is one - . of the tchno1ogica1 development products. It always accepts data from an input device either fpr further processing later, or for documents schedules or management report (Anderson , 2016). Several electrical equipment developments of recent technologies are computer - based. They deal with the introduction and application of new automation in offices like personal computer, Automatic System note processing system,

internet service, electronic fund transfer system, automatic clearing system, magnetic link character recognition (M1CR) System, among others. Ogwuma (2016) asserted that the increasing volume, complexity, competitiveness, customer sophistication and globalization of financial services have induce a number of technological development in the Nigeria banking industry and Osun is not left out. However the extent to which these technologies have permeated the rural areas of Osun state in unknown,

Statement of the Problem

Banking operations throughout Nigeria have been considerably influenced by the development and deployment of new computer-based office technologies and ICT applications, resulting in greater operational speed, efficiency and security. While the new technologies do have some disadvantages especially in the area of security, there is no doubt that ICT hardware and applications have had salutary effects on the operations of commercial banks especially in the urban centres. However, it is claimed that over 70 percent of Nigerians live in rural areas (Olasore. 1988). Even in Osun state, which is ranked as the most urbanized state in Nigeria, 55 per cent of the residents live in rural areas, most of which have little access to electricity, pipe-borne water and internet. The extent to which ICT-enabled banking has permeated these communities is therefore in serious doubt.

Banking is an important factor in entrepreneurship, economic and national development. National efforts to return the youths to village-based agriculture cannot hope to succeed if basic elements of commerce are unavailable in quality or quantum. National efforts to promote the development of rural areas have unfortunately rarely factored in the need to provide banking facilities. With the introduction of on line banking facilities, the gap between urban and rural areas may be expanding beyond easy repairs unless attention is paid to the e-banking needs of the rural areas in Osun State, hence the need to investigate the impact of new technologies on commercial banking operations in rural areas of osun state

Purpose of the Study

The main purpose of this study was to determine the effect of application of computer - based office technologies on commercial banking operations in Osun State and specifically to determine how:

1. computer-based office technologies have enhanced current and savings operations of commercial banks in rural areas of Osun State;.
2. computer-based office technologies have improved the Handling of payrnents and withdrawals in commercial banks in rural areas of Osun State, and;
3. computer-based office technologies have facilitated the Clearing House Operation of Commercial Banks in rural areas of Osun State.

Research Questions

The following research questions were formulated to guide this study, based on the specific purposes:

1. How have computer-based office technologies enhanced the current and savings operations of commercial banks in rural areas of Osun State?'
2. How have computer-based office technologies improved the Handling of payments and Withdrawals in commercial banks in rural areas of Osun State.
3. How have computer-based office technologies facilitated Clearing House operations of commercial banks in rural areas of Osun State?

Hypothesis

The following null hypothesis will be tested at 0.05 level of significance:

H0: There is no significant difference between the mean ratings of commercial bank managers and supervisors in relation to how computer - based office technologies have enhanced current and saving account operations of commercial banks in rural areas of Osun state.

Methodology

A descriptive survey research design was used for this study. The sample consisted of 180 respondents made up of 60 managers and 120 supervisors drawn from the population of 162 rnanagers and 324 supervisors currently working in the Commercial Bank in Osun State. The instrument used for gathering the data was a 17- item questionnaire developed from intensive literature reviewed on the topic.

The instrument was scrutinized for face validity by three specialists in the field of study. The test. - retest method was used to determine the reliability of the instrument. The responses obtained from the first and second administration of the questionnaire were analyzed using Pearson Product-Moment Correlation Coefficient. The computation yielded a reliability co-efficient value of 0.92.

The instrument was administered and collected by the researcher with t8he help of trained research assistants. The data were collected on *5* point Likert - type scale and analyzed using mean and standard deviation to find answers to the three research questions. The scale was graduated as follows: 0.00-1.49, 1 point, very low extent; 1.50-2.49, 2 points, low extent; 2.5-3.49, 3 points, fair extent; 3.50-4.49, 4 points, high extent, and 4.50-5.00, 5 points, Very high extent. One null hypothesis was tested using **t** - test statistics to ascertain the degree of relationship between the mean score rating of bank managers and those of the supervisors at 0***.05***probability level of significance.

Data Analysis and Discussions of Findings

The following scale was used for analysis.

Research Question 1

How have computer - based office technologies enhanced the Current and Savings account operations of the commercial banks.

Table 1: Extent of Current and Savings Operations Enhancement N = 180

No	Items Statement	X	Sd	Remark
1.	Accurate deposit interest rate calculations	2.73	1.12	Fair extent
2.	Statement of Account Production	2.91	0.90	Fair extent
3.	Simplicity of Current Account Operation	2.83	0.91	Fair extent
4.	Automated Saving System	2.63	0.87	Fair extent
5.	Electronic Ledger Posting	2.72	0.93	Fair extent
6.	Electronic money as alternative to cash and other payment instrument.	2.62	0.86	Fair extent

Results as could be seen from table 1 show that items I - 6 received mean scores between 2.62- 2.91. The current and savings account operations of commercial bunks could therefore be said to be influenced to a fair extent by the application of the computer - based office technologies on banking operations in the rural areas of Osun State. The low standard deviation ranges (0.66 to 1.12) indicate that the responses cluster around the mean, suggesting no serious divergence in respondents perceptions.

Research Question 2

How have computer-based office technologies improved the handling ***of*** payments and withdrawals in commercial banks in the rural areas of Osun State?

Table 2: The Extent of Improvement on Handling of Payments and Withdrawals Operations.

N = 180

No	Items Statement	X	SD	Remark
1.	Reduction in customers' waiting hours	2.88	0.93	High Extent
2.	Reduction in the number of payment cashiers	2.83	0.86	High Extent
3.	Effective fund transfer	2.88	0.71	High Extent
4.	Prevention against fraud and forgeries during withdrawals.	2.92	0.88	High Extent
5.	Eliminating risk associated with physical cash during withdrawals.	2.71	1.01	High Extent
6.	Obtaining a quick up to date bank balances before making withdrawals,	3.12	0.93	High Extent

The result on table 2 shows that the items received mean scores ranging between 2.71 and 3.12 which indicates that the application of computer - based office technologies has improved the handling of payment and withdrawals in commercial banks in the rural areas of Osun State only to a fair extent. The standard deviation of the responses range between 0.71 and 1.01 which indicates a high degree of agreement among the respondents.

Research Question 3

In what ways have computer - based office technologies facilitated Clearing House Operations of commercial banks?

Table 3: Extent to Which Clearing House Operations are Facilitated by Office technologies

N = 180

No	Items Statement	X	SD	Remark
1.	Transfer of funds	4.34	0.69	High Extent
2.	Automated clearing of financial instruments	4.41	0.73	High Extent
3.	Reduction in the clearing cycle through Automated Clearing System.	4.42	0.81	High Extent
4.	The use of Magnetic Ink Character Reader (MICR) for effective clearing of cheques	3.58	0.96	High Extent
5.	Processing large volume of bank document.	4.05	0.90	High Extent

From table 3, all the five items statements received mean scores between 3.58- 4.42 and were therefore accepted that the computer - based office technologies have facilitated the clearing house operation of commercial banks in rural areas to a high extent. The low standard deviation ranges (0.69 to 0.90) indicate that the responses cluster around the mean, suggesting no serious divergence in respondents perceptions.

Hypothesis

There is no significant different between the mean rating of commercial bank managers and supervisors on how computer - based office technologies have enhanced Current and Savings Operations of commercial banks.

To test this hypothesis, the t - statistical test two was used. The result of the test is shown in table 4.

Table 4: Summary of Data from Test of Hypothesis

Item No.	Item Statement	Managers X_1	Managers S_1	Supervisors X_2	Supervisors S_2	t-cal	t-crit	Decision
1.	Accurate deposit interest rate calculations.	2.71	0.8	2.74	1.1	1.33	1.96	Accepted
2.	Statement of Account production.	2.90	0.8	*2.93*	1.1	1.81	1.96	Accepted
3.	Simplicity of current account operations.	2.83	1.03	2.82	1.0 1	0.24	1.96	Accepted
4.	Automated saving system.	2.61	1.05	2.66	1.00	1.2	1.96	Accepted
5.	Electronic ledger posting.	2.62	1.0 1	2.65	1.03	0,41	1.96	Accepted
6.	E1ectronicmoney as alternative to cash and other payment instruments.	2.62	12	2.63	0.8	0.62	1.96	Accepted

*N1= **6ON2** =120; **df178; t** =tab 1.96 at P<50*

The result from the test of null hypothesis shows that for all the listed items, the calculated t was less than the table t at 0.05 level of significance. The null hypothesis that there is no significant difference between the mean rating of commercial bank managers and supervisors on how computer - based office technologies have enhanced Current and Savings Operations of commercial banks in rural areas of Osun state is supported.

Summary of Findings and Discussion

The result of the study clearly shows that computer based technologies have had minimal influence on the operation of commercial banks in the rural areas. The research reveals that computer - based office technologies have modestly enhanced the current and savings operations of commercial banks, improved the handling ***of*** payments and withdrawals in commercial banks and facilitated the clearinghouse operation of commercial banks. This is not very surprising as numerous authors have highlighted the extraordinary impact of computers on business operations. The opinion of managers and supervisors as regards the impact of computer - based office technologies on current and savings operations of commercial banks were not significantly different. Anderson (2017) and many other writers have described the use of electronic money as a sure sign of sophistication in any economy. The study's finding is however at variance with that of Okeke (2011) who found that the influence of technology on modern banking operations has been overwhelming. In respect of rural banking in Osun State, the influence of ICT has been modest, not overwhelming. This suggests that there remains a wide room for improvement. Makeson (2016) asserts that in developing African countries, national development will have to be driven by dwellers in the rural areas who account for a large proportion of the population and are responsible for a large chunk of the GDP. In Nigeria, agriculture is responsible for the

preponderant portion of the Gross Domestic Product. If the contributions of farmers and other dwellers in the rural area are to be optimized, greater attention may have to be paid to the provision of state of the art banking facilities and services in rural areas.

Conclusion

The results of the study indicates that the operations of commercial banks in rural areas of Osun State have been influenced only to a moderate extent. Current and savings account operations have been influenced by computer based office technology to a fair extent, while payment and deposit operations have been influenced to a high extent. The operations of clearing house operations have also been influenced to a high extent.

Recommendations

For banks to optimize the impact of computer technology, the following suggestions are proffered:

1. Appropriate computer - based office technologies should be utilized to expedite the production of statements of account in rural areas of Osun State
2. Managers and supervisors of commercial banks in rural areas of Osun State should encourage electronic money as alternative means of payment other than cash and other payment instruments
3. The commercial banks in Osun State should endeavour to send their managers and supervisors on regular retraining and retraining especially in the aspects of computer - based office technologies' application on banking operations.
4. Government should adopt creative means of ensuring electricity supply in rural areas so that they can also enjoy the benefits of the e world
5. Internet connectivity should be improved in Nigeria's rural areas. Government should find means of developing internet connectivity in rural areas.

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STRATEGIES FOR ENHANCING THE EFFECTIVENESS OF BUSINESS EDUCATION AS AN INSTRUMENT OF ECONOMIC EMPOWERMENT AMONG FEMALE UNDERGRADUATES IN THE E-WORLD

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Abstract

The importance of business education as an instrument of economic empowerment cannot be over emphasized. Nigeria as a growing nation needs to develop technologically like the advanced nations in order to reduce unemployment, ameliorate poverty and to ensure social-economic development. There is no doubt that business education is potentially an important instrument for economic empowerment for the individual, community and the nation. This paper examines the concepts of business education and empowerment in the development of a nation. It posits that to enhance the efforts to empower students especially females for personal progress and national development, business education should be fortified and strategically deployed as a tool of social-economic empowerment and development. The paper suggests various strategies that can be adopted to empower female undergraduates through business education. It recommends adequate funding of business education programme in schools, admitting all females who meet the admission requirements to offer Business education in tertiary institutions, provision of adequate and up-to-date facilities and equipment among others, as the best means of sharpening Business education to become a veritable implement for accelerating societal progress and to guarantee economic development, particularly among women in the E-world.

***Key words**: Business education, Economic empowerment and Female undergraduates*

Introduction

The current high unemployment rate has become a national concern to economic planners and political leaders. The rate is particularly high among graduates and women (Nickel, 2017). Unemployment engenders poverty which, in turn results in different socio-economic vices such as robbery, prostitution, kidnapping, vandalism, insurgency among others. Unemployment is one of the serious socio-economic problems facing Nigeria as a nation and it is a serious threat to the development of Nigerian economy.Ademiluyi and Agboola (2014) suggest that unemployment and underemployment in Nigeria may be as high as 45 percent. This is a serious challenge to the educational system which is supposed to

rise up to the challenge of equipping youths and adults with skills and appetite for self reliance and personal survival. This challenge apparently has not always been met. Most programmes in Nigerian tertiary institutions pay greater attention to knowledge than to skills. However, if any education programme is to be capable of providing people with the saleable skills needed to counter unemployment, that should be business education.

In the effort to achieve national development through empowerment, the Federal Government of Nigeria introduced different policies/programmes such as National Economic Empowerment and development Strategies (NEEDs), State Economic Empowerment and Development Strategies (SEEDs), Local Economic Empowerment and Development Strategies (LEEDs),Social Development Goals (SDGs), Sure P, M-Power, Traders money, Farmers money among others. Thecentral aim of the empowerment programmes is to accelerate development through education, health, freedom, gender equality,employment opportunities policies and support services to people especially females and other marginalized groups. However, as evident in the worsening employment landscape, these programmes have not achieved desired results.

Business education should be an important element in achieving these goals. The Association of Business Educators of Nigeria (2017) defines business education as education that equips students with skills necessary to perform particular functions in an office and also provide them with the understandings and knowledge needed for conducting personal affairs and for using the services of business world. The mandate of business education is to ensure that students are educated for and about business. This means that students are guided through carefully planned experiences that offer them the opportunity to master the knowledge, skills, competencies and attitudes needed, not only to succeed in business but also have equal opportunity to succeed in life. Business education is vital in nation building and economic development. It prepares people for self-reliance and empowerment. Abimiku and Duktur (2014) citing Zwalcir and Duktur (2006) state that business education is an educational process which has the primary aim of preparing people for roles in enterprises and enabling people to become self-reliant. Such roles could be to become self employed, employers of labour or employees. Zwalcir and Duktur further stated that business education is an important tool needed for alleviating the increasing rate of unemployment and poverty in Nigeria today.

Economic empowerment entails the development of mental and physical capacity, power or skills in people for them to achieve enhanced social, cultural, political and economic status (Ajibodu, 2015). The most effective instrument for attaining mental and physical development and acquisition of skill is education.Awojobi (2016) explains that education is the best way to empower people and empowering people is the major way to eradicate poverty. Empowerment is very important at all levels, if sustainable economy is to be achieved.

Unfortunately, the level and quality of education is low especially among females. not only in Nigeria but in many developing countries The World Bank (2014) notes that one billion people cannot read or write and two-third of them are females while out of the 300 million school age children who are not in school, 60 percent of them are girls. However, there has been some slow progress to remedy the situation as asserted by the Communication Impact (2013). The slow rate of progress is attributable to social, cultural, economic and religious obstacles inhibiting access to education. These inhibitions cannot be surmounted over-night. They can also not be effectively addressed without qualitative business education.

Concept of Business Education

The importance of business education in economic empowerment and development has been emphasized by different scholars. Ayoola (2012) explains that business education is a vital transformational tool and a formidable instrument for social economic empowerment and development. Akpan (2013) asserts that business education is the most critical factor in the process of economic empowerment and development. Akpan maintains that economic development depends on how wide-spread business education activities take place in an economy. Business education which is an integral part of vocational and technical education is a total programme of education which deals with the relationships, techniques, attitudes and knowledge necessary for an individual to understand the social institution of business and successfully adjust to it. Also, it is an important tool for people who intend to be consumers of goods and services provided by business as well as for the individuals who intend to participate in the production of goods and services (Adebayo, 2014).

Different people have viewed Business Education from different perspectives. To some, it is a programme designed for the training of business teachers while to others, it is a programme designed for equipping people with saleable skills. All scholars agree, however, that business education is a sub-set of vocational education geared towards the economic and technological development of the nation. Osuala (2010) sees business education as consisting of groups of related occupationally arranged courses prescribed for graduation and for possible certification, in the field of business placement. From this definition, it is obvious that business education is a course that provides learner with the skills, abilities and attitudes acquired in formal and informal situations necessary for obtaining employment in business enterprises or for being self-employed. Abubakar (2012) perceives business education as an educational process which has the primary aim of preparing people for roles in business enterprises as employers of labour, entrepreneurs or as self-employed. Olakotan (2013) refers to business education as education which enables individuals fit into the intricacies of the world through the acquisition of relevant knowledge and skills. Davis and Durojaye (2013) explain that business education is that aspect of education programme that provides skills, knowledge, understanding and attitudes needed to perform in the business

world as a producer or consumer of goods and services that business offers. Okwananso and Nwazor (2010)describe business education as the sum total of the knowledge, skills and attitudes that are required for the successful running of a business enterprise. Oriola (2016)affirms that business education is a training that gives occupational identity. It prepares students for entry into and advancement in business jobs. It prepares students to be self employed and to function intelligently as consumers and citizens in business economy. Oriolais of the view that business education means education for and education about business or training in business skills and competencies required for use in business office and business policy analysis. It has been indicated that there is a distinction between the former and the latter. Agboola (2015) citing Etuk (2005) affirms that education for business is vocational education while education about business is consumer education. From the various definitions accorded to business education, it can be deduced that business education is geared towards preparing youths and adults for and about business in the world of work. Business education, if well effected will rid the nation of unemployment malaise causing different social vices among Nigerians especially females.

Objectives of Business Education

The Association of Business Educators (2017)explains that the objectives of business education are better understood, if explained as they relate to various skill components of the goals of business education. Below are some of these objectives:

1 Vocational objective of business education relates specifically to the preparation of students for initial employment, upgrading existing skills and retraining in new related business and office occupations.

2. The exploratory objective aimed primarily at the middle grades and early high school and this provides opportunities for students to gain information about business.

3. The occupational intelligence objective recognizes that all citizens should have an intelligent understanding of the various areas of work in which they can earn a living.

4. The economic understanding objective is related to developing economic literacy in all citizens.

5. The consumer education objective serves a dual role: it promotes both the discriminating use of services and resources by consumers and corresponding understanding of the consumer viewpoint and how best to serve the consumer.

6. The personal use objective relates to those business courses designed to prepare students for proper execution of their personal business affairs.

7. The college preparation objective recognizes that high schools have an obligation to provide background preparation in business as well as to develop skills that provide students with the tools to cope more effectively with college demands (ABEN, 2017).

Benefits of Business Education in E-World

Business education is essential to the development of any economy; the existence of business education is paramount to the development of any nation especially in today's electronic world. Durojaye and Onasoga (2014) citing Amao-Kehinde (2007)identifies some benefits of business education as follows:

Business education inculcates the fundamental qualities needed for the proper management of business, acquisition of knowledge and skills which improves and upgrades individuals' position in employment, enables individuals have the ability and quality to manage different departments in a more organized way, enables individuals have innovative ideas to connect themselves into various disciplines, invigorates sustainable development of organizations in a planned way, enables students' to have a mixture of education and experience relating to business concepts and principles, teaches students the fundamental theories and processes of business, builds a strong foundation for those who intend to establish their own businesses and provides practical skills for those who preferwhite-collar jobs, provides pathway to specific apprenticeship and workplace destinations with valuable information and connections that help students to explore potential work and business opportunities. It is quite evident that if business education is well emphasized and taught with the necessary skills and competencies needed in today's electronic world, it will enable students to be successful in their various occupations.

Concept and Goals of Economic Empowerment

Empowerment refers to the ability to overcome structural obstacles that hinder someone from excelling or prospering. To empower someone is to enable that person take control and act in order to overcome obstacles. Hornby (2012), describes empowerment as the ability to give somebody the power or authority to do something. Empowerment in this study means giving people the opportunity to be self-reliant and ability to overcome the burden of unemployment and poverty. In other words, empowerment means mobilizing programmes that would enable people overcome any inequality that exists in order to provide equal opportunity in all areas of human endeavour. In respect of female entrepreneurship, it involves enabling female to have access to resources, education, political, social and economic freedom as well as other cultural values in the society as their counterparts.

Okafor (2013), affirms that the attainment ofempowerment goals ensures a smooth progress in economic development and the aim of empowerment programme is to bring advancement and development of people, so as to enable them contributes to the economic development of their nation.Okoli (2015) identifies the following as goals of empowerment programme:

Overall development of the individual, nourishment of some essential skills, assurance of excellence and perfection, creating enabling environment through positive

economic and social policies, eradication of discrimination and all forms of violence against the less privileged and females, implementing programmes to increase the involvement of parents in the education of their children, facilitating cooperation between schools, families and neighborhoods, conducting training in the areas of literacy, career development and other social welfare issues, creating and implementing programs to enhance the quality of life for all and to disseminate information regarding the availability of social, educational and cultural programs beneficial to young and old among others.

Need for Female Empowerment

Ogbe (2014) asserts that if a man is educated, only an individual is educated but if a woman is educated, the whole nation is educated. Empowering female is empowering the whole nation, because females are the pillar of every home without which the home cannot stand. For any nation to develop and sustain its economy, women must be properly empowered. This is especially true of female graduates. Girls' education is at the core of female empowerment. There is therefore a need to invest more in girls' to increase female literacy in every home and the society at large. Females need to be encouraged to be creative, confident and self sufficient. They also need empowerment to contribute toward the family life in particular and society in general. Female empowerment implies empowering women by promoting their participation in all areas and sectors, building stronger economies, improving their quality of life and promoting gender equality. Female's empowerment enables them to take the right decisions in breaking all personal limitations of the family and society.

Economic empowerment for women is important because empowerment is one of the ways to get the under-privileged as well as the privileged women to realize their worth and potentials in today's global world. It enables women to get rid of poverty, achieve economic independence, support spouse financially, contribute positively to household maintenance, facilitate national development, eradicate corruption, reduce domestic violence and sexual exploitation, promote overall development of society and rule out under-employment and unemployment among women (Essien, 2016).

The Promise of Business Education in Economic Development in E-World

The potentials of business education as an instrument of economic development cannot be over emphasized in the E-world. Business education is a self-reliance course which offers a lot of opportunities in different areas of occupation such as marketing, secretarial, accounting, management among others. It equips the individual with skills to be self-reliant and prepares students to handle their own businesses and function effectively as producers or consumers in the contemporary world. Business education is concerned with the development of individual skills, talent, attributes and attitudes. Durojaye and Onasoga (2014) highlight the role of business education as follows:

Business education provides skilled manpower to develop the nation's economy, it inculcates knowledge and skills needed for effective job performance in the world of work, reduces rate of unemployment and engage individuals into various occupations, enhances different employment opportunities and reduces various social vices, improves the quality of individual's life, provides a wide range of opportunities for self-employment, empowers individuals in the society, create employment opportunities, reduces the rate of unemployment in society, fosters national unity with an emphasis to achieve common goals among citizens, promote Nigerian culture and enables us to value our heritage, organization of workshops, conferences and seminars to educate students on the evil of social vices such as cultism, examination malpractices, theft, corruption, thuggery among others which can prevent them from excelling in life. If business education is well emphasized, it would provide every graduate with various job opportunities and this will develop the nation economically.

The advent of Information and Communication Technology (ICT) has revolutionized the world and turned it into electronic world. Most of the activities been carried out today is electronic in nature such as E-commerce, E-banking. E-research, E-mail among others. Using electronics today is so much part of our daily lives. Internet has made it possible for us to connect whenever possible. World would have been empty without technology. E-world is the result of a confluence of many innovations and technology advances. The advancements in technology have made it possible for one to work in Lagos State and yet live in Osun State, make new friends online and reach out to a global audience. Oliseh (2016) asserts that for one to fit into today's E-world, one must be ready to acquire the necessary skills needed to operate and excel in the global world.

Business Education as a Tool of Economic Empowerment

The teachings and contents of business education permeate the entire life of a nation. It touches all aspects of human life through its broad curriculum and can be a very good tool in the hands of government for solving the problem of economic empowerment. This is because it helps people to acquire skills that can help them participate as responsible citizens in society. With business education, people are equipped with saleable skills which enable them to effectively contribute to the development of the nation, thereby creating employment, reducing poverty and hunger. Business education consists of skill and non-skill courses. The skill courses which can accelerate empowerment are: Accounting/BookKeeping, Office Technology and Management Education, Marketing Education, Cooperative Education, Computer Education, Hotel and catering Education, Arts and Design Education among others (Oni, 2015).

Strategies for Using Business Education to Empower Female Undergraduates

To empower female undergraduates through business education programme in Nigeria, orientation and perception of the citizen towards business education programme

must be modified. Specifically, there must be enforcement of some measures before positive progress can be achieved and maintained. Below are some of the strategies to empower female undergraduates:

1. **Introduction of Skill-courses into Business Education Curriculum**: More skill-courses such as catering; tie and dye; weaving and knitting; tailoring among others should be introduced into business education curriculum as electives. A student should master one of these skills before graduation. Female students should have in-depth knowledge of these courses; this will enable them to become self-reliant and employers of labour after graduation.
2. **Invitation of Successful Female Entrepreneurs**: Female entrepreneurs who are successful in their various businesses should be invited to orientate female students on acquisition of entrepreneurial skills and the benefits of being self-employed.
3. **Provision of Adequate Modern Facilities and Equipment**: The importance of facilities and equipment to the overall success of any educational programme is not contestable. Adequate provision should be made for functional training facilities and equipment such as computers, electronic typewriters, photocopiers, modern computer laboratory, shorthand laboratory among others. Each student should be allocated a typewriter, computer and printer and there should be 24 hours internet service. There is the need to provide sufficient modern facilities and equipment. It would go a long way in making teaching and learning of practical oriented business education courses efficient and effective. Thus, the students would be sufficiently furnished with the required knowledge and skills to combat some of the challenges in the contemporary world of business.
4. **Increase in Practical Hours**: More hours should be spent on practical aspects of business education courses. The number of hours allotted to practical courses should be increased; this will give students enough time to put what they have learnt into practice and thus preparing them for the world of work.
5. **Motivation of Female Business Education Students**: Business education students should be properly motivated by giving awards to the best female graduating students and provision of jobs for females who graduated in business related courses in federal and state tertiary institutions.
6. **Reduction in Teacher/Student Ratio**: The number of students to be taught by business education teachers should be reduced especially in practical courses such as Keyboarding, Shorthand, Desktop Publishing, ICT I and II among others. NBTE (2009) indicates 40 students per teacher to enable the teacher attend to the needs of each student.

7. **Adoption of Learner-centred Method of Teaching**: Learner-centred method of teaching should be adopted in teaching business education students especially skill-courses. This will enable them to be responsible for their own learning, go at their own pace, learn from their own mistakes, learn from one another and assist one another in achieving the set goals.

Conclusion

The development of any nation depends on the quality of education available to her citizens especially youths. The concern of business education programme is to impart knowledge in students for business and about business. Since the economic values and virtues of business education as an instrument for alleviating unemployment and poverty are self-evident, there is no doubt that business education is a potential cure to many of the nation's economic ailments. From the foregoing, it is evident that no society can thrive without putting in place an effective mechanism for imparting and regulating the impartation of business aptitudes and attitudes in the youths. Business education is germane and indispensable to any nation in search of accelerated national development and it has been identified as one of the programmes that can enhance socio-economic development of a nation, if thoroughly implemented. Different strategies have been identified to ensure that business education programme achieves its goals in equipping graduates especially females with the necessary knowledge and skills needed for self-reliance and to excel in the world of business, thereby contributing to national development and economic sustainability. It is hoped that Nigeria would develop economically, if government and other stakeholders pay adequate attention to the development of business education programme in Nigeria.

Recommendations

In order to achieve economic empowerment through business education programme the following recommendations were made:

1. NUC and NCCE should formulate policy to admit all females who meet the admission requirements to offer business education at the university and colleges of education.
2. Business education curriculum should be reviewed and up-dated on regular basis to accommodate skill-courses which are useful in today's global world.
3. Students should be exposed to both the theory and practical aspects of the programme as this will avail them the opportunity for self-employment.
4. Scholarship should be given to the best female students in Business education.
5. Management of institutions should provide sufficient modern equipment, this will enable students have access to their own equipment.

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BUSINESS TEACHERS PERCEPTION OF EMPLOYABILITY SKILLS REQUIRED FOR SELF-RELIANCE BY BUSINESS STUDIES STUDENTS IN PUBLIC JUNIOR SECONDARY SCHOOLS IN RIVERS STATE

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Abstract

The study investigated the perception of business studies teachers in public junior secondary schools in Rivers State on employability skills required for self-reliance by business studies students. The descriptive survey research design was adopted for the study. Two research questions and two hypotheses guided the study. The population for the study was one hundred and twenty Business Studies Teachers drawn from fifteen public junior secondary schools in Port Harcourt Local Government. The instrument used for data collection was a ten item structured questionnaire titled "Business Teachers Perception of Students' Employability Skills Questionnaire" (BTPSESQ). The reliability coefficient of 0.70 was obtained, using the test-retest method and Pearson Moment Correlation Coefficient. The instrument was validated by two experts in Business Education. One hundred and twenty copies of questionnaire were administered. However only ninety-six copies of the questionnaire were retrieved and analysed using mean for the research questions and z-test statistics for the hypotheses at 0.05 level of significance. The study revealed that Office practice skills such as ability to manage information effectively; ability to use office equipment and facilities among others as well as ICT skills such as ability to operate the computer; ability to use internet network; ability and others were identified as required by business studies students for self-reliance. Based on the findings, it was recommended among others that students should be encouraged to explore and harness employment opportunities for self-reliance, the business studies curriculum be periodically reviewed to incorporate identified employability skills, also, that students be exposed to ICT facilities and other facilities for practical skills to enhance the development of the identified skills.

Keywords*: Employability skills, Business studies, Self-reliance, junior secondary schools*

Introduction

Education (formal or informal) provides for the development of skills. Education has a mode through which an individual obtains the requisite physical and mental abilities or competencies needed for the development of oneself and the society. Koko (2016) defined education as a structured, organized and formal process of training and instruction given to people in order to bring about effective learning which is observable.

The current 9-3-4 structure of education in Nigeria based on the National Policy on education clearly emphasized the acquisition and development of appropriate skills, abilities and competencies. The system consist of nine years of basic and compulsory education; including six years of primary level and three years of junior secondary level, three years at senior secondary level and four years of higher education. The federal government through its national policy on education succinctly spelt out the objectives and purpose for each level. The objectives at the secondary level (Junior and Senior) 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 (Ige, 2013). The introduction of this 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 business education taught at the junior secondary level. At this level, which is the first three years of secondary education, students are trained to acquire knowledge in general education as well as integrated pre vocational skills, through integrated subjects such as office practice, commerce, bookkeeping, computer studies, keyboarding and shorthand (Koko, 2016); each forming complete subject units on their own. The curriculum of business studies as prescribed by the Comparative Education Study and Adaptation Centre (CESAC) 2007 in Emeasoba (2015) identified the following as objectives of business studies:

a. To provide the orientation of basic skills with which to start an occupation for those who cannot continue training.
b. To prepare students for further training in business studies
c. To relate knowledge and skill to the national economy
d. To develop basic skills in office occupations
e. To provide basic business skills for personal use and for the future.

The above 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). In line with the aforementioned, there is no doubt that business studies through its integrated subjects (office practice, computer studies, book-keeping, keyboarding and shorthand) provide for the development of skills that can promote self-reliance among students on completion of the junior secondary level.

Chell (2013) defined skill as proficiency in performance that may be enhanced by practice and training. Similarly, Onyerinde andFalana, (2016) described it as the ability to do something well, usually gained through training or experience that is needed. Skill

development is the process of acquiring or gaining effective and ready knowledge in developing ones aptitude and ability in a particular field (Ihebereme, 2010). The author further asserted that skill development through entrepreneurship in Nigeria educational system act as a rehabilitator, re-orientation, motivator and empowerment to students at any level. Employability relates to the ability of being employed. Thus employability skills are those set of skills, abilities, attitudes and characteristics that enhance or increase the chances of an individual being employed or self-employed and also able to sustain the employment. Business studies at the junior secondary level encourage the development of office and Information and Communication Technology (ICT) employability skills. Thereby, offering various career/ employment opportunities to its recipients in industries and commerce and also to be self-reliant (Koko, 2016).Self-reliance is earning a living through one's own effort. Self-reliant individuals self-employed individuals (entrepreneurs) who are determined, optimistic, risk takers and show a lot of commitment to making their dreams become reality. Self-employment is gradually becoming a popular option especially for young school leavers who are unable to secure employment.

Office practice is one of the major components of business studies at the junior secondary level. As such, knowledge in core office management techniques and operations becomes pertinent at this level. The office is often regarded as the live wire of the organization. Thus no organization can function effectively without an office to manage its human and material resources, hence the need for office practice. The office is a service delivery unit of an organization carrying out such services as clerical, secretarial, accounting and research duties (Sannie, 2009) providing important services that can determine the functionality of the organization. It receives, arranges, processes and communicates information. Office skills are essential for the effective functioning in the world of work (Wolugbom, 2017).

Business studies students also require ICT employability skills to function and to meet up with the challenges of the present ICT driven economy (Wokocha, Wolugbom, Appah and Olorunfumi, 2016), characterized by a dynamic technological revolution. The business world has gradually become an increasingly globalised, digital and complex with the traditional method of carrying out business activities being overtaken by the use of information and communication technology (ICT) gadgets. ICT has transformed the world into a place with unlimited business opportunities which individuals can identify and exploitin order to reduce the unemployment challenge in the country(Atueyi, 2016). Exploring these ICT related opportunities requires a broad range of skills that students must be conversant with from this level of education. ICT is a term used to describe technologies that allow an individual to access, store, retrieve, organize, manipulate, process, arrange and

present information through various forms such as computer devices, social media, printer, photocopiers, scanners, mobile technologies, software, e-learning technologies, internet and so on. It is no longer news that the world has become technologically driven and this requires student sat all levels of education to possess relevant skills to function and help address the problem of unemployment through self-employment (entrepreneurship).

Business studies teachers are those who implement the objectives of Business education at the junior secondary level. They are responsible for ensuring that students at this level are equipped with appropriate skills, abilities and knowledge necessary for self-reliance.It is based on this background that this study was carried out to investigate the perception of business teachers on employability skills required for self-reliance by business studies students in public junior secondary schools in Rivers State.

Statement of Problem

The current business studies curriculum takes into cognizance, the need to provide students with the ability and skills to be gainfully employed upon completion of their programmme if they are unable to further their education. It is designed to prepare students for entrepreneurship through self-employment and aimed at equipping the students with skills that will make them employable in the world of work (Esene, 2001). Business teachers are therefore expected to be experts in all the outlined subject areas to be able to affect learning. Unfortunately, it has been observed that most school leavers having completed the junior secondary school level and unable to further their education roam the streets in search of means of livelihood because they lack relevant employability skills they ought to have developed in school. it has also been observed that a good number of students who have moved from junior secondary level to senior secondary level are also deficient in these skills.

Purpose of the Study

The study investigated the perception of business teachers on employability skills required for self-reliance by business studies students in public junior secondary schools in Rivers State. Specifically, the study sought to:

1. Determine office employability skills required for self-reliance by business students at the junior secondary school level.
2. Determine ICT employability skills required for self-reliance by business students at the junior secondary school level.

Research Questions

The following research questions guided the study:

1. What office employability skills are required for self-reliance by business students at the junior secondary school level?

2. What ICT employability skills are required for self-reliance by business students at the junior secondary school level?

Hypotheses

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

1. There is no significant difference in the mean ratings of male and female business teachers on office employability skills required for self-reliance by business students at the junior secondary school level.
2. There is no significant difference in the mean ratings of male and female business teachers on ICT employability skills required for self-reliance by business students at the junior secondary school level.

Method

The Descriptive survey research design was used for the study. This was considered appropriate for this study because it is a valuable tool for assessing opinions. The study was carried out in Rivers State, specifically, public junior secondary schools in Port Harcourt Local Government Area. The area has fifteen public junior secondary schools. The population of the study consisted of 120 business teachers. Because of the small size of the population, the entire population was studied. The instrument used for data collection was a 10 item structured questionnaire titled "Business Teachers' Perception of Students' Employability Skills Questionnaire" (BTPSESQ). The instrument was structured on a 4-point rating scale. The questionnaire items were subjected to face and content validation by two experts in Business Education. A reliability coefficient of 0.70 was obtained using the test-retest method and Pearson Moment Correlation Coefficient. One hundred and twenty copies of questionnaire were administered, however only 96 copies were retrieved and analysed using mean for the research questions and z-test statistics for the hypotheses at 0.05 level of significance. The decision rule was that any mean value of 2.50 and above was considered accepted while mean values below 2.5 were rejected. If z-calculated value washigher than z-critical value reject null hypotheses or otherwise accept if z-calculated is less than z-table value..

Results

Research Question 1

What office employability skills are required for self-reliance by business students at the junior secondary school level?

Table 1: Mean Ratings on office employability skills are required for self-reliance by business students at the junior secondary school level in Rivers State

S/N	Items	Business Studies Teachers				
		Male		Female		
		Mean	SD	Mean	SD	Decision
1	Ability to manage information effectively	2.52	0.45	2.76	0.86	Accepted
2	Ability to use office equipment and facilities	2.58	0.69	3.09	0.88	Accepted
3	Ability to manage time effectively	2.91	0.99	2.86	0.92	Accepted
4	Ability to organize work	2.68	0.87	2.91	0.99	Accepted
5	Ability to cooperate with other workers	2.86	1.01	2.68	0.87	Accepted

Table 1 reveals that respondents indicated agreement to all office employability skill items as required by business students for self-reliance at the junior secondary school level.

Research Question 2

What ICT employability skills are required for self-reliance by business students at the junior secondary school level?

Table 2: Mean Ratings on ICT employability skills are required for self-reliance by business students at the junior secondary school level in Rivers State

S/N	Items	Business Studies Teachers				
		Male		Female		
		Mean			Mean	
1	Ability to operate the computer	2.64	0.94	3.04	0.90	Accepted
2	Ability to access and use internet services	2.53	0.85	2.66	0.94	Accepted
3	Ability to produce text documents	2.98	0.90	2.51	0.75	Accepted
4	Ability to create, format, save, retrieve and print document	3.15	0.79	2.64	0.87	Accepted
5	Ability to use ICT related gadgets	2.81	0.94	3.32	0.64	Accepted

The results presented in Table 2reveals that the respondents indicate that ICT employability skills are required for self-reliance by business students at the junior secondary school level.

Hypothesis 1

There is no significant difference in the mean ratings of male and female business studies teachers on office employability skills required for self-reliance by business students at the junior secondary school level.

Table 3: z-test analysis of mean difference between the perception of male and female business teachers on office employability skills required for self-reliance by business students at the junior secondary school level in Rivers State.

Group	N	Mean	SD	z-cal	Df	z-crit	Decision
Male	36	2.71	0.81	0.77	94	1.96	Accepted
Female	60	2.86	0.90				

Since the calculated z-value of 0.77 is less than the z-critical value of 1.96 at 0.05 level of significance and degree of freedom of 94, the hypothesis is accepted and conclusion made that there is no significant difference in the mean rating of male and female business teachers on office employability skills required for self-reliance by business students at the junior secondary school level.

Hypothesis 2

There is no significant difference in the mean rating of male and female business teachers of on ICT employability skills required for self-reliance by business students at the junior secondary school level.

Table 4: z-test analysis of mean difference between the perception of male and female business teachers on ICT employability skills required for self-reliance by business students at the junior secondary school level in Rivers State.

Group	N	Mean	SD	z-cal	Df	z-crit	Decision
Male	36	2.82	0.88	0.21	94	1.96	Accepted
Female	60	2.89	0.82				

The result in Table 4 show a z-cal value of 0.21 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 male and female business teachers of on ICT employability skills required for self-reliance by business students at the junior secondary.

Discussion

The findings of the study from research question one affirmed the perception of male and female business teachers on office skills as a requirement for self-reliance. Findings revealed that office skills such as ability to effectively manage information, ability to use office facilities, ability to manage time, ability to organize work among others are essential for self-reliance. This finding confirms the assertion of Oraizowalam (2010) that lack of this skill will result in poor record keeping, lack of initiative, poor communication and business failure while acquisition of these skills will improve human and public relations. more office management and administration. As such developing these

employability skills is very essential for any business enterprise. Koko (2016) also confirmed that office skills are very important for the functionality of any organization.

The study also revealed that views of business teachers' on ICT skills required for self-reliance showed the agreement of respondents to the skills items identified, indicating that skills such ability to operate computer and ICT tools, ability to create, format, save, retrieve, scan and print documents using word processing tools, ability to use different word processing packaged software applications among others as were required for self-reliance by business students at the junior secondary level. Ineberebor (2006) pointed out that technology has become a vital tool in almost all human endeavours.

The testing of hypotheses 1, 2, 3, 4 as presented in tables 5, 6, 7, 8 revealed no significant differences in the mean ratings of male and female business teachers with z-cal values of 0.77 and 0.21 respectively. Each revealing a z-test calculated values less than the z-test critical value of 1.96. This implies that there was no disparity in the opinion of business studies teachers as regards these skills. This result corroborates the opinion of Ugwuanyi, Ugwu and Ezeh (2015) as well as Koko (2016) that business education at all levels provide for the development of skills This therefore implies that the components of business studies offered at the junior secondary school level provide for the acquisition of employability skills which students can translate into self-employment.

Conclusion

Based on the findings of the study, it is concluded that business studies at the junior secondary school level offers lots of employment opportunities that students can explore to achieve self-reliance. Harnessing these opportunities open to business students require the development of relevant office and ICT employability skills. Business teachers are therefore expected to be experts in all components in order to affect learning.

Recommendations

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

1. Students should be exposed to practical office and ICT skills, as well as work related activities in order to ensure the development and acquisition of the identified skills work activities.
2. Students at the completion of junior secondary school level should be encouraged to explore and harness employment opportunities for self-reliance.
3. Instructional delivery methods should incorporate more practical applications for the development of employability skills.
4. The business studies curriculum should be periodically reviewed and re-structured to incorporate the identified employability skills.
5. Conferences, workshops, seminars with its focus on skills acquisition should be constantly organised for students.

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AVAILABILITY AND UTILIZATION OF E-LEARNING FACILITIES FOR MANAGEMENT AND BUSINESS COURSES IN UNIVERSITIES IN KWARA STATE, NIGERIA

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Abstract

Inadequate utilization of new technologies facilities by teachers could result in producing graduates with only theoretical knowledge and less experience in practical courses which required the application of ICT skills. This study investigated availability and utilization of e-learning facilities for management and business courses in universities in Kwara state. Two research questions and two hypotheses guided the conduct of the study. Descriptive survey research design was adopted for the study. The population comprised of 282 lecturers of management and business courses in universities in Kwara state. Random and stratified sample techniques were used to select one hundred management and business lecturers in universities in Kwara State. A questionnaire with Cronbach Alpha reliability of 0.80 was used for the data collection. Descriptive of mean rating was used to answer the research questions while the two hypotheses formulated were tested using One-way ANOVA at 0. 05 level of significance. The findings indicated that e-learning facilities were moderately available (mean = 96.64) while utilization was found occasionally used (mean = 98.16) for teaching and learning activities of business and management courses in the selected universities in Kwara state. It was also revealed that there was no statistically significant difference within the group (F (2, 82, 84) = 1.57, .213 @ p >.05). Based on the findings, it was recommended that there is need for universities authority to give more priority in the provision of e-learning facilities through industry-university collaboration for effective teaching and learning to take place.

Keywords: *Availability, Utilization, E-Learning Facilities, Management and Business Courses*

Introduction

Technology today has turned the world to a global village. With technology advancement in the 21st century, e-learning has become a valuable technology for teaching, learning and research in higher institution of learning (Ojeaga, & Igbinedion, 2012). For this reason people has experienced a drastic changed which brought about improvement to almost all phases of human life. Such as improving access to services, enhancing connectivity, creating business and employment opportunities, and changing the ways

people communicate, interact, and engage among themselves and with their governments. In the knowledge-based economy, level of technology advancement of a nation determines her growth (Awodiji & Ogbudinkpa, 2016). The future of knowledge economy depend more on the capacity of university to produce knowledge through research and development rather than knowledge-based good (Fasasi, Etejeri & Oyeniran, 2013). Universities in Kwara State live in knowledge economy society which calls for the adoption of e-learning for management and business courses.

E-learning according to Ojeaga and Igbinedion, (2012) involve the use of technology to enhance learning which include digital collaboration, satellite broadcasting, CD-ROMS amongst others.(It includes the delivery of content via Internet, intranet/extranet (LAN/WAN), audio- and video-tape, satellite broadcast, interactive TV, CD-ROM, and more). E-learning has so many advantages over the traditional method of teaching and learning. This have impacted greatly on teaching and learning process, school management in a number of ways. E-learning can accelerate, enrich and deepen basic skills in reading, writing and can motivate students to learn as they become more independent and responsible for their learning. Empirical studies revealed that technology encouraged active learning, support teaching, reduce the isolation of teacher and promote teachers and students in learning and research (Akubueze, 2012). Hall and Snider (2000) viewed e-learning as the process of learning via computers internet and intranets. It was also referred to as web-based training, online training, distributed learning or technology for learning. This goes beyond digital technologies but give students a greater autonomy regarding the point in time to learn at their own pace. The content and the method by which students learn by providing online learning that eliminate the barriers of time and distance. Cohen (2001) submitted that the use of e-learning has an effect on all aspects of teaching and learning. When teachers integrated technology into the lesson, it required new learning approaches to the curriculum because of the ability to look at and explore information in new ways.

Moreover, some studies have emphasized that technology can help by allowing learners to take a more active role in their learning through different instructional modes. Therefore, e-learning has been recognized as technological ways for teaching and learning which enabling learners to receive and interact with educational materials and resources through internet, as well as engaging with teachers and peers in ways that previously may have been impossible (Kirkwood 2001).

From the foregoing, there is no doubt that e-learning facilities provide productive teaching and learning experiences aimed at increasing students' intellectual capability in management and business courses in tertiary institutions. Management has been viewed as the process of utilizing the human and material resources to accomplished designated organizational objectives (Uzo-Okonkwo, 2014). While business is a course of study which equips individuals with functional and marketable skills, knowledge, attitudes and values which enable fresh graduates to operate in the environment he/she finds himself such that he

is self-reliant and become a job creator rather than a job seek (Awojobi, 2011). This signified that management and business course encompasses knowledge, attitude and skills needed for all the citizens in order to effectively manage the available resources towards the attainment of goals. For this to be achieved there is need to strike a balance in what the learners receive from the classroom and what is obtained in the labour market. Universities today cannot improve the academic achievement of students or the overall value of their programmes without sufficiently making use of e-learning facilities in teaching and learning (Donahoo & Whitney, 2006). Onokpaunu (2016) affirmed that the future of education is in the internet, as a lot of online universities are on the increase, making teaching and learning in the four corners of a classroom less significant. Pollicia, Simpson and Aldredgein Uzo-Okonkwo and Oduh (2017) asserted that, the widespread availability of the information and communication technology (ICT) has precipitated a vast changed in education and especially in the delivery of instruction. This depicts that effective teaching and learning cannot take place without the use of e-learning facilities in tertiary institutions.

In university's system today e-learning has compliment lecturers' effort in so many ways such as in the classroom, in the area of research etc. which assist in transforming teaching and learning with a student-centered approach. Technologies are used merely to replicate lectures in classrooms with the advantage that students can have access to them whenever and wherever as long as they have the internet connection. It enhances teachers' presence and aid teaching delivery by supplementing lectures with PowerPoint presentations.

Welsh, Wanberg, Brown, and Simmering, (2003) highlighted six benefits of e-learning as follows:(a) provide consistent, worldwide training; (b) reduce delivery cycle time; (c) increase learner convenience; (d) reduce information overload; (e) improve tracking learners' activities, and (f) lower expenses of educational provision (Low-cost technologies). Furthermore, e-learning could motivate students to do independent work, hence promoting students' ability to develop self-learning skills. The ICT could also act as a leverage to improve the day-today administrative and management operations of universities in the Third world. For instance, by making dissemination of information on students' admissions, registration, assessment, schedules and timetables etc. much easier and in a timely manner. It is in view of this that motivated the researcher to carry out the study in tertiary institutions in Kwara State, Nigeria.

Statement of the Problem

One of the basic objectives of technology is to enable teachers to transform their practices by providing them with improved educational content and particularly ability to make use of new technologies in teaching and learning situation. Technology should serves as the attractive tools and infrastructure for the younger generation to facilitate the awareness and actual craftsmanship in management and business courses in our local communities.

Conversely, it is one thing to have access to e-learning facilities and it is another thing to effectively utilize them in teaching and learning(Akubueze, 2012). Therefore, inadequate utilization of new technologies facilities by teachers could result in producing graduates with only theoretical knowledge and less experience in practical courses which required the application of ICT skills. The university's lecturers are expected to equip graduates with relevant technological skill for effective performance in this global world.They need to embrace e-learning facilities to become competencies in the use of digital technologies for teaching in the digital age. However, the use of information and communication technology (ICT) has virtually changed the content, nature, procedure, tools and practices of human endeavour (Umoru & Nnaji, 2015). Furthermore, it was explained that these changes cannot be ignored as a nation and individual cannot attain the desired development in this technological age without making proper use of ICT. In order to bridge the gap between what is happening in the fore wall of classroom and what is expected of today graduates in the world of work, there is an urgent need in effective use of new technologies to teach for expected result to be achieved. Therefore, availability and effective use of these facilities will enhance quality of teaching in educational system.

Purpose of the Study

The study investigated availability and utilization of e-learning facilities for management and business courses in universities in Kwara State. Specifically, the study

1. examined the lecturers rating scale of the availability of in e-learning facilities for teaching and learning of management and business courses in universities in Kwara State.
2. Fond out lecturers' utilization level of teaching and learning of management and business courses in universities in Kwara State.
3. examined the variability in the availability of e-learning facilities for teaching and learning of management and business courses among the universities in Kwara State.
4. compared the utilization of e-learning facilities for teaching and learning of management and business courses in universities in Kwara State.

Research Questions

1. What are the lecturers rating of the availability of e-learning facilities for teaching and learning of management and business courses in universities in Kwara State?
2. What are the level of lecturers' utilization of available e-learning facilities for teaching and learning of management and business courses in universities in Kwara State?
3. What are the available e-learning facilities for teaching and learning of management and business courses among the universities in Kwara State?

Hypotheses

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

1. There is no significant difference in universities in Kwara State in terms of the availability of e-learning facilities for teaching and learning of management and business courses.
2. There is no significant difference in universities in Kwara State in terms utilization of e-learning facilities for teaching and learning of management and business courses.

Method

Descriptive research design of survey type was adopted for the study. There are 6 universities in Kwara State (Federal, State and Private). The population comprised 282 lecturers of management and business courses from the universities in Kwara State Stratified and purposive sampling technique were adopted to select one hundred (100) management and business related courses lecturers as participants from three universities namely; University of Ilorin, Ilorin (Federal Government Owned), Kwara State University (State Government Owned) and Al-Hikmah University, Ilorin (Private Owned) in the study. The universities were purposively selected based ownership and year of established. The instrument used for data collection was researcher's self-designed instrument titled: Availability and Utilization of E-Learning Facilities for Management and Business Courses Questionnaire (AUEFMBCQ)**.** Five Likert rating scale was adopted as follows 1-5 Extremely Available (EA) = 5, Moderately Available (MA) = 4, Available (A) = 3, Somewhat Available (SA) = 2 and Unavailable (UA) = 1. Every Time (ET) = 5, Almost Every time (AE) = 4, Occasionally (OC) = 3, Almost Never (AN) = 2 and Never (N) = to elicit information on lecturer rating scale on availability and utilization of e-learning facilities and the type of institution of the respondent. Section A and B contained 32 items each asking questions on availability and utilization of e-learning facilities for teaching and learning in universities in Kwara State. The instrument was subjected to face, construct and content validation to determine its adequacy and appropriateness for the study. This was done by presenting it to experts in Educational Management, university of Ilorin and Business and Entrepreneurship departments in Kwara State universities Malete. The reliability of the instrument was done through the use of Cronbach Alpha and was found reliable at 0.80. Data collected were analysed using descriptive statistics of mean rating and inferential statistics One-way Analysis of variance.

Results

Research 1

What are the lecturers' rating scale of the availability of e-learning facilities for teaching and learning of management and business courses in universities Kwara State?

Research question one was answered based on the rating scale as responded to by the lecturers of the sampled three universities in Kwara State as shown in Table 1. Mean score of the responses were sum up and the decision was taken considering the rule of thumb.

Table 1: *Availability of e-learning facilities for teaching and learning of management and business courses*

S/N	E-Learning Facilities	N	Mean	Std.Dev
1.	Modem	86	3.10	1.21
2.	Printers	86	4.09	1.08
3.	Flash drive	86	3.93	1.19
4.	Memory cards	86	3.69	1.33
5.	Video conferencing	86	2.92	1.61
6.	Projectors	86	3.10	1.16
7.	Computers	86	3.83	1.08
8.	Personal digital assistants	86	3.36	1.50
9.	Hard disk drives	86	3.27	1.19
10.	Ipad	86	2.30	1.19
11.	SMART Board interactive whiteboard	86	2.09	1.31
12.	Mega phone	86	2.85	1.26
13.	Audio tapes	86	2.88	0.92
14.	Video/video tapes	86	2.63	1.08
15.	Virtual classroom	86	2.60	1.13
16.	Network	86	3.63	1.28
17.	Exe	86	1.98	1.07
18.	Flexible learning toolbox	86	2.26	0.98
19.	Respondus	86	2.19	0.95
20.	Voice over internet	86	1.95	1.19
21.	Interactive whiteboard	86	2.26	1.37
22.	Local Area Network	86	2.47	1.37
23.	Wide Area Network	86	3.44	1.04
24.	Software packages	86	3.57	1.42
25.	Internet facilities	86	3.90	1.15
26.	Virtual library	86	3.94	1.11
27.	Wi-Fi	86	3.90	1.28
28.	Email	86	3.88	1.17
29.	E-book readers	86	3.30	1.05
30.	YouTube	86	2.85	1.18
31.	ILearn	86	2.50	1.14
32.	Podcasting	86	1.98	1.18
	Overall Mean	**86**	**96.64**	
	Average Mean		**3.02**	

Rule of the thumb: 32 – 75 = Available, 76 – 118 = Moderately Available, 119 – 160 =

Table 1 reveals that e-learning facilities were moderately available (mean = 96.64) for teaching and learning activities of business and management courses in the sampled universities in Kwara State tertiary institutions.

Research Question 2

What are the level of lecturers' utilization of available e-learning facilities for teaching and learning of management and business courses in universities in Kwara State?

Research question two was answered based responses of the lecturers collated on the extent of using e-learning facilities for teaching business and management courses in the sampled universities in Kwara State were analysed as shown in Table 2. Mean score of the responses were sum up and the decision was taken considering the rule of thumb.

Table 2: Utilization of e-learning facilities for teaching and learning of management and business courses

S/N	E-Learning Facilities	N	Mean	Std.Dev
1.	Modem	86	3.35	1.10
2.	Printers	86	3.83	0.96
3.	Flash drive	86	3.64	0.96
4.	Memory cards	86	3.34	1.05
5.	Video conferencing	86	2.23	0.99
6.	Projectors	86	3.09	0.95
7.	Computers	86	3.69	1.13
8.	Personal digital assistants	86	2.79	1.10
9.	Hard disk drives	86	3.62	0.92
10.	Ipad	86	2.97	1.11
11.	SMART Board interactive whiteboard	86	3.07	1.30
12.	Mega phone	86	3.28	1.10
13.	Audio tapes	86	2.86	0.89
14.	Video/video tapes	86	2.67	1.07
15.	Virtual classroom	86	2.69	1.20
16.	Network	86	3.53	0.97
17.	Exe	86	2.53	1.20
18.	Flexible learning toolbox	86	2.45	1.17
19.	Respondus	86	2.53	1.32
20.	Voice over internet	86	2.78	1.26
21.	Interactive whiteboard	86	2.88	1.28
22.	Local Area Network	86	3.05	1.15
23.	Wide Area Network	86	3.07	1.12
24.	Software packages	86	3.08	1.08
25.	Internet facilities	86	3.23	1.42
26.	Virtual library	86	2.88	1.14
27.	Wi-Fi	86	3.77	1.03
28.	Email	86	3.74	1.22
29.	E-book readers	86	3.27	1.14
30.	YouTube	86	3.09	1.08
31.	ILearn	86	2.76	1.19
32.	Podcasting	86	2.40	0.99
	Overall Mean	**86**	**98.16**	
	Average Mean		**3.0675**	

Rule of the thumb: 32 – 75 = Almost Never, 76 – 118 = Occasionally, 119 – 160 = Every Time

Table 2 indicates that e-learning facilities were occasionally utilized (mean = 98.16) for teaching and learning activities of business and management courses in the sampled universities in Kwara State tertiary institutions.

Hypothesis One

There is no significant difference in universities in Kwara State in terms of the availability of e-learning facilities for teaching and learning of management and business courses. Responses from lecturers of the sampled universities were collated and analysed as shown in Tables 3 to ascertain the level of difference regarding availability of e-learning facilities for teaching and learning of business and management courses. The decision was taken from the p value, F-value and the mean value.

Table 3: Availability of e-learning facilities for teaching and learning of management and business courses

Schools	N	Mean	SD	SEM	Df	F	P-Value	Decision
Unilorin	42	62.00	14.88	2.29	2			
Kwasu	29	65.24	19.38	3.59	82	1.57	.213	Accepted
Alhkima	14	71.64	21.81	5.83	84			

Significant @ p > .05

Table 3 reveals a one-way Analysis of Variance (ANOVA) within the group was conducted to compare the level of difference regarding to the availability of e-learning facilities for teaching and learning of business and management courses in Table 3. There was no statistically significant difference within the group F (2, 82, 84) = 1.57, .213 @ p > .05. Since the p value is greater than the significant level of .05, the hypothesis was accepted. This implies that the availability level of e-learning facilities for teaching and learning of business and management are not differing among the sampled universities in Kwara State. However, considering the mean responses, UNILORIN (M = 62.00, SD = 14.88),KWASU (M = 65.24, SD = 19.38) and AL-HIKMAH (M = 71.64, SD = 21.81). It can be deduced from the mean score that AL-Hikmah has high mean score within the group, followed by Kwasu and Unilorin respectively.

Hypothesis Two

There is no significant difference in universities in Kwara State in terms of utilization of e-learning facilities for teaching and learning of management and business courses . Responses from lecturers of the sampled universities were collated and analysed as shown in Tables 4 to ascertain the difference in the utilization level of e-learning facilities for teaching and learning of business and management courses. The decision was taken from the p value, F-value and the mean value.

Table 4: Utilization of e-learning facilities for teaching and learning of management and business courses

Schools	N	Mean	SD	SEM	Df	F	P-Value	Decision
Unilorin	42	67.33	14.16	2.18	2			
Kwasu	29	61.41	15.54	2.88	82	2.81	.066	Accepted
Alhkima	14	73.28	21.02	5.61	84			

Significant @ p > .05

Table 4 shows a one-way Analysis of Variance (ANOVA) within the group was conducted to compare the difference in the utilization of e-learning facilities for teaching and learning of business and management courses in Table 4. There was no statistically significant difference within the group F (2, 82, 84) = 2.81, .066@ p > .05. Since the p value is greater than the significant level of .05, the hypothesis was accepted. This implies that utilization level of e-learning facilities for teaching and learning of business and management courses are not differing among the sampled universities in Kwara State. However, considering the mean responses, UNILORIN (M = 67.33, SD = 14.16), KWASU (M = 61.41, SD = 15.54) and AL-HIKMAH (M = 73.28, SD = 21.02). It can be deduced from the mean score that Al-hikmah has high mean score among the group, followed by Unilorin and Kwasu respectively in the use of e-learning facilities for teaching and learning of business and management courses.

Discussion of Findings

The finding of the study showed that e-learning facilities were moderately available (mean = 96.64) for teaching and learning of business and management courses in the sampled universities in Kwara State. The results revealed that e-learning facilities play a significant role in teaching and learning of management and business courses. The finding of the study collaborates with the views of Madu and Pam (2011) who found out that only few e-learning facilities were available for teaching and learning in universities in Kwara state. He further stated that for effective teaching and learning to take place in management and business courses and for the students to be able to acquire relevant skills there is need for adequate provision of all relevant technologies that will enhance the teaching process.

The results revealed that e-learning facilities were occasionally utilized (mean = 98.16) for teaching and learning of business and management courses in the sampled universities in Kwara State. This finding is line with Onojetah (2014) who affirmed that, there is correlation between availability and utilization of new technologies as the status of the former greatly influences the latter, He further stressed that where new technologies are not available, it is probable that utilization will be non-existent. Cohen (2001) indicated that the use of technology has an effect on all aspects of teaching and learning. When educators integrated technology into the lesson, it required new learning approaches to the curriculum

because of the ability to look at and explore information in new ways. Moreover, some studies have emphasized that ICT can help by allowing learners to take a more active role in their learning through different instructional modes or methods

The results of the two hypotheses tested revealed that there was no statistically significant difference in the availability and utilization of e-learning facilities for teaching and learning of management and courses in the sampled universities. This implies that availability and utilization of e-learning facilities was not varying among the selected universities. This finding was supported by Onojetah (2014) who noted that utilization is a function of availability, where there is unavailability; there will be no utilization because they are closely related. The study also is in line with Amiaya (2015) who stressed that the facilities required for teaching and learning of management and business courses are either grossly inadequate or not available in most of the institutions in Nigeria.

Conclusion

Based on the findings of the study, it was concluded that e-learning facilities are moderately available in the sampled universities but it can be seen from the findings that e-learning facilities that will improve the academic performance of students and bridge the gap that exist between theories and practical are not effectively available. E-learning facilities are good way of learning to complement the lecturers' effort in the learning situation. The study also showed that e-learning facilities are been used occasionally for teaching and learning of business and management courses in the sampled universities in Kwara state. In the light of this, the sampled universities should know that e-learning and various ICT tools as real potential technologies that will transform teaching and learning. This will assists the students, and serves as a prerequisite for getting employment and compete with their counterparts in the world of work.

Recommendations

With regard to the discussions of the findings, the following recommendations are drawn from the study:

1. The universities authority should give priority in the provision of e-learning facilities through industry-university collaboration for effective teaching and learning to take place.
2. The universities should not relent on their own efforts through the use of Memorandum of Understanding with international bodies and multinational organization in the provision of e-learning facilities in order to achieve educational goals as stated in national policy of education.
3. Usage of e-learning facilities will assist the lecturers to shifts from traditional methods of teaching to new pedagogy which will enable the students to see themselves as knowledge generator and active participants and lecturers as

facilitators of students learning process. Hence, lecturers should be encouraged through sponsorship and development programmes to acquire knowledge and skills in the area of e-learning facilities to enable lecturers and students to play active role in the classroom.

4. Public universities should encourage their lecturers in the use of e-learning facilities for teaching and learning of management and business courses through regular training and institutional policy e-learning to promote global competitiveness.

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EMPLOYABILITY SKILLS NEEDED TO PREPARE FINAL YEAR DEGREE STUDENTS OF BUSINESS EDUCATION FOR GLOBAL WORK COMPETITION IN IMO STATE, NIGERIA

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Abstract
The study focused on employability skills needed to prepare final year business education degree students for global work competition. The population of the study comprised of 244 male and female final year business education degree students from all the tertiary institutions in Imo State. The instrument for data collection was a 13 items questionnaire. Crombach Alpha Statistics was used to ascertain the reliability of the instrument. Hypothesis was tested at 0.05 level of significance. Data collected was analyzed using mean and standard deviation. Result revealed that employability skills identified in this study is substantially needed to prepare the graduates of business education for global work competition. The result also indicated that the identified employability skills are needed to a very great extent to get the graduates of business education fortified to face the global work expectations and challenges. Conclusion was drawn and recommendations proffered among others that business educators should improve and update their knowledge and skills in line with the global work expectations. This will enable them impact same to the business education students to be able to tackle work challenges of the labour market.

Key words: *Employability skills, needed to prepare, final year degree students, Business education and Global work competition.*

Introduction

The capacity and capability of every graduate determines his salary placement in the labour market. A graduate with required work skill stands the chance to get a job in the labour market without difficulty all things being equal or in a good economy. Acquisition of appropriate general work skills (employability skills) in addition to the core specialization of the graduate is an edge in the work environment. Employability skill is that work value which enables one to acquire a job. It is also working skills that gives people selfconfidence, efficiency and portray the potentials of the employee in the work place. It also enables one to fit in and or get job anywhere in the world in view of the fact that employers of labour usually outline a set of skills needed in their establishments. Employability skill is acquired through academic or training programme. The programme is specified with a period of time and one is expected to acquire the skill at the end of the programme. Acquisition of employability skills increases work focused and related learning/ training programmes of activities in

preparation for prospective job and achieving employability qualification. The possession of employability skill is the major objective of the Business education programme.

Business Education Objectives and Implication for Unemployment

Business Education is that education that prepares the individual for prospective work. The individuals/students of business education are trained and equipped with appropriate skills, knowledge, abilities and competence both mental and physical to be relevant in the labour market and contribute to the development of the economy. Business education empowers the individual with vocational skills and the competence to engage in productively activities, (National Policy on Education, 2004).Business education is really that programme meant prepare students to acquire employability skills for global work competition and eliminate or reduce drastically unemployment through the following goals

1. Inculcating and preparing students for opportunities to explore and establish self businesses
2. Inculcating and developing an intelligent understanding on the various occupant found in the world of businesses
3. Training and preparing individuals to be business teachers/business educators
4. Training and preparing individuals to develop possible interest and future career on business activities.
5. Training and preparing individual to perform business activities common to many other professional areas
6. Training individual on administrative decision and criteria thinking needed to meet the competitive business challenges
7. Training and develop individuals on management skills both private and public enterprise
8. Training and producing effective and efficient, secretarial, accounting, management and marketing experts and managers in the labour environment (Ogunrinbokun, Ojeme, & Salamu, 2015).

Employability Skills Needed in Addition to Core Areas of Specialization

Every graduate of business education is expected to possess general employability skills in addition to the core professional skills. The following are the employability skills needed to equip the graduates of business education to be able to face the challenges of work expectations: communication ability, resilience (ability to absolve pressure or shock), technological ability, ability to get organized, self-confidence, professional ethics ability, thinking/analytical ability, positive attitude, team work, willingness to learn, human relation ability, ability to determine appropriate forms and style of document used in the office and competitive ability. This should be in addition to his/her core professional area.

Communication will enable the graduates to transmit information to persons/group pass instruction to subordinate colleagues and chat in the course of his/her work in line with set objectives. It is the only way a person or group of person transmits some type of information. Communication can be one or two ways process. One way communication is an instruction so to say, that is from the executive/management to subordinates. They may not come back to the boss but actions will be going-on; While two way communication is a situation where information is passed and a response/s is expected, (Davis and Qiue, 2016).

Resilience skill is the ability to absolve pressure or shock unchanged or undamaged. It is the ability to bounce back from adversity serious stress, difficulty, bade experience, unexpected disappointment lost of loved one. Resilient individuals are able to successfully cope with and adapt to any situation in the work place, (Job-Interviw Site,2018).

Technology is the practical use of scientific skills and knowledge in the work place and in every day life activities. It is like 'fuel' or 'motive power' that keeps the engine on. Technology is a driving force that enables the business ideas and actualization of academic objectives (Iwu, 2014). Technology could also be seeing as a scientific methods, systems, devices, skills and knowledge used for practical purposes. It is also the use of modern technical skills, knowledge, devices and machines to communication and process the production of goods and services in the work environment (Atuenyi, 2010).

Getting organized is an organization skill demonstrating leadership acts like coordinating roles in the work place or community voluntarily participating in a long range planning initiative and strategic planning sessions.

Self-confidence is self assurance in one's personal judgment in performance, ability, power etc. Self confidence is acquired through experiences in regular activities in a particular thing. It is a positive belief in one self that in future one can generally accomplish what one wishes to do or be efficient and effective in the work environment.

Professional ethics encompasses the personal and corporate standards of behavior expected be professionals. It also implies quality of workmanship or service. Professional ethics is all about achieving success and influencing reputable excellence and improve work interest and personal ambition (Leando, 2014),

Thinking/analytical skills are the problem solving and decision making values. It is the mental processes that we apply when we seek to make sense of our experience. Thinking/analytical skills goes with what, who, where, when , why and how, these variables are associated with thinking skills to fathom the problem and profile solution. Thinking/analytical is critical and it is the peak of performance in every work environment. Thinking skill enable us to integrate each new experience into the schema that we are constructing on how we want something to be (Charity, 2018).

Positive attitude is something that goes deeper and has an effect beyond surface cheer. Positive attitude achieves positive result (Hasan, 2018). Attitude controls one's life and expression of people and situations. Ones actions is as a result of his attitude which in-turn creates a reaction from others. Your positive attitude will attract positive achievements and positive work atmosphere in the work environment.

Team work is the ability to work together and coordinate work activities willingness to learn is desire and new things take corrections when necessary, get updated with current changes in your profession, be more qualified, efficient and effective in the work place.

Willingness to learn is the human desire, cheerfully consenting and readiness to acquire new knowledge and improve self. This also means that one wants to improve, be more qualified and b**e** up to date with current changes in one's area of specialization (Wikipedia, 2015).

Human relations are ability to study human problems and behaviours arising from organizational and interpersonal relations. It is the process of training employees, addressing their needs, fostering a workplace culture between different employees or between employees and management.

Determining appropriate forms and documents used in the office, the style of usage, what there are used for and how it is used to achieve the work/job objectives. Employability skill development is that resources that resources that supports teaching and learning that is aimed at improving learners knowledge and understanding of the workplace (Charity, 2018). Global employability skills are necessary for obtaining, sustaining and progressing in a job. Employability skills are well achieved when people's potentials are well developed.

Statement of the Problem

There is the concern that the recruitment of graduates for work seems to be inadequately responded to employers demand. It appears that most students are not well prepared and equipped in some skills that can give them equal job opportunity in the labour market. This situation may render the graduates jobless and increase unemployment rate. The unemployment situation will certainly affect the individual, the family and the entire economy adversely. Unemployment as a result of lack of employability skills can also result to mental health, quarrels in the house, insecurity amongst employee, crime and violence, suicide cases, drug abuse, stigma of unemployment, low standard of living, frustration and loss of skill usage, armed robbery, internet fraud, oil bunkering, touting, hired assassinators and poverty (Job Interview Site, 2018). Hence the need to ascertain empirically the employability skills needed to prepare students for global work competition.

Purpose of the Study

The main purpose of this study is to ascertain the employability skills needed to prepare final year degree students of business education for global work competition in Imo State. Specifically, the study sought to:

1. Identify the employability skills needed for global work competition in Imo State
2. Ascertain the extent to which final year business education studentsacquired the global employability skills for global work competition in Imo State.

Research Questions

1. What are the employability skills needed for global work competition?
2. To what extent do the identified employability skills suitable for global work competitions?

Hypotheses

Twonull hypotheses were tested at 0.05 level of significance.

Ho_1 There is no significant difference between the mean ratings of female and male business education final year degree students on the needed employability skills to prepare them for global work competition.

Ho_2 There is no significant difference between the mean ratings of female and male final year business education degree students on suitability of the identified employability skills for work competition.

Method

The research adopted a descriptive survey design. This is because Nworgu (2006) sees survey research as that study which seeks opinion of population using questionnaire or interview. Survey research encompasses any measurement procedures that involve asking questions and getting answer/response from respondents.

The population of the study was 244 female and male (Female 133 and Male 111) final year business education students. Questionnaire was used as instrument for data collection. The instrument was divided into two parts. Part 1 solicited information from the male business education final year degree students on research questions 1& 2, while part two solicited information from the female and male final year business education students on research questions 1&2. The instrument was developed based on modified 4 point likert scale designed to attract the following ratings for research question 1. Substantially needed, (SN-4), Needed (N-3), Undecided (UN-2) Not Needed (NN-1). The research question two was designed based on the following-Very great extent (VGE-4), Great extent (GE-3), Small extent (SE-2) and to no extent (TNE-1). The questions was validated by two business educators from Institute of Management and Technology (IMT) Enugu. The reliability index of 0.88 was obtained with Cronbarch Alpha reliability co-efficient which indicated that the instruments was reliable and suitable for the study. Copies of the instrument were personally

administered to the Respondents. Contacts were established with the Heads of Department (HODs) of the different institutions used for the study as in when to revisit for retrieval of the completed instrument. We agreed on two weeks thereafter went back and collected the instrument from different institutions. 244 Copies of instrument was distributed and only 218 completed instruments was retrieved representing 95% return. Mean and standard deviation was used to analyze the data generated, while t-test was used to test the hypothesis at 0.05 level of significance.

Decision Rule

It was agreed in this study that any mean score from 2.5 4.00 (SN and N) in research question 1, will be accepted. In research question 2, it was agreed as well that any mean score from 2.5 4.00 (VGE and GE) will be accepted. Any items below the above scores will be rejected as not suitable for preparing the students for global work competition. Furthermore, if t-calculated exceeds t-critical, you accept hypothesis, otherwise reject the null hypothesis.

Results

Research Question 1

What are the employability skills needed to prepare business education students for global work competition?

Table 1: Mean ratings of the of needed employability skills to prepare business education students for global work competition:

		Male		Female	
S/N	**Employability skills needed to prepare Business education students for global work competition**	**X**	**Decision**	**X**	**Decision**
1.	Communication ability	3.61	SN	3.57	SN
2.	Resilience ability (ability to absolve pressure or shock undamaged)	3.27	N	2.98	N
3.	Technological Ability	3.81	SN	3.89	SN
4.	Get organized ability	3.15	N	3.25	N
5.	Self confidence	3.08	SN	2.96	SN
6.	Professional Ethics ability	3.81	SN	3.76	SN
7.	Thinking and Analytical ability	3.05	N	3.11	N
8.	Positive attitude ability	2.81	N	3.01	N
9.	Team work ability	3.15	N	2.98	N
10.	Willingness to learn ability	2.87	N	3.03	N
11.	Good Human Relation ability	2.91	N	2.89	N
12.	Ability to determine appropriate form and style of documents for use in the office	3.11	N	3.21	N
13.	Competitive ability	3.69	SN	3.58	SN

The data in Table 1 shows that items 1, 3, 6, and 13 represented substantially needed with mean 3.00 and above, while the other items represented needed, meaning that all the respondents agreed that the identified employability skill is seriously needed for preparing graduates of business education for global work competition.

Question 2

To what extent do the identified employability skills suitable for global work competition?

Table 2: Mean ratings of the identified employability skills suitable for global work competition.

S/N	Employability skills suitable for global male competition	Male Students			Female Students		
		X	SD	Decision	X	SD	Decision
1.	Community ability	3.70		VGE	3.81		VGE
2.	Residence ability (ability to absolute pressure or shock)	3.17		GE	3.15		GE
3.	Technological ability	3.70		VGE	3.73		VGE
4.	Get organized ability	3.44		GE	3.15		GE
5.	Self confidence	3.54		VGE	3.08		GE
6.	Professional ethic ability	3.65		VGE	3.63		VGE
7.	Thinking and analytical ability	3.38		GE	3.11		GE
8.	Positive attitude ability	3.10		GE	3.18		GE
9.	Teamwork ability	3.08		GE	3.03		GE
10.	Willingliness to learn ability	3.51		VGE	3.23		GE
11.	Good human relation ability	3.10		GE	3.15		GE
12.	Ability to determine appropriate forms and style of document used in the office	3.18		GE	2.89		GE
13.	Competitive ability	3.61		VGE	3.57		VGE

The data in Table 2 above shows that items 1, 2, 5, 10, and 13 have mean 3.00 and above, which is very great extent and above the cutoff point. The other items represented Great extent, meaning that all the respondents agreed that the identified employability skills are suitable for global work competition.

Hypothesis I

There is no significant difference between the mean ratings of female and male business education final year degree students on the needed employability skills to prepare them for global work competition.

Table 3: Summary of t-test analysis of female and male final year business education degree students on the needed employability skills to prepare them for global work competition in Imo State.

Source of Variation	N	X	SD	Df	t-cal	t-crt	Level of Sig	Remark
Female	117	3.53	0.71	54	0.43	1.96	0.05	SN
Male	101	3.68	0.91					

The data in 'Table 3' shows that there is a positive correlation between the female final year business education degree students on the needed employability skills to prepare them for global work competition.

Hypothesis 2

There is no significant difference between the mean ratings of female and male final year business education degree students on the extent to which the identified employability skills suitable for global work competition.

Table 4: Summary of t-test of differences on the mean responses of female and male business education final year students on the extent to which the identified employability skills suitable for global work competition in Imo State.

Source of Variation	N	X	SD	Df	t-cal	t-crt	Level of Sig	Remark
Male	101	3.59	0.57	54	0.35	1.96	0.05	VGE
Female	117	3.56	0.55					

Table 4 shows that there is a correlation between the responses of both male and female final year business education students on the extent to which the identified employability skills suitable for global work competition

Discussion of Findings

The results of this study obtained revealed and identified the skills substantially needed to prepare the degree students of business education for global work competition. This is in consonance with Bandaranike (2010) who stated that graduates need employability skill to be conversant with the expectations of the labour market. More so, Business education as a skilled programme is expected to produce graduates fortified and prepared for global work competition (Azubuike, 2004).

The identified employability skills in this study were needed to a very great extend to acquire the capability and the skills for global work competition. In line with what, Social Research Conference (2017) report stated that the employers of labour need a certificatory employability skill for efficiency and productivity. Employability skill is the peak of

performance in every work environment. Employability skills portray the people's work potentials in and give them self confidence and job security. Business education programme should in addition to the core course include the employability skilled courses that can fortify and equip students to face the challenges of global work expectations.

Conclusion

Employability skills are the acquisition and expression of work capacity and capability. The employers of labour expect certain general skills from every prospective graduate's employee for both salary placement and efficiency. These employability skills can also be used for white collar job and self reliance (entrepreneurship). As such, the curriculum of business education should accommodate/include the employability cognitive skills generated by this study for global work competition and for further studies to enhance self for the world of work.

Recommendation

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

1. Curriculum of business education should be reviewed from time to time and embrace the required global employability skills as identified by this study;
2. In view of high work expectations and technological emergence, business educators are expected to improve and update their knowledge and skills in line with the global work expectations. This will enable them impact same to the business education students.
3. Lecturers should pattern an evaluation method to arrest the students none seriousness in their academic work. This will enable form the students academically to perform in any working environment.

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BUILDING THE CAPACITY OF STUDENTS OF BUSINESS EDUCATION (ACCOUNTING) WITH ACCOUNTING SOFTWARE SKILLS FOR IMPROVED SERVICE DELIVERY IN MODERN OFFICE AND SCHOOL ENVIRONMENTS

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Abstract

Building the capacity of students of business education (accounting) demands that lecturers should possess relevant technological competencies including accounting software skills. The study assessed how students' capacities can be built with accounting software skills for improved service delivery in modern office and school environments. One research question guided the study and two hypotheses were tested at 0.05 level of significance. Descriptive survey design was adopted. A sample of 293 was selected through proportionate stratified random sampling technique from a population of 489. The main instrument for data collection was a four point rating scale questionnaire with 20 items. The data collected were analysed using mean and standard deviation to answer the research question and determine the homogeneity or otherwise of the respondents while the t-test and ANOVA were used to test the hypotheses. Findings showed that business educators and employers of labour agreed that accounting software skills were needed to build the capacities of business education (accounting) students. There was no significant difference in the mean ratings of business educators and employers of labour and in the mean ratings of male and female business educators and employers of labour in Delta State on the accounting software skills needed to build capacities of business education (accounting)students.

Keywords*: Capacity, competencies, accounting software skills, service delivery*

Introduction

Education is a vital instrument for transformation and social change which makes the recipients to contribute positively towards the general good of the nation. The relevance of education is reflected in the goals of education which includes the development of appropriate skills, mental, physical and social abilities and competencies which enable the individual to become useful citizens. In actualizing the above, teaching has to be practical, activity based, experiential and Information Technology (IT) supported. Business education is a programme of study which aims at creating awareness for business occupations and preparing youths for work and people to become better citizens and intelligent consumers of goods and services (Azuka, Nwosu, Kanu , Agomuo in Amahi , 2018). The above definition was summed up in a statement on the meaning of business education by Tonne in Rotua

(2017) as “education for and about business”. This means training that would make students to learn facts, acquire skills, develop abilities , solve problems and be able to have business like attitudes for business success. Achieving these ideals requires building and improving students' capacities in terms of new technologies particularly in accounting software skills (ASS) through the use of computers. Accounting is considered one of the most imperative parts of running a business and those days are over when accountants used to maintain and represent transactions /records manually.

Accounting software skill is the ability to perform accounting functions through the use of accounting software packages. Accounting involve the process of recording , classifying or sorting , summarizing monetary transactions of organizations and interpreting the information therefore for software developed by software engineers and professional accountants available on the internet , each with its own peculiarity. There are several software developed by software engineers and professional accountants for different types of businesses as well as software covering different accounting fields. Examples are small business accounting software, construction accounting software, personal accounting software, payroll accounting software, home accounting software, manufacturing accounting software, call accounting software etc (Talal, 2009).Some of the most popular web based software which cover the above mentioned accounting fields include Peachtree complete accounting software, MYOB business essentials accounting software , Cougar mountain accounting software, Bookkeeper accounting software, Simply accounting software CYMA IV for windows accounting software, Dac easy accounting software and Bottom line accounting software.

It is important software for imparting skills and competencies for effective teaching, learning and service delivery. The advent of new technologies has brought changes in the business world and the way things are done. Onah in Umah and Nwokike (2016) posit that the traditional method of accounting has been gradually replaced with new technologies (computer) resulting in the computerization of the accounting systems of both public and private organizations. The computational , task - oriented style of accounting work , which is tedious , takes longer time to accomplish and prone to costly mistakes has given way as technological advancements have enhanced the ability of graduates to interpret data efficiently and effectively. With the knowledge of accounting software, students on graduation would be able to interpret the language of business with such ease. According to Hancock, Howieson, Kavanagh, Kent, Tempone and Segal (2009), one of the important skills employers want accountants to possess is the mastery of accounting software.

The low level of skills and knowledge possessed by accounting graduates entering the workforce has been of concern to employers for a number of years (Cory & Pruske, 2012). One question that readily comes to mind is how would academics help students of accounting and business education (accounting) graduates to meet the set of skill demands both at job entry point and advancement in their careers (De Villiers, 2010; Kavanagh

&Drennan, 2008). As a result of the new demand of the labour market, there has been a consistent global call for considering the importance of employability skills across all sectors and job types in Nigeria. The ability of applicants to have acquired basic skills, and being familiar with computer usage, may open up a wide range of employment opportunities and increase their marketability in the workplace. Tertiary institutions have a duty to equip students with employability skills by integrating the skills into their curriculum.

Building the capacities of students of business education (accounting option) is very necessary as software developers have created software for every imaginable business accounting process even beyond core accounting modules such as general ledger, job costing, bank reconciliation, cash management, budgeting, tax preparation, forensic accounting, financial statement compilation and asset depreciation etc.

The introduction of new technologies in accounting software has challenged lecturers of business education to have a compelling need to acquire accounting software skills and Information and Communication Technology (ICT) skills to be able to build more capacities for their students to enable them become employable. It functions as an accounting information system. It may be developed in-house by the organization using it, may be purchased from a third party, or may be a combination of a third-party application software package with local modifications. Accounting software may be on-line based, accessed anywhere at any time with any device which is Internet enabled, or may be desktop based. It varies greatly in its complexity and cost (Futura, 2012)

Accounting software is a class of computer programmes that enable you to manage your business's financial transactions (Walton, 2009). Such programs can vary widely in scope, with some programs designed for little more than simple bookkeeping and some designed to manage the entire financial comings and goings of large businesses. Using accounting software helps companies to use the resources in their accounting departments efficiently, and can reduce costly bookkeeping mistakes. Accounting software is typically composed of various modules, different sections dealing with particular areas of accounting (Kepes, 2016)

Today computer competency is a very important part of an accountant's technical ability. All companies use some form of a computerized accounting system, such as QuickBooks, Peachtree, or MYOB or SAP and several management accounting tools enabled by information technologies. In fact, there is no single organization whether it is a small or medium or large enterprise that does not use some accounting software to manage its accounting transactions and reports. These systems use a variety of computer functions to properly record financial information and create financial statements and reports. Thus, accounting application software solutions are pervasive in industry and employers expect accounting graduates to have good mastery of accounting software skills (Hancock et al 2009). MYOB, Quick-books, NetSuite, Account-Edge and Sage Peachtree are some of the most popular computerized accounting systems used by small and medium-sized enterprises

(SME) all over the world. These software packages help SMEs to manage inventory, customers, vendors, employees, payroll, general ledger, accounts payable, accounts receivable, time billing, costing, banking, fixed assets, financial statements and reports. Some universities use one of these software tools to teach accounting concepts at the foundation level to business students. Some of the software is general ledger which is used to take care of the company's financial dealing such as accounts payable where the company enters its bills and pays the money it owes. Account receivable where money received is entered (Jain, 2016). The following are some of the products of accounting software

1. **Point of Sale (POS):** It is a point of sale solution with one or multiple locations. It is quick intuitive, secure and a solution for any retail restaurant and establishment with integrated payroll, inventory tracking customer relationship management (Lam, 2013). It is used for accounts payable, account receivable bank and billing and invoicing
2. **Quick-books:** This is the leading accounting software used by small business. It offers easy to use software that performs some accounting services such as scanning of receipt, paying employees, syncing data across devices, manage finances, instant access to customer, vendor and employees information, closely monitor inventory, track daily sales, manage distribution tips and, making sound financial decisions
3. **Moneypenny.me**: This is the smartest cloud accounting software designed for small business and freelancers. With money penny.me one can track time, projects, teams and expenses from any device. It is used to do the following professional online billing, smart and quick invoicing, swift payment reminders, automated recurring invoices, fully flexible and slick layouts, time tracking on-the-go, integrated project tracking, logtime from any device,easy timesheet management, turn time entries into invoices, painless expense tracking andsnap and go receipts, detailed expense reports, instant expense updates, assign tax friendly categories (Revel Systems, 2016) Moneypenny.me is used by the following
    a. By freelancers by helping to organize clients, teams business data and projects on-the fly
    b. Small business : owners can get instant team and business overview painless integration
    c. For startup: safe affordable rather than wasting fund on costly and complicated book keeping. (Revel Systems, 2016)
4. **Peachtree Accounting Software:** This is an accounting system made by sage software for small and medium size businesses to manage their books. Peachtree software makes a more difficult and complex process into a simple process that anyone can use by reconstructing it. It assists managers and controller to automate

and manage numerous accounting tasks such as making journal entries, view financial statements that it creates, reconciling account payable and receivable, creating financial statements and check invoices. The benefits include:

a. Providing accuracy that manual bookkeeping cannot
b. Ensuring that proper journal entries are made and that all accounts balance

5. **Fast Fund Accounting:** This software is for fund accounting designed for multi-funded small to medium non- profit organizations. It is a user definable chart of accounts that can identify funds, funding sources, programs, grants, sites and object codes. It is used for cash receipt and disbursement, cheque writing, journal entries (recurring and reversing), budget report, bank reconciliation, self-balancing fund, grant reporting allows, The software is used by social service, community service, arts, education, religious and foundations (Araize, 2009).

A reliable accounting system is essential for any business irrespective of the size. Some businesses keep handwritten ledgers and spreadsheet-based accounts, while others use computerization which is more advantageous over using manual accounts. Accounting software has the advantages of assisting in saving time and money and gives an important insight into businesses in the following manner. Speeding up processes by reducing delays in the making of a sale and generating an invoice, Data entry is simplified as inputting data is fast, straightforward and only needs to be done, It reduces errors by computerizing calculations that would have historically been done manually, Automating tasks such as calculating pay, producing pay slips, automatically calculating value added tax VAT etc, Automating reports and analysis in the areas like profit and loss, debtors and creditors, customers account, sales forecasting and inventory counts, It supports other functions like e filing and e-banking . The following are the disadvantages of accounting software .It is costlier than manual based accounting, It takes time to set up and it is a chargeable service, It requires purchase of yearly maintenance and support, Account package can be designed to suit your business.

Statement of the Problem

The advancement in technology resulting in the use of accounting software skills such as Microsoft Excel, Peach tree accounting, Quick-book, etc, and the introduction of micro-electronics, telecommunications equipment, internet and computers to today's, offices and schools, demands that students of Business Education (Accounting) on graduation should have been properly equipped with relevant skills (capacity building) because employers, as Donna in Oladunjoye (2015) observed, continually seek and demand for skilled and knowledgeable workers. But the current business education curriculum in Nigeria is highly theoretical and rhetorical in nature (Okoli, Ohaegbulem & Oduma, in Oladunjoye, 2015). A look at the curricular of business education in our tertiary institutions

particularly in most of our universities shows that the ICT skills and the accounting software skills are not incorporated in their curricular (Azih, 2011). The curriculum which seems not to be comprehensive and not capable of imparting positively the relevant accounting software skills in students to build their capacities may have been the cause for the dearth of qualified skilled business education (accounting) graduates.

The challenges faced by business education (accounting) graduates in meeting the needs and demands of the work place in Nigeria today poses a major question. It does appear that most of the contents in the business education (accounting) curriculum do not expose students adequately to acquire, the requisite skills, competencies necessary and needed in the world of work.

It is in line with the above assertion that Ojukwu in Akpotohwo and Amahi (2006) opined that business education programme was not exposing students adequately to current and relevant business information and suggested further research on the attitudinal and managerial competencies often claimed to be responsible for success after graduation. If the exact mix of skills and competencies needed by employers of labour and expected of business education (accounting) graduates for success in the work place are not reflected, then there is need for the ascertainment and determination of the skills, competencies of business education (accounting) graduates to meet the needs of the changing society. Such changes include but not limited to changes in technology. In view of the above there is gap in skills between what graduates learnt and acquired and what they are to offer in the world of work, hence the problem is to empirically determine the accounting software skills needed to build the capacities of students of business education (accounting option) as perceived by employers of labour and business educators in view of the dynamism of the world.

Purpose of the Study

The main purpose of the study was to identify the accounting software skills needed to build the capacities of students of business education (accounting) as perceived by business educators and employers of labour in Delta State.

Significance of the Study

The study would be of significance to students of Business Education programmes, Business Educators, Curriculum reviewers, educational planners, employers of labour and owners and operators of computer training centres. Business educators would benefit from the outcomes/results of the study as it would make them to understand the accounting software skills needed to build capacities of their students. The study would also expose the Students of Business Education (accounting) to be aware of the needed skills, competencies needed by them for capacity building to be able to meet the expectations of employers at the work place. Again it would enable the students and graduates to understand which skills components make up accounting software, and ICT skills as transferable or employability skills needed by them to be able to perform satisfactorily well in their work places.

Educational planners, curriculum reviewers would also find it useful as a guide for the review of content and learning experiences in the review of curriculum for business education (accounting) students as the world has become dynamic. Supervisory agencies of education would use it to assist curriculum reviewers and school administrators on the requirements of the various packages and how they are used in the offices and classrooms.

Research Questions

The study sought to provide answers to the following research questions:

H0: What are the accounting software skills needed to build the capacities of students of business education (accounting) by business educators and employers of labour.

Hypotheses

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

1. There is no significant difference in the mean responses of business educators and employers of labour on the accounting software skills needed to build capacity of students of business education (accounting option) based on gender.
2. There is no significant difference in the mean responses of business educators and employers of labour on the accounting software skills needed to build capacity of students of business education accounting (accounting option) based on experience

Method

The design adopted was a descriptive survey. It is a method of obtaining information from various groups or persons mainly through the use of questionnaire or personal interviews in order to provide relative and complete understanding of what is happening at a given period and time (Gay, Mills & Airasian, 2006; Stangor, 2007).Also the objective of a described investigation centres on opinions, attitudes and perceptions(Nworgu, 2015). The method was suitable because it allowed respondents to freely express their views regarding their knowledge on the accounting software skills needed to build capacities of students. Data gathered from the questionnaires was analyzed using descriptive statistics: mean and standard deviation to answer the research questions and ascertain homogeneity or otherwise of the respondents. Inferential statistics: t-test and ANOVA were used to test the null hypotheses at0.05level of significance. Grand mean was used for decision making for the research questions

In order to determine the extent of perception of accounting software skills expected of business education (accounting) graduates a decision rule based on a mean rating of 3.00 points was used. Items with mean rating of 3.00 points and above was regarded as perceived accounting software skills expected of business education(accounting) graduates while item with mean rating below 3.00 points was regarded as not perceived accounting software skills expected of business education(accounting) graduates. For the hypotheses, where the calculated p-value is less than the stipulated level of significance (0.05), it means that there was significant difference and the hypothesis was rejected. Conversely, where the calculated

p-value is equal to or greater than the stipulated level of significance (0.05), it means that there was no significant difference and the hypothesis was not rejected. The population of the study comprised 489 employers of labour and business educators made up of 332 employers of labour and 157 business educators from zonesand tertiary institutions in Delta State. The proportionate stratified random sampling technique was employed to choose 137 employers of labour from urban locations and 62 employers of labour from rural locations and 94 business educators from the tertiary institutions in Delta state.

Results

What are the accounting software skills expected of business education accounting graduates by business educators and employers of labour.

Table 1: Mean ratings on the accounting software skills needed to build capacities of students of business education (accounting)by business educators and employers of labour. N = 293

S/N	Accounting Skills	Mean	SD	Decision
1.	Ability to use accounting software and applications to track incomes and receipts	3.40	.49	Agree
2.	Ability to use accounting software and applications to process payments and payroll	3.60	.49	Strongly agree
3.	Ability to use accounting software and applications to re-bill expenses and check invoices	3.40	.49	Agree
4.	Ability to use accounting software and applications to reconcile bank and accounts payables and receivables	3.46	.50	Agree
5.	Ability to use accounting software and applications to process accounts payables and receivables	3.54	.50	Strongly agree
6.	Ability to use accounting software and applications to scan receipts	3.53	.50	Strongly agree
7.	Ability to use accounting software and applications to handle and closely monitor inventory	3.60	.49	Strongly agree
8.	Ability to use accounting software and applications to create financial statements	3.40	.49	Agree
9.	Ability to use accounting software and applications to daily expenses and taxes.	3.46	.50	Agree
10.	Ability to use accounting software and applications to make sound financial decisions	3.53	.50	Strongly agree
11.	Ability to use accounting software and applications to make journal entries	3.33	.47	Agree
12.	Ability to use internet for instructional delivery	3.40	.49	Agree
13.	Ability to use internet materials to plan and for teaching and learning.	3.54	.50	Strongly agree
14.	Ability to give students assignments and access the assignments through email.	3.40	.49	Agree
15.	Ability to use Microsoft-excel to teach and work.	3.54	.50	Strongly agree

16.	Ability to generate graph and perform some basic calculations.	3.33	.47	Agree
17.	Ability to use power point for teaching, learning and presentation.	3.54	.50	Strongly agree
18.	Ability to analyze data and organize information and build computer models or simulation by using computer and its networks	3.40	.49	Agree
19.	Ability to insert images, change objects, attributes, adding sounds, creating and selecting objects in a presentation.	3.40	.49	Agree
20.	Ability to create and insert, symbols, tables pictures and diagrams on document.	3.40	.49	Agree
	Grand Mean	**3.46**		**Agree**

The analysis in Table 1 shows the grand mean of 3.46 which indicates that business educators and employers of labour agreed that accounting software skills are needed to build capacity of students of business education (accounting option) . The item by item analysis shows items 2, 5, 6, 10, 13, 15 and 17 with mean ranging from 3.53 to 3.56 indicating that business educators and employers of labour strongly agreed that accounting software skills are needed to build capacities of students of business education (accounting option), while items 1, 3, 4, 8, 9, 11, 12, 14, 16, 18, 19 and 20 with mean ranging from 3.33 to 3.46 indicate that business educators and employers of labour agreed that accounting software skills are needed to build capacities of students of business education (accounting option) .The standard deviation showed that there is homogeneity amongst responses indicating a greater consensus of opinion.

Test of Hypotheses

Hypothesis 1

There is no significant difference in the mean ratings of business educators and employers of labour on the accounting software skills needed to build capacities of students of business education (accounting) based on gender. The hypothesis was tested using t-test. Summary of the test is presented in Table 2 below

Table 2: t-test analysis on the mean ratings of male and female business educators and employers of labour in Delta State on the accounting software skills needed to build capacities of students of business education (accounting) based on gender.

Accounting Software Skills	N	X	SD	Df	P-value	Decision
Male	169	3.46	.07			
				101	.67	Not Significant
Female	124	3.46	.07			

As shown in Table2, the difference in the mean ratings of male and female business educators and employers of labour in Delta State on the accounting software skills needed to build capacities of students of business education (accounting option) was not significant. This is shown by the p-value % 0.67 which is greater than the stipulated 0.05 level of significance. Therefore, the null hypothesis of no significant difference between the two groups is not rejected.

Hypothesis 2

There is no significant difference in the mean ratings of business educators and employers of labour on the accounting software skills needed to build capacities of students of business education (accounting) based on experience.

The hypothesis was tested using Analysis of Variance. Summary of the result is presented in Table 3 below .

Table 3: Analysis of variance on mean ratings of business educators and employers of labour in Delta State on the accounting software skills needed to build capacities of students of business education (accounting) based on experience

	Sum of Squares	df	Means Square	F	P-value
Between Groups	.004	2	.002	.422	.656
Within Groups	1.286	290	.004		
Total	**1.290**	**292**			

As shown in Table 3 there is no significant difference among the three groups in terms of their mean ratings on the accounting software skills needed to build capacities of students of business education (accounting) based on experience (0-5 years, 6-11 years and above 11 years), as the F-ratio 2, 290 is .422 and *P-value %* .656 is greater than the stipulated 0.05 level of significance. Therefore the null hypothesis is not rejected.

Discussions

Accounting Software Skills Expected of Business Education (Accounting) Graduates

The results of the study indicated that business educators and employers of labour in Delta State agreed that accounting software skills were needed to build the capacities of students of business education (accounting).The item by item analysis showed that the capacities of business education (accounting) students needed to be built to enable them possess the skills of using accounting software and application to process payments and payroll, process accounts payables and receivables, scan receipts, handle and closely

monitor inventory, make sound financial decisions, use internet materials to plan and for teaching and learning, use Microsoft-excel to teach and work, use power point for teaching, learning and presentation , as strongly agreed by the perception of business educators and employers of labour with mean ranging from 3.53 to 3.56. Also perceived as skills needed to build the capacities of students of business education(accounting option) are the ability and skills to use accounting software and application to track incomes and receipts, re-bill expenses and check invoices, create financial statements, make journal entries, use internet for instructional delivery, give students assignments and access the assignment through e-mails, generate graph and perform some basic calculations, analyse data, and organize Information and build computer models or simulation by using computer and its networks, insert images, change objects, attributes, adding sounds, creating and selecting objects in a presentation, create and insert symbols, tables pictures and diagrams on document with mean ranging from 3.33 to 3.46..The standard deviation showed that there was homogeneity amongst responses indicating a greater consensus of opinion.

The findings of the study corroborates that of Hancock, Howieson, Kavanagh, Kent, Tempone and Segal (2010) who stated that one of the important skills employers want accountants to possess is the mastery of accounting software. In support of this, Kepes (2016) observed that accounting software helps companies to use the resources in their accounting departments efficiently, and can reduce costly bookkeeping mistakes. Tam and Godfrey (2011) also corroborated the relevance of the acquisition of accounting software skills by business education (accounting option) graduates as accounting systems and accounting software packages and internet tools were categorized first into varying degrees of importance. Thus, accounting application software solutions are pervasive in industry and employers expect accounting graduates to have good mastery of accounting software skills. The dissatisfaction with the skills and knowledge demonstrated by accounting graduates entering the workforce has been of concern by employers for a number of years (Cory &Pruske, 2012). One question that readily comes to mind is how would academics help students of accounting and business education(accounting option) meet the set of skill demands both at job entry point and advancement in their careers (De Villiers, 2010; Kavanagh &Drennan, 2008). These software packages help SMEs to manage inventory, customers, vendors, employees, payroll, general ledger, accounts payable, accounts receivable, time billing, costing, banking, fixed assets, financial statements and reports. Some universities use one of these software tools to teach accounting concepts at the foundation level to business students. Some of the software include general ledger which is used to take care of the company's financial dealing such as accounts payable where the company enters its bills and pays the money it owes. Account receivable where money received is entered (Jain, 2016).

Findings from the test of hypotheses revealed that there was no significant difference in the mean ratings of business educators and employers of labour on the accounting software skills needed to build capacities of students of business education (accounting option) based on gender and experience. Therefore the null hypotheses were upheld. This disagrees with the findings of El-Mansour and Dean (2016) that there was a significant difference in the use of technology. There was no doubt that business education (accounting option) students have a compelling need and are expected to build their capacities by possessing accounting software skills to be able to be employed and make progress or advance in their work. The researcher is worried that this may not be achieved in the foreseeable future. This is due to the non- inclusion of ICT and accounting software skills in the curricular of business education at the tertiary institutions level. In addition tertiary institutions presently lack adequate capacity to address the issue due to the dearth of the state-of-the-art computer laboratories and the non- availability of requisite software in the institutions. Added to the above and most crucial is the lack of knowledgeable members of the academic that would impart the knowledge, skills values and competencies in the area of accounting software skills as they cannot give what they do not have.

Conclusion

Based on the findings of the study the following conclusions are drawn. Many students of business education (Accounting) do not have accounting software skills as a result of the advancement in technology which has brought about changes in the ways and manner office, accounting and management duties are performed. Therefore students' capacities need to be built by helping them to possess the relevant skills in order to be employable and perform accounting jobs through the use of computers.

Recommendations

Based on the foregoing conclusions, the following recommendations are made:

1. Modern technologies needed in the era of technological advancement should be integrated into the curriculum of business education programmes in Nigerian tertiary institutions. In addition, lecturers currently employed by institutions offering business education courses have to receive further training in using technologies in teaching the new body of knowledge. This would enable students upon graduation possess the much needed 21st century employability skills that may facilitate their job opportunities in the labour market.
2. Government, private and public sector Institutions, Non-Governmental Organizations (NGOs), including philanthropists, could assist in providing modern infrastructural facilities and Instructional materials to business education programmes in the Nigerian tertiary educational institutions so as to ease transmission of generic skills to students.

3. Periodic workshops and awareness campaign should be organized for business educators on how best to impart skills on the students.
4. Modern information and communication technology tools and accounting software packages need to be provided for the business education(accounting option)students to practice with. Also, trained personnel should be employed to handle the ICT Units for effective impartation of knowledge and skills on the students

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IDENTIFICATION OF NEW TECHNOLOGY SKILLS REQUIRED BY TEACHERS OF OFFICE TECHNOLOGY AND MANAGEMENT FOR TEACHING IN POLYTECHNICS IN NORTH CENTRAL NIGERIA

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Abstract

The study examined the new technology skills required by teachers of office technology and management for teaching in Polytechnics in North central Nigeria. One research question guided the study and the hypothesis of no significant difference was tested using the independent t-test at 0.05 level of significance. Descriptive survey design was adopted. The population of the study consisted of 85 teachers of office technology and management (OTM) drawn from Polytechnics in North central Nigeria. The entire population was adopted as the sample in view of the small size. The main instrument for data collection was a four point rating scale questionnaire. The data collected were analysed using mean and standard deviation. The mean was used to answer the research questions while the standard deviation was used to determine the closeness or otherwise of the responses from the mean. The findings revealed that OTM teachers highly required new technology skills in the use search engines, hypertext markup language, browsers on the World Wide Web, interactive multimedia packages, web 2.0 tools, Wi-Fi, short messaging services, and multimedia messaging service. The findings further revealed that there was no significant difference between the mean response of experienced and less experienced teachers of OTM on the new technology skills required for teaching in Polytechnics (t_{80} = 0.215, P>0.05). It was concluded that new technology skill are critical for the production of competent OTM graduates who will fit perfectly in to the modern work trend. Based on the findings and conclusion of the study, it was recommended among others that authorities of Polytechnics must make it a point of duty to ensure regular retraining of OTM teachers on the use of new technologies for teaching.

Key words: *New Technology; Skill; Office Technology and Management*

Introduction

The role of new technologies in teaching and learning is rapidly becoming one of the most important and widely discussed issues in contemporary education as observed by Thierer (2000) in Onojetah (2014). Hence, educational professionals agreed that these

technologies have the prospects for improving teaching and learning as well as showing workforce opportunities. It is also evident as agreed by Amiaya (2016) that the traditional educational environments are not suitable for preparing learners to function or be productive in the workplace in today's society. Therefore, educational institutions that fail to incorporate new technologies cannot seriously claim to prepare their students for life in the 21st century knowledge-driven economy.

The paradigm shift in the knowledge-driven economy has necessitated rapid changes in production technologies which have shifted the demand from existing categories of personnel to other types, creating new jobs and occupations, eliminating or making those without new skills or knowledge obsolete. It is in view of the above that Ademola (2014) opines that the knowledge and skills which Office Technology and Management (OTM) teachers require at present must reflect the growing use of new technologies, so as to facilitate the graduation of professionals who can function effectively in a knowledge-driven economy.

Office Technology and Management (OTM) is a nomenclature that was used to replace the Secretarial Studies as it was formally called. The National Board for Technical Education (NBTE) in the year 2004 deemed it necessary to make some crucial adjustments in the former secretarial studies course, especially in the curriculum and course specification. Originally, this change was carried out by the Board to reflect the technological innovations that have transformed the modern business environment of the 21st century. Baba and Akarahu (2012) assert thatOTM is used as a comprehensive term referring to aspects of the educational process involving, in addition to general education, the study of related technologies and related sciences and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of the economic and social life. They added that the design of the OTMprogramme components also appears to be in response to a global initiative with an objective that portends new academic direction in favour of new technologies for teaching in OTM. New technologies are especially invaluable in skill-related education programme such as OTM, where graduates are required to demonstrate skills and competencies demanded in a 21st century that is highly competitive and technology driven.

David and Gushi (2010) report that tremendous improvements in new technologies have certainly impacted the education sector in all societies. These improvements have been very pronounced and especially invaluable in OTMprogrammes. Similarly, Ekwue, Anyeabunam and Alfa (2016) opine that the increased use of new technologies in OTM makes teaching and learning increasingly flexible, multi-tasking and performance based. Since educational institutions exist for the purpose of teaching and learning, human and material resources are deployed for this purpose. New technologies are the material resources provided for teachers and students to optimize their productivity in the teaching and learning process.

Skill is the ability to do something well, usually gained through training or experience that is needed. This skill can be obtained through education, training or experience that will inculcate into the individual how to carry out or discharge his / her responsibilities very well with the new knowledge. Fadere (2004) in Inalegwu, (2016) saw skill as "expertness, aptitude and competences appropriate for a particular job, it has to do with expert knowledge and creative reasoning to a level of mastery". In order to attain these skills, the individual needs to acquire basic training or knowledge levels related to the task to be performed whether through formal, informal or combination of the two. Boytziz (2010) defined skill as the ability to demonstrate a system and sequence of behavior that is functionally related to attaining a goal. Effective teaching of OTM in any learning environment requires the demonstration of various skills which invariably enables students to learn by improving their knowledge, competencies, attitudes and values. Teachers of OTM are vital in the implementation of required skills to the students through the acquisition and possession of required competencies.

Innovations in new technologies has created a 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. New technologies imply new exploration and application of concepts, principles and processes for the improvement of human life. Olayanju (2016) opines that new technologies are any set of productive techniques which offer a significant improvement (whether measured in terms of increased output or saving costs) over the established 'technology' for a given process in a specific historical context. Defined thus, what is seen as 'new' is obviously subject to continual redefinition, as successive changes in technology are undertaken. For OTM teachers to maintain high standard in knowledge dissemination, they must embrace the technicalities of new technologies. Osuala (2009) stressed the need for secretarial teachers to have a reasonable understanding of technologies. He lamented that not much has really been accomplished and not a great deal would be until the curriculum for business teachers include substantive learning in these areas.

However, Nwokocha and Onwuchekwa (2014) observe that despite the enthusiasm towards the use of new technology and the huge investments in the acquisition of these tools, the potential of increased instructional effectiveness and an economic financial investment, the use of new technologies seem to have little impact in the class room because some business education lecturers are showing signs of apathy towards new technologies. Similarly, Okoli and Wagbara (2016) observe that many of the teachers lack knowledge and skills to use new technologies and in addition are not enthusiastic about the changes due to inadequate training to meet up with technological flux. There is also the fear of the unknown which leads to resistant behavior (Chukwumerije, 2012). A critical question that comes to mind is how many teachers of OTM are competent enough to use the available new technologies and become receptive to change by knowing the strengths and limitations of

these technologies? How many of these teachers understand what can and cannot be achieved with new technologies to allow the realization of its maximum potentials?

Regrettably, a nationwide study by Okeke, Ezenwanfor and Umoru (2012) revealed a general low extent of utilization of new technology tools by OTM students and lecturers in Nigerian tertiary institutions. Nwosu and Mbeazue (2016) maintain that most of the teachers of OTM were not effectively taught with new technologies. Therefore, they had to be retrained in the proper use of new technologies in instructional delivery. He added that resistant to change especially by older teachers is one of the greatest handicaps affecting the proper utilization of new technologies in teaching and learning. Although there have been series of orientation, awareness campaign and sensitization for OTM teachers especially to acquire skills in the use of new technologies, the skills acquired by most of them fall short of what is required to be able to utilize new technologies in teaching (Omeje, 2009).

The problem of this study therefore is to identify the new technology skills required by OTM teachers for teaching in Polytechnics. This is in view of the consequences of professional obsolence on the part of the teachers, increased graduate unemployment, poverty and youth restiveness as the effect of producing half-baked graduates on the economy is better be imagined.

Research Question

What are the new technology skills required by teachers of office technology and management for teaching in Polytechnics in North-central Nigeria?

Research Hypothesis

There is no significant difference in the mean response of experienced and less experienced teachers on the new technology skills required by teachers of office technology and management for teaching in Polytechnics in North-central Nigeria.

Methods

The study used the descriptive survey design with 85 office technology and management teachers drawn from eight accredited public Polytechnics in the six states of the North-central Nigeria. These Polytechnics include: Benue State Polytechnic, Ugbokolo; Federal Polytechnic, Idah; Kogi State Polytechnic, Lokoja; Federal Polytechnic, Offa; Kwara State Polytechnic, Ilorin; Federal Polytechnic, Nassarawa; Federal Polytechnic, Bida; and Plateau State Polytechnic, BarkinLadi. The entire study population was used for the study since the population was not too large. There was therefore no sampling. The instrument used was the New Technology Skills Required by Office Technology and Management Teachers Questionnaire (NTSROTMTQ). The questionnaire consisted of 20 items based on the purpose of the study and the research question. The instrument was validated by one Senior lecturer in the Department of Business Education, Kwara State

University Malete and one Chief lecturer in the Department of Office Technology and Management, Federal Polytechnic, Bauchi. A pilot study was conducted at the Federal Polytechnic, Bauchi, in order to establish the reliability of the instrument. Cronbach Alpha was used to determine the reliability of the instrument which yielded a reliability coefficient of 0.81. Each of the items was assigned four response options of Highly Required (HR-4 points), Moderately Required (MR-3 points), Slightly Required (SR-2 points) and Not Required (NR-1 point). The data collected were analysed using the mean and standard deviation. The mean was used to answer the research questions while the standard deviation was used to determine the closeness or otherwise of the responses from the mean. Positive decision rule for this study was established at a mean of 2.50 and above while any mean less than that was regarded as negative. The null hypothesis stated was tested using the t-test at 0.05 level of significance. Hypothesis of no significant difference was accepted when the observed probability value was greater than or equal to 0.05 level of significance. Where the calculated probability value was less than 0.05 level of significance, the null hypothesis was rejected.

Research Question

What are the new technology competencies required by OTM teachers for teaching in Polytechnics in North-Central Nigeria?

Table 1: Mean and standard deviation of responses on the new technology skills required by OTM teachers for teaching in Polytechnics

S/N	Item Statements	$\overline{X}$	SD	Remark
1.	Ability to search for information using the search engines on the web	3.50	0.59	Highly Required
2.	Ability to use hypertext markup language (HTML) editors to create hypermedia web pages and educational web pages	3.54	0.55	Highly Required
3.	Ability to use browsers to support access and navigation on the world wide web	3.58	0.52	Highly Required
4.	Ability to mail teaching contents with attachment through the e-mail or list servers	3.05	0.68	Moderately Required
5.	Ability to create blogs and microblogs for publishing written materials	3.18	0.72	Moderately Required
6.	Ability to use collaborative sites and software such as wikis for content creation and editing	3.34	0.50	Moderately Required
7.	Ability to use social media platform such as Face book, YouTube, Twitter, Instagram etc. to post teaching contents.	3.26	0.49	Moderately Required
8.	Ability to use interactive multimedia and presentation application for teaching	3.76	0.51	Highly Required

9.	Ability to use interactive forms on the web to create feedback or ask questions	3.44	0.57	Moderately Required
10.	Ability to use Web 2.0 tools to interact and collaborate for teaching and learning purposes.	3.52	0.54	Highly Required
11.	Ability to use interactive on-line survey tools (SurveyMonkey, Zoomerang, etc.)	3.21	0.58	Moderately Required
12.	Ability to organize videoconferencing, Internet phone chat or discussion forums online (Skype, TeamSpeak, etc.)	3.09	0.67	Moderately Required
13.	Ability to create e-portfolio or digital portfolio using mobile phone	3.51	0.55	Highly Required
14.	Ability to use the Wi-Fi to gain access to teaching resources via internet	3.54	0.53	Highly Required
15.	Ability to use the short messaging service (SMS) and multimedia messaging service (MMS) for delivering of teaching content	3.65	0.57	Highly Required
16.	Ability to use cloud computing for storing and sharing files	3.29	0.56	Moderately Required
17.	Ability to use audience response systems (clickers, wireless learning calculator systems, etc.)	3.16	0.46	Moderately Required
18.	Ability to create live streaming audio and video files (webcasting)	3.33	0.69	Moderately Required
19.	Ability to create online digital audio and video files (podcasting or netcasting)	3.10	0.40	Moderately Required
20.	Ability to create online interactive audio and video instructions	3.06	0.67	Moderately Required
	Weighted average	**3.36**	**0.57**	**Moderately Required**

Table 1 above showed the responses of OTM teachers in Polytechnics in North-Central Nigeria on the new technology skills required for teaching. The result revealed that all the new technology skill items outline were required for teaching by OTM teachers with a weighted mean of 3.36. However, ability to search for information using the search engines on the web (mean = 3.50), ability to use hypertext markup language (HTML) editors to create hypermedia web pages and educational web pages (mean = 3.54), ability to use browsers to support access and navigation on the world wide web (mean = 3.58), ability to use interactive multimedia and presentation application for teaching (mean = 3.76), ability to use Web 2.0 tools to interact and collaborate for teaching and learning purposes (mean = 3.52), ability to create e-portfolio or digital portfolio using mobile phone (mean = 3.51), ability to use the Wi-Fi to gain access to teaching resources via internet (mean = 3.54) and ability to use the short messaging service (SMS) and multimedia messaging service (MMS)

for delivering of teaching content(mean = 3.65) were considered to be highly required. The close range of the standard deviations showed that the respondents were not very far from each other in their responses.

Research Hypothesis

There is no significant difference in the mean response of experienced and less experienced teachers on the new technology skills required by teachers of Office Technology and Management for teaching in Polytechnics in North-central Nigeria.

Table 2: Summary of t-test of the difference between the mean responses of experienced and less experienced teachers of OTM on the new technology skills required for teaching in Polytechnics

Group	N	Mean	SD	t-cal	Df	p-value	Decision
Experienced Teachers	44	3.29	0.29				
				0.215	80	0.829	Not Rejected
Less Experienced Teachers	38	3.27	0.35				

The data in Table 2 revealed that there are 44 experienced OTM teachers and 38 less experienced OTM teachers. The experienced and less experienced teachers' responses showed that new technology skills are required by OTM teachers for teaching in Polytechnics ($\bar{x}$ = 3.29; SD = 0.29) and ($\bar{x}$ = 3.27; SD = 0.35). Their responses are close to the mean as the standard deviations are very low. The table revealed that there was no significant difference between the mean response of experienced and less experienced teachers of OTM on the new technology skills needed for teaching in Polytechnics (t_{80} = 0.215, P>0.05). Therefore, the null hypothesis that states that there is no significant difference between the mean response of experienced and less experienced teachers of OTM on the new technology skill required for teaching in Polytechnics in North-Central Nigeria was not rejected. This implied that experienced and less experienced OTM teachers did not differ in their responses regarding the new technology skills required for teaching in Polytechnics.

Discussion of Findings

The study revealed that OTM teachers highly required the ability to search for information using the search engines on the web, ability to use hypertext markup language (HTML) editors to create hypermedia web pages and educational web pages, ability to use browsers to support access and navigation on the world wide web, ability to use interactive multimedia and presentation application for teaching, ability to use Web 2.0 tools to interact and collaborate for teaching and learning purposes, ability to create e-portfolio or digital portfolio using mobile phone, ability to use the Wi-Fi to gain access to teaching resources via

internet and ability to use the short messaging service (SMS) and multimedia messaging service (MMS) for delivering of teaching content. The findings further revealed that there was no significant difference between the mean response of experienced and less experienced teachers of OTM on the new technology skills required for teaching in Polytechnics ($t_{80} = 0.215, P>0.05$).

This finding is in line with Olayanju (2016) who observes that for OTM teachers to maintain high standard in knowledge dissemination, they must embrace the technicalities of new technologies. The need for new technology skills such as ability to use search engines, browser, multimedia presentation packages, Wi-Fi, web 2.0 tools, Social media applications are critical for effective teaching by OTM teacher. Similarly, Osuala (2009) stressed the need for secretarial teachers to have a reasonable understanding of new technologies. New technologies are especially invaluable in skill-related education programme such as OTM, where graduates are required to demonstrate skills and competencies demanded in a 21st century that is highly competitive and technology driven.

Conclusion

It is clear from the preceding discussion that new technology skill are inevitable for teaching and learning by teachers of OTM in Polytechnics. OTMteachers must therefore strive to acquire the relevant new technology skills aimed at improving the quality of the OTM graduates. A situation where OTM teachers are not skilled in the use of new technologies may spell doom for the graduates. This is because OTM students maygraduate from school without adequate knowledge, skills, attitude and competencies needed for survival in the 21st century office which is technology driven.

Recommendations

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

1. Authorities of Polytechnics must make it a point of duty to ensure regular retraining of OTM teachers on the use of new technologies for teaching. This can be achieved through workshops, conferences, seminars and other forms of formal or informal training opportunities.
2. Curriculum planners should ensure that the identified new technology skills are integrated into the curriculum for business teacher training and also that of OTM to ensure the acquisition of the skills by both teachers and students.
3. Management of Polytechnics should equally make adequate provision for new technology tools and ensure that the tools are adequate and functional for effective teaching and learning in OTM.

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AVAILABILITY AND UTILIZATION OF NEW TECHNOLOGY INFRASTRUCTURES FOR TEACHING BUSINESS EDUCATION COURSES IN ONDO STATE TERTIARY INSTITUTIONS

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Abstract

The purpose of this paper was to investigate the availability and utilization of new technology infrastructures for teaching business education courses in Ondo State tertiary institutions. A descriptive survey research design was adopted. The population and sample of the study comprised 90 business education lecturers from the three government owned tertiary institutions running business education in Ondo State. Two research questions and two null pithiest guided the study. Used a four-point Likert rating scale questionnaire with 38 items in two clusters. The instrument was validated by two measurement and evaluation experts and one business educator and it obtained a reliability coefficient of 0.84 using Cronbach Alpha. Data collected were analyzed using mean and standard deviation for answering the research questions and t-test for testing the null hypothesis at 0.05 level of significance. The findings of the study revealed that new technologies infrastructures needed for the success and effective teaching of business education courses were not adequately provided. Utilization as a function of availability has therefore been hindered in Ondo State Tertiary Institutions. Recommendations were made that new technology infrastructures needed for teaching business education courses should be adequately provided by the government, management and stakeholders so as to ensure effective instructional process.

Keywords: *Availability, Utilization, Infrastructure, Business Education, Tertiary Institutions.*

Introduction

There is no doubt that most people, if not all, have come in contact with the latest trend in communication globally, as a result of the evolutionary changes in information and communication technology (ICT). ICT therefore, is the most pervasion technologies in the world and second only to human intelligence or human brain. No doubt, remarkable

improvements have taken place in every sphere of human activities in all societies since the advent of ICT technologies. These improvements have been very pronounced in the education sector, making teaching and learning more meaningful (Amiaya, 2014).

Information and communication technology also known as modern technologies. Information technology is the new technological inventions by scientists to enhance communication. It involves all the sophisticated machines and equipment invented around the 21st century for easy gathering, processing and transmission of information across the globe and for easy communication between people (Nwajinka, 2003). Chidobi (2015) stated that communication technologies are equipment that enables information to be transferred from the source to the users which try to overcome natural barriers to information transfer like speed and distance. The author views communication technologies as new teaching aids used to impact knowledge, skills and attitude on business education students to enable them develop values and manipulative skills needed for educational achievements and technological transformation. In the same vein, the utilization of modern communication technologies in teaching and learning of business courses such as Accounting, Marketing, Office Technology and Management, Business Administration and Management etc, is based on the availability of modern communication technologies like computers, audio-visual, internet facilities, multi-media computers used in educational delivery to improve the teaching and learning of identified facsimile machine (Fax), telecommunication systems, telephone, e-mail, internet, teleconferencing and electronic bulletin boards as some modern communication technology equipment.

Modern communication is changing the world and causing rapid transformation in all areas of life notably in the education sector. Modern communication technologies enable students to develop manipulative skills, good communication skills and sound basis for scientific and reflective thinking. These can only be achieved if modern communication technologies are available in tertiary institutions and extensively utilized by educators in teaching. In some cases, these communication technologies may be available but not well-utilized by educators to aid teaching and learning in the institutions due to lack of knowledge and skills of ICT and other factors that inhibit availability and utilization. In support of this view, Azih and Nwosu (2012) noted that institutions training students should have functional equipment for effective service delivery. Non utilization of modern communication technologies has led to the production of business education graduates that may not fit into the labour market due to their lack of requisite skills.

New technologies are fundamental for the preparation of students in meeting the innovations in the global arena (Ololube, 2006). According to Nwosu and Ojo (2014), new technologies in business education are enabling instruments for creating total educational environments which not only encourage but also require new behaviours in the business educators and the students. The emergence and application of new technologies such as the internet, computer interactive multimedia systems, digital telecommunications, among

others have altered theoretical and practical assumptions as well as reshaped teaching and learning processes in higher education (Nwosu and Ojo,2014).

The application of new technologies in tertiary institutions is more critical today than ever before since its growing power and capabilities are triggering a change in the learning environments in education (Pajo & Wallace, 2001).The use of new technologies offers powerful learning environment and can transform the learning and teaching process so that students can deal with knowledge in an active, self-directed and constructive way. At present, ICT is considered as an important means of promoting new methods of instruction (teaching and learning) and should be used to develop students' skill for cooperation communication, problem solving and life-long learning in order to achieve progressive and meaningful national development (Atsumber, Raymond and Enocha, 2012).

Globally, tertiary institution is fundamental to the construction of a knowledge economy and society. It is a place where skilled labour is produced for societal and global consumption. Adepojuand Fadokun (2009) affirmed that education at this level widens the socio-economic growth of individuals and the capital development of any nation. In addition, the Federal Republic of Nigeria (FRN, 2004) stressed that tertiary education shall make optimum contribution to national development by intensifying and diversifying its programmes for the development of high level manpower within the content of the needs of the nation, making professional course contents to reflect the national requirements; making all students part of a general programme of all round improvement in tertiary education to offer general study courses such as history of ideas, philosophy of knowledge and nationalism. The building blocks of a tertiary institution have been identified as training, research, innovation and guidance and counselling. In training, tertiary institutions ought to produce human resources through the transmission of information, knowledge, skills and attributes with the aim of empowering young people to become producers of goods and services both in the domestic and international markets.

Business education as a course of study which cuts across Accounting, Office Technology and Management and Marketing can be defined as a work oriented educational programme which aims at skills acquisition to make graduates employable, self-employed, self-reliant and or employers of labour. Thus, business education can, by appropriate training, prepare individuals for full employment even in the present weak economy, by equipping them with life-long skills for self-employment.

Bilyaminu in Ibrahim (2014) viewed business education as an aspect of total education programme that provides the knowledge, skills, attitudes and understanding needed to perform in the business world as a producer and consumer of goods and services. Therefore, it can be deduced from the above position that business education programme is one of the major learning blocks in a university. To buttress this fact, Okoro (2013) outlined the objectives of business education at the university level as follows:

a. To produce competent graduates who can be self- employed.
b. To produce competent graduates who can teach business education courses in secondary schools and higher institutions.
c. To produce competent graduates who can inculcate business ideas into the economy.
d. To produce competent graduates who can help in formulating economic policies.
e. To produce competent graduates who can employ other persons to reduce unemployment.

In order to attain the outlined objectives of business education at the post-secondary level, comprehensive and effective teaching and learning procedures should be adopted and the courses must not be taken for granted. Teaching is a systematic instructional process geared towards transforming and developing the intellectual and character formation of students to enable them function effectively and responsibly in any society. If instilling desirable changes is the essence of teaching, then, teaching can only be said to have occurred in business education when students have acquired relevant knowledge, skills, operations and values of the business world to enable them become efficient employees and successful owners of small and medium scale enterprises.

Business studies teachers have for some time now been struggling to cope with the challenges posed by the advancement in new technologies and its consequences on the world of business. Osuala (2004) suggested that it was necessary for business studies teachers to be knowledgeable about the world around them and to be vast in the use of ICT. This means that business studies teachers should try to adapt to current advancement in ICT in order to be relevant in the scheme of things. According to Agomuo (2008), the fact that ICT has revolutionized the business world and world of work implies that business educators and students must adapt to the trend of the times. Mmeremikwu (2010) noted that business education courses are technical subjects that require qualified and up-to-date teachers in order to effectively achieve its goals and objectives. The main objective of business education has been to produce functional education graduates who shall be able to cope with the world of business. Similarly, Ezabi and Obayi (2008) stated that the delivery system in business education should be restructured so as to make teaching and learning of the subjects more effective and responsive to the advancements in technology. Maiyanga, Ojo and Anikweze (2002), noted that the business education teacher of today, is faced with computer age students, requiring him to adapt to the challenges.

The National Policy on Education (FRN, 2013) remarked that no matter the quality of pre- service training given to a teacher, there are always areas of inadequacy. Olokoba, Abdullahi and Omosidi (2014), noted that after teachers have taken courses in ICT in schools, they still may not know how to use it in the classroom. Business education teachers are no exception to this fact. The reason may be that gaps exist in the training received. Thus, Obong (2002) recommended that business education teachers should be offered

opportunities for in- service training in order to improve their task performance. Kumar (2007) also suggested that business education teachers should be taught a wide range of internet literacy skills.

Due to global trends in recent times, learning resources in education have grown and improved tremendously. It is therefore, imperative that, as technology and learning resources change, so, also it is expected that, the education system of the programmes, especially business education programmes should be dynamic. The educational system cannot be dynamic in the desirable way unless the teachers introduce the technology devices into the teaching and learning process of the business education educational courses.

In business education, learning is a conscious effort to acquire skills and experience. During teaching and learning in business education, learners play active roles through a successful skill oriented individual programme. Through the use of ICTs, the learners are expected to play active role in making decisions and accepting responsibilities. Their use of ICT is expected to enhance their better understanding in learning and apply same in their various endeavours in the world of work. Consequently, there are several reasons for Nigeria tertiary institutions to embrace ICT in a pedagogical meaningful way.

The utilization of network technologies creates, fosters, delivers and facilitates learning and study anytime, anywhere and anyhow. It brings learning to the door-steps in an affordable learning environment, learning made easy, flexible and enjoyable. Besides, it is learner centered as it gives possibility of customizing the learning and teaching materials to the characteristics and needs of the learners. It saves teachers time and energy in teaching and demonstrating difficult concepts, theories and principles thus making presentation exciting using ICT. The ICTs gadgets are not in any way affected by noise but aids information verification instead of being confused and lost in thought in trying to assimilate and comprehend what the teacher says in a noisy crowded classroom as obtained in most Nigeria tertiary institutions where there are inadequate classroom space and number of teachers to adhere with the NUC, NBTE and NCCE stipulated students-staff ratio and classroom space provision, interactive e- learning package aid teachers in getting accurate feedback from learners. It makes the teacher active and work ahead of students because they will be occupied preparing next instructions of software's to be worked on by students. Redundancy which inhibits most conservative teachers is totally eliminated. ICT in business education helps students to become independents learners, develop critical thinking and problem solving strategies or policies, thereby discouraging spoon-feeding. For instance OTM students can acquire soft touch keyboarding skill through Computer Aided Instruction of MarvinBeacon with undivided attention and interest. Besides, through the interactive nature of amclict.net platform, students not only learn how to access the various connectivity available on the internet, for social and entertainment as it were, but now for knowledge, information and skill competence. The integration of these new technologies depends

largely on the availability and utilization of modern communication technologies in Ondo State tertiary institutions.

Statement of the Problem

Researches have shown that new technologies enhance teaching and learning by providing opportunities to practice and to analyze, offering better access to relevant teaching and learning materials. Above all, Rosswall, (1999) while stressing the importance of new technologies in tertiary institutions said that new technologies enhance higher education in a number ways. It enables effective storing and sorting of information, and can offer new fast ways of communication. Despite the obvious and enormous benefits that comes with using new technologies in teaching and learning of business education, Etuk(2005) observed that many polytechnics that offer Office Technology and Management programme do not have necessary teaching facilities and the quality of knowledge received by the graduates of these polytechnics is constrained by limited exposure to global trends in Office Technology. Shahadat, Muhbab and Clement (2012) observed with great concern that several higher educational institutions are finding it difficult to even acquire basic new technologies.

Business education programme is a skill oriented programme that requires adequate provision of new technologies for effective teaching and learning. It is against this background that this study seeks to empirically assess the availability and utilization of new technology infrastructures for teaching business education courses in Ondo State tertiary institutions.

Purpose of the Study

The main objective of this study was to investigate the availability and utilization of new technology infrastructures for teaching business education in Ondo State tertiary institutions. Specifically, the study sought to investigate:

1. The availability of new technology infrastructures for teaching business education courses in Ondo State tertiary institutions.
2. The extent to which business education lecturers utilize available new technology infrastructures for teaching business education courses in Ondo State tertiary Institutions

Research Questions

The following research questions guided the study:

1. To what extent are new technology infrastructures available for teaching business education courses in Ondo State tertiary institutions?
2. To what extent do business education lecturers utilize new technology infrastructures for teaching business education courses in Ondo State tertiary institutions?

Hypotheses

The following research hypotheses were tested at 0.05 level of significance:

Ho_1: There is no significant difference in the mean responses of male and female business educators regarding the availability of new technology infrastructures for teaching business education courses in Ondo State tertiary institutions.

Ho_2: There is no significant difference between the mean responses of University and Polytechnic business educators regarding the utilization of new technology infrastructures for teaching business education courses in Ondo State tertiary institutions.

Methodology

A descriptive survey design was adopted for the study. According to Nworgu (2006), a survey research design is one in which a group of people or items are studied by collecting and analyzing data from only few people. The population and sample of the study however, was made up of the 90 business education lecturers in all the three government owned tertiary institutions running business education programme in Ondo State namely: Adekunle Ajasin University, Akungba Akoko; Rufus Giwa Polytechnic, Owo and Adeyemi College of Education, Ondo. A structured questionnaire developed by the researcher titled "Availability and Utilization of new Technologies Questionnaire (AUNTQ) and containing 28 questions items was validated by two Measurement and Evaluation experts from Adekunle Ajasin University, Akungba-Akoko and one business education lecturer from Adeyemi College of Education Ondo. The reliability coefficient was established using cronbach Alpha which gave coefficient value of 0.84. Two research assistants were used to distribute copies of the questionnaire. Of the 90 copies distributed, 67 copies representing a 75% return rate were completed and returned and found usable. Arithmetic mean and standard deviation were used to analyse data collected and answer the research questions while t-test was used to test the hypotheses at 0.05 level of significance. A four point likert scale of Very Much available (VMA), Available (A), Moderately Available (MA) and very Much Unavailable (VMU) for Research Question 1 while Research Question 2 had: Very High Extent (VHE), High Extent (HE), Low Extent

(LE) and Very Low Extent (VLE) were written against each item with a corresponding assigned values of 4, 3, 2 and 1 respectively. Data generated was analyzed using mean and standard deviation. Any item with a mean Score of 2.50 and above was regarded as high while any item below the mean score of 2.50 was regarded as low. A null hypothesis was rejected if the calculated table value is equal to or greater than the critical table value, otherwise the null hypothesis was accepted.

Results

Data was analyzed and results are presented in the table below:

Research Question One

To what extent are new technology infrastructures available for teaching business education courses in Ondo State tertiary institutions?

Table 1: Analysis of Mean Rating Responses of Business Education Lecturers on the Availability of New Technology Infrastructures for Teaching Business Education Course in Ondo State Tertiary Institutions.

S/N	Items	X	SD	Remark
1.	Internet Facilities	2.68	0.98	A
2.	Overhead Projector	2.85	0.89	A
3.	Internet & Local Area Network	2.78	0.92	A
4.	Workable Generator	2.73	0.81	A
5.	Light Pen	1.95	0.98	VMU
6.	Fax Machine	2.15	0.92	MA
7.	Video Candle Recorded	2.43	1.03	MA
8.	Ready-made Courseware	2.20	1.01	MA
9.	Computer Laboratory	2.83	0.81	A
10.	Application Software	3.00	0.59	VMA
11.	Electronic Software	2.10	0.95	MA
12.	Video/Audio conference Equipment	2.10	0.95	MA
13.	Electronic Chalk board	2.40	1.08	MA
14.	Online/Internet Computer	2.48	1.01	MA
15.	Off-line/ordinary computer	3.60	1.89	VMA
16.	Printers	2.78	1.89	A
17.	Milkmaid Television	2.45	1.19	MA
18.	Digital Cameras	2.32	1.01	MA
	Grand Mean	**2.54**	**1.05**	

Table 1 shows the extent of availability of new technology infrastructures for teaching and learning business education courses. The Table reveals that 8 out of 18 ICT items are available with mean scores of 2.50 and above while 9 items shows that new technology tools are moderately available and 1 item is very much unavailable with the mean of score below 2.50. The table also shows a grand mean and standard deviation of 2.54 and 1.05 respectively.

Research Question Two

To what extent do business education lecturers utilize new technology infrastructures for teaching business education courses in Ondo State tertiary institutions?

Table 2: Analysis of Mean Rating Responses of Business Education Lecturers on the Utilization of New Technology Infrastructures for Teaching Business Education courses in Ondo State Tertiary Institutions.

S/N	**Items**	**X**	**S.D**	**Remark**
1.	Electronic Typewriter	2.68	0.92	**HE**
2.	Computers	2.63	0.85	HE
3.	Printers	2.95	1.22	HE
4.	Internet service/Facilities	2.13	0.79	LE
5.	Dictating Machine	1.53	0.83	LE
6.	Interactive white Board	2.98	1.26	HE
7.	Projectors	2.95	0.83	HE
8.	Video conferencing	2.01	1.05	LE
9.	Fax Machine	2.15	0.92	LE
10.	Television Set	1.87	0.81	LE
11.	Audio Tapes	2.61	0.73	HE
12.	Video/Video Tapes	2.44	0.25	LE
13.	Scanners	2.65	0.88	HE
14.	Franking Machine	2.01	0.81	LE
15.	Internet Medium	1.45	0.53	VLE
16.	Photocopiers	2.68	0.64	HE
17.	Electricity	1.09	0.38	VLE
18.	Digital Versatile Disk Recorder	1.42	1.08	VLE
19.	Digital Versatile Disc Player	1.85	0.71	LE
20.	Uninterrupted Power Supply (UPS)	3.57	0.78	VHE
	Grand Mean	**2.28**	**0.81**	

Table 2 shows the extent of utilization of new technology infrastructures available for teaching and learning of Business Education courses. The table reveals that while 9 out of 20 items are not effectively utilized with the mean score of 2.50 and above. The results indicated that 11 out of 20 new technology tools have low extent indicating with the mean score below 2.50. The table also shows a grand mean and standard deviation of 2.28 and 0.81 respectively.

Test of Hypotheses

Hypotheses One

There is no significant difference in the mean responses of male and female business educators regarding the availability of new technology infrastructures for teaching business education courses in Ondo State tertiary institutions.

Table 3: t-test Summary of Male and female Business Educators on the Extent to which new technology infrastructures are Available for the Teaching of Business Education Courses.

Variable	N	X	SD	DF	P	t-cal	t-crit	Decision
Male	43	2.26	0.82	65	0.05	0.28	2.01	Accepted
Female	24	3.22	0.87					

Table 3 shows that the calculated t-value of 0.28 is less that the critical value of 2.01. Therefore, the null hypothesis is not rejected which indicates that there is no significant difference in the mean responses of male and female business educators regarding the availability of new technology infrastructures for teaching business education courses in Ondo State tertiary institutions.

Hypotheses Two

There is no significant difference between the mean responses of University and Polytechnic business educators regarding the utilization of new technology infrastructures for teaching business education courses in Ondo State tertiary institutions.

Table 4: t-test Summary of University and Polytechnic Business Educators on the Extent to which New Technology Infrastructures are utilized for the Teaching of Business Education courses

Variable	N	X	SD	DF	P	t-cal	t-crit	Decison
Polytechnic	43	1.83	0.51	65	0.05	0.16	2.01	Accepted
University	24	1.46	0.47					

Table 4 shows that the calculated t-value of 0.16 is less than the t-critical value of 2.01. Therefore, the null hypothesis is not rejected which indicates that there is no significant difference in the mean responses of the University and Polytechnic business educators on the extent to which new technology infrastructures are being utilized for teaching business education courses in Ondo State tertiary institutions.

Discussion of Findings

The findings in research question one revealed that majority of new technologies for teaching business education courses were not very much available while only few of them were available. The finding is in line with the study by Madu and Pam (2011) which found out that only few technologies/facilities were available for teaching and learning in Federal University of Technology, Minna, Niger State. Azih (2011), in her study also found out that Polytechnics in Nigeria do not have sufficient facilities for teaching the practical based business education courses which constitute almost 70% of the core business education courses. Also, the study of Adegbanjo (2014) revealed that Polytechnics in the south-west of

Nigeria have not met the requirements of NBTE curriculum specified technology facilities and equipments for stream of National Diploma (ND) and Higher National Diploma (HND). The author submitted further that for effective teaching and learning to take place in business education programme and for the students to be able to acquire relevant skills, there should be provision of all relevant new technologies that will enhance the teaching process.

Research question two findings indicated that business education lecturers did not utilize new technology for teaching business education as expected because of the inadequacy of new technology infrastructures available for instruction. This findings is in line with Onojetah (2014) who argued that there is correlation between availability and utilization of new technologies as the status of the former greatly influences the latter. He further stressed that where new technologies are not available, it is most probable that utilization will be non-existence. The results of the two null hypotheses tested showed that they were not rejected which implies that responses of business education lecturers on the availability and utilization of new technologies infrastructure for teaching business education in Ondo State tertiary institutions was not significantly different statistically. This findings was supported by Onajetah (2014) who asserted that utilization is a function of availability; where there is unavailability; there will be no utilization because they are closely related. The findings also is in line with the study of Zakka and Moris (2009) who observed that the facilities required for teaching business education are either grossly inadequate or not available in most of the institutions in Nigeria. The study conducted by Igbinabo in Baba (2009) argued that to ensure optimum teaching and learning under the best conducive, business education programmes are expected to be adequately and sufficiently provided with requisite instructional facilities and equipments.

Conclusion

New technologies play different roles by complementing the teachers' role in pedagogies, classroom practices and teachers' approaches to teacher education. Business Studies which incorporates Accounting, Business Administration and Management, Banking and Finance, Office Technology and Management and Marketing, is one of disciplines offered in Nigerian tertiary institutions. The success of this programme is affected by inadequacy of new technology available for instructional purpose. Majority of lecturers in the departments are not in tune with the current reality of technologies breakthrough. Students must know them, use them and apply the knowledge and skills as proof of being professionals for effective instructional delivery. Also, government stakeholders, policy makers, curriculum planners of business education in Nigeria and Ondo State in particular should work towards proper implementation of business education programme since teachers play vital role in bringing about the understanding in students.

Recommendations

1. Urgent steps should be taken by the government to set up ICT centres and other modern instructional materials that are useful for the teaching and learning of business education courses nationwide.
2. Model office similar to sophisticated business office should be established in business education department in all tertiary institutions in Ondo State.
3. Business education lecturers should be encouraged to pursue ICT training with all seriousness. This could be achieved by making computers available, establishing necessary modern facilities and ensure effective internet connectivity that will provide opportunity for educational development.
4. Management of institutions should ensure available electricity that has capacity to power available new technologies for utilization during lecture periods.
5. Laws relating to the utilization of new technologies at all levels of educational system in Nigeria should be enacted and policies fully implemented in order to raise the level of awareness of these new technologies in the education system.

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EFFECTIVENESS OF SMALL SCALE BUSINESSES AS A TOOL OF ECONOMIC EMPOWERMENT IN ADAMAWA STATE, NIGERIA

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Abstract

This study was aimed at assessing the effectiveness of the small-scale businesses as a tool of economic empowerment in Adamawa State. The study had three specific objectives, three research questions meant to answer the problem of the study and one hypothesis to be tested at 0.05 level of significance. Descriptive survey design was adopted. The population of the study is 1080 registered small-scale businesses which were drawn from 21 Local Government Area across the three senatorial zones in Adamawa State. A stratified proportional random sampling procedure was used to determine the sample of 285 for the study. A structured questionnaire and interview with 35 items was used and the data collected were analyzed using simple percentage and means, while the hypotheses were tested using regression analysis. The major findings of the study included the following: the Small-scale businesses have influence on economic empowerment in Adamawa State. The hypothesis was not retained. It was concluded that the small-scale businesses economically empowered people in both rural and urban communities and contribute to the overall development of Adamawa State. The major recommendations included the following; the loans given to small-scale business by either the government or private financial service providers do not reach to, or are inadequate for economic empowerment. Therefore, as a matter of policy, adequate loans with free interest should be given to them.

Introduction

Since independence, promoting small and medium scale enterprises as the foundation of economic progress has been recognized in Nigeria by every regime. This is because of its perceived relevance in ensuring sustained increase in per-capita income and output, as well as, employment generation and promotion of effective utilization of available resource (s).Small Scale Enterprises (SSEs) have attracted considerable attention of both

public and private sectors in more than two decades ago chiefly in most of the less developed nations. In a considerable number of such countries, government makes provisions for policies that are deemed promoting in their development plans, policies and programmes for the promotion of small scale enterprises because of their perceived benefit to economic development. For instance, these perceived ideal benefits include: employment generation especially for people in rural areas, transformation of traditional to modern technology, stimulation of indigenous entrepreneurship, reversal of urban-rural migration, greater utilization of raw materials, promotion of local technology, mobilization of local savings, linkage balance by spreading investment more evenly, ability to operate profitably in very narrow markets with low purchasing power, among others. The extent of resources allocated to each sector varies considerably from country to Country. Previously, incentives were provided to favour large-scale businesses, small scale businesses were usually relegated to the background (Usman, 2012).

Driven by these, several financial institutions in charge of microcredit and policy instruments such as Nigeria Agricultural Co-operative and Rural Development Bank (NACRDB), Nigerian Bank for Commerce and Industry (NBCI), National Economic Reconstruction Fund (NERFUND), Bank of Industry (BI), Bank of Agriculture (BOA) among others were established to facilitate growth of small scale enterprises. And of recent Small and Medium Enterprises Equity Investment Scheme (SMEEIS), Small and Medium Enterprises Development Agency of Nigeria (SMEDAN) and other policy oriented institutions like Entrepreneurship Development Policy (EDP) run by the National Directorate of Employment (NDE), Industrial Development Centres (IDC) among others were introduced to offer technical and financial assistance to small scale enterprises. In spite of these interventions undertaken by successive governments to improve the performance of SSEs, judging by SME performance, not much progress seems to have been achieved. The Small Scale business plays a tremendous role to the Economic empowerment of Adamawa State and Nigeria at large.

According to Adewole (2007), the importance of the Small Scale businesses to Economic empowerment of any country whether developing or developed cannot be overemphasized. Small Scale Enterprises considered being one of the driving forces in economic empowerment. They stimulate private ownership and Entrepreneurship skill, they are feasible and can adapt quickly to changing market, demand and supply situations they also generate employment, help diversity economic activities and make significant contribution to expert and trade.

According to the guidelines for accessing credit facilities for Small Scale businesses in Nigeria by Okafor (2008), “There is potential in Small Scale businesses to create employment, reduce underemployment, poverty, and utilize local raw materials output

expansion and transformation of indigenous technology. Others are those to reduce intermediate goods, promote even development and reduce income inequalities. Thus, they constitute a strategic choice in industrialization and economic development, even served as a new development aid model. In view of growing unemployment and poverty including the working poor in Adamawa State, the indignity poverty inflicts on and threat to the survival of human kind, no efforts should be spared in nurturing, supporting and sustaining Small Scale businesses in Adamawa State.

However, the study will focus on the roles of small-scale businesses, the feature as well as the source of capital for small-scale businesses and the challenges encountered in financing small-scale businesses on economic empowerment in Adamawa State. In a developing economy like Nigeria, the significance of small-scale businesses cannot be overemphasized when viewed in terms of the nation's present drive to achieve a self-reliant economy and industrial take-off or to be one of the twentieth leading economies in the world by the year 2020. This was what necessitated the study to assess the effectiveness of small-scale businesses as a tool of economic empowerment to enable them develop more capacity to participate effectively in making and implementing decisions that directly or indirectly affect small-scale businesses.

Statement of the Problem

The economy at present needs diversification and expansion. Despite the fact that government goals of encouraging economic growth along with decreasing employment and providing a well trained labour force have been activity pursued since the reconstruction period of the civil war and the oil boom era. The nation however is still losing grounds in the area of unemployment, inflation, economic stagnation, recession, security challenge and over/under supply of skilled labour force.

In Adamawa State is affected with problems of high rate of failure in small scale businesses, according to the State Ministry of Commerce and Industries in (2016) report states that, 25% of small scale businesses don't survive for the period of one year in the State. Several factors attributed to that, Buba (2016) observed that the inadequate capital, social, economic problem and efficiency in managing the businesses; it must take a critical look at the development of the Small-Scale business because of this development sector can be synonymous with national economic growth. The emphasis on the small business sector was not encouraged until recently and this changing emphasis was caused by some setbacks presented by other sectors of the economy. It has been discovered that the public sector alone failed to significantly encourage economic growth. This recognition informed the need of desire to assess the effectiveness of small-scale businesses as a tool of economic empowerment in Adamawa State, Nigeria.

Objectives of the Study

The main of objectives of the study was to assess the effectiveness of the small-scale businesses as a tool of economic empowerment in Adamawa State. In practical terms, this aim was actualized through the following specific objectives:

1. To assess the roles of small-scale businesses on economic empowerment in Adamawa State.
2. To identify the feature as well as the source of capital for small-scale businesses on economic empowerment in Adamawa State.
3. To determine the challenges encountered in financing small-scale businesses on economic empowerment in Adamawa State.

Research Questions

The following questions guided the study:

1. What are the roles of small-scale businesses on the economic empowerment of Adamawa State?
2. What are the feature as well as the source of capital for small-scale businesses on economic empowerment in Adamawa State?
3. What are the challenges encountered in financing small-scale businesses on economic empowerment in Adamawa State?

Research Hypotheses

Small-scale businesses have no significant influence on economic empowerment in Adamawa State.

Review of Related Literature

The new policy of small and medium enterprise in 2017 recognizes what it refers to as micro/cottage industries which are defined as those enterprises with investment cost below N100, 000.00, land excluded but working capital inclusive. From the foregoing, it can be deduced that there is no single criterion for classifying a business unit as small or medium scale industry. The terms small, medium and large are relative and differ from one industry to another or from one country to another depending on the level of development in spite of the attributes they share in common. For example, according to Osazevbaru (2008), what was large-scale in the 1950s may not be regarded as small-scale today. He pointed out that some industries are typically small (crafts, pottery, etc.) while others like iron and steel manufacturing are regarded as large-scale in terms of invested capital and/or employment. The Federal Ministry of Industries defines a medium scale business as any company with

operating assets less than N200 million, and employing less than 300 persons. A small-scale enterprise, on the other hand, is one that has assets less than N50 million, with less than 100 employees. This definition of SME does not include annual turnover. The National Economic Reconstruction Fund (NERFUND) also defines small-scale enterprise as one whose total assets is less than N10 million, but made no reference either to its annual turnover or the number of employees (www.nipc-nigeria.org). These small scale business empowered many people.

Sako (2009) views empowerment as the process of strengthening the existing capacities and capabilities of disadvantaged groups in society so as to enable them perform towards improving themselves, their families and the society as a whole. It involves the provision of enabling environment for their productive and intellectual abilities to be realized. In some societies where some groups have suffered discrimination for a long time, ways have been found to address this problem i.e. laws have been made to protect these groups against future discrimination with the goal of providing equal opportunities for all. However, the small scale businesses play tremendous roles to economic empowerment.

Roles of Small-Scale Businesses to Economic Empowerment

The government has recognized the role of smallscale businesses has to play in Nigerian Economy in putting a firmly on a sustainable self reliance, integrated and poverty alleviating growth in the new millennium of the 21st century. Okafor (2008) states that the significance of Small- Scale businesses is attributed to their influence in stimulating indigenous entrepreneurship and technology. It is through acting as a scatted or nursing usually for the indigenous population that they serve as vehicles for industrialization and diffusion of innovative ideas for reaching dimension.

According to Kasiumu (2012), "no country which is desirous of rapid industrialization can afford to relegate the small and medium scale business to the background. Japan in her early stages of industrialization the economy was dominated by traditional and small businesses, which draw their strength not from the abundance of capital but from her supply of labour. Then labour was very cheap, they used what they have to acquire what they wanted. Japan recognized that Small and Medium Scale Businesses constitute the fountain head vilify for her national economy and consequently their problem have been virtue of their number, diversity, penetration in all sector production and marketing, contribution of employment and to the prosperity of particular region. Invention and innovation are among the foundation of any economy. Let us take United State of American for example, their increase in productivity over hundred years of their existence as a nation are rooted on one principle source less effort at a lower cost. This singular principle enhances productivity.

According to the office management budget of the United State of America in (2014), more than 50% of the major technological advance and innovation originated with individual investors and small companies. They also provide linkage within the economy by producing cheap intermediate goods as input for largescale enterprises simply because of low over head cost of production of small businesses. From the foregoing role of smallscale businesses as observed by Jibrin (2013) could be succinctly summarized as follows; Stimulation of indigenous entrepreneurship, Development of local technology, Mitigation of rural urban migration, Greater employment creation per unit capital invested, Promotion of effective recourse utilization, Facilitation of managerial training for unskilled and semiskilled workers, Ability to meet the special need of small group of consumers, Enhancement of regional economic balance through industrial disposal and Small scale enterprises constitute diverse organized activities.

According to Osazevbaru (2008) these activities comprises handcraft, household production small maintenance and repair works etc. Common characteristics of small enterprises in the way they are managed and operated. It has been recognized that the smallscale businesses play some vital role in expanding and diversify the economy. And all aforementioned roles cannot be achieved without the capital to start and continued to exist as a business.

Sources of Capital for Small Scale Businesses in Adamawa State

It is a fact that capital constitutes a major bone in the rapid growth and development of small scale businesses in Adamawa State. The importance of capital in any business setting cannot be a crucial in determining whether a business should be set up, or other words, as stated earlier, business does not only require finance for initial take off but also need adequate funds to operate and expand effectively. Hence, the issue of finance and its adequacy are major areas of concern to any entrepreneur. Generally, the sources of capital of small scale businesses in Adamawa state and Nigeria in particular are the personal savings, financial institutions, government, non-banking institutions and other sources. Obagun (2009) stated that the capital used in the business are the money gotten from personal savings of the owner or members of the same family who came together to donate money to start up the business. Buba (2016) observed that about 97% of the total money use to finance small scale businesses comes from personal savings in Adamawa state.

According to Osaze (2011), firm use funds in the hope of increasing return of shareholders. These are various combinations of different types of securities issued by a company. The optimal capital structure is the blend or mix of these securities that ensures

maximum potential value to owners of the company. There has been various usage of the mix or constellation of securities that must be admitted in to capital structure of firm. This means therefore that capital means different things to different people. To some, capital structure of a firm, this means therefore that capital means different things to different people. To some capital means ownership equity, investments analysis uses a broader view in analyzing the capital structure of a firm.

The following are the appropriate capitals according to Ilohi (2009) Owners equity and Long term creditor investment in firm of debenture or unsecured loans capital structure can be seen as the variable total book value of proportion of the following; All shares, Loan capital, Retained earnings, All other additions to outstanding capita in general, it seems to a proportional relationship between various form of long term debt and equity. Small scale business despite its roles contributed to economic empowerment and development of Adamawa State as well as different sources of capital to play that role, the businesses suffers from many challenges.

Challenges Encountered in Financing Small-Scale Businesses on Economic Empowerment

The fact that Small scale business has not made the desired impact on the Nigerian economy in spite of all the efforts and support of succeeding administration sand governments gives a cause for concern. It underscores the belief that there exists fundamental issues or challenges, which confront small scale business but which hitherto have either not been addressed at all or have not been wholesomely tackled.

A review of literature reveals indeed the following plethora of challenges; Olokoyo (2009) divided the challenges faced by small-scale businesses for economic empowerment into general and the specific. According to him, the general challenges may include the legal aspect of the business, access to credit and new materials, and the lack of appropriate technical and managerial assistance. Iloh (2009) identify the challenges to include; Limited Reserves: Small-scale businesses are vulnerable to economic down-turns and recession due to limited reserves and low capacity to borrow from commercial banks or otherwise due to lack of collateral and so forth. While Buba (2016) itemize the following as the major challenges facing the financing of small scale businesses on economic empowerment in Adamawa State, Nigeria, these are; ability to change and adopt rapidly, low productivity, inventory imbalance, single product/narrowed service range, high, caliber employees and structural problem. Also include the misconception of government policies.

In fact, some small-scale businesses often find it difficult to fully understand and interpret government policies, regulations, actions, plans, concessions and so forth. This is

because majority of them are illiterates and others are ignorant of the existence of such policies. On the other hand, Ibbih (2010) summarized some of the specific difficulties faced by entrepreneurs in Nigeria. These are, the general economic climate (government regulations and paper work), business environment (poor infrastructure), and capital (accessing credit even when credit facilities are available as well as shortage of working capital. Others are business support services (lack of management/training/consultancy services), information dissemination (small-scale business suffer the dearth of information about markets, suppliers, export opportunities, etc), technology (lack of access to modern equipment, and raw materials), skills and knowledge (lack of access to relevant knowledge, education, experience and management skills compared to small-scale businesses in developed countries), compliance cost (much time is required and wasted to get small-scale businesses legally registered/cost of publication as well) and markets are being globalized and internationalized which have become a threat to the survival of small-scale businesses in Nigeria.

According to Nnanna (2011), another major challenge which hinders an effective control and planning of small-scale business is poor management practice. This is translated into inadequate employee relations, poor human development, poor financing and low entrepreneurial skills. Other constraints of small-scale businesses are failure of infrastructure characterized by epileptic supply of electricity, prolonged and persistent fuel scarcity, delay and cancellation of transport schedules, constant deterioration of roads and poor delivery services in the communication industry. Satta (2012) also pointed out that access to formal institutional financial service provider is difficult for most entrepreneurs due to the size of their business operations, lack of adequate, reliable collateral and unfamiliarity with complicated loan application procedures and paper work. This difficulty also occurs because financial institutions do not have enough information about some of these businesses, making them unwilling to provide the much needed credit facilities to entrepreneurs. Another predicament according to Ibrahim (2011) is that the small and medium enterprises sector is made up of people that are either low income or medium income earners who are engaged in one type of business or the other to earn a living and at the same time provide for their families. Since Nigeria got her independence, there was no policy on small-scale businesses, although there are policies on agriculture, commerce, education, energy, health care delivery and so forth. For example, during the President Yar' Adua administration (2007 2010) and President Obasanjo's regime (1999-2007), support was given to Small and Medium Enterprises Development Agency of Nigeria (SMEDAN) in collaboration with United Nations Development Programme (UNDP). Thus, according to

Alhaji Maijama'a cited in Abubakar and Mohammed (2008), it was in 2008 for the first time in the history of Nigeria that a complete national policy on SME's was formulated.

Method

The descriptive survey research was adopted for the study because it is most appropriate for studies which centre on individual perception and opinions (Aboola,2004). The study was conducted in six local government area of Adamawa State, two from each Senatorial Zone. The area was chosen because it has the highest number of population and small scale businesses. The population of the study consists 1080 as shown in Table 1 of the registered small-scale businesses across the Girei, Mubi North, Yola North, Yola South, Numan and Ganye Local Government Area of Adamawa State. Stratified proportional random sampling was used to select 285 sample size using Krejie and Mogan (1970). A structured 35 item two section questionnaire was used for the collection of data and use of interview. The first section sought demographic information of the respondents. A mean score was use in analysis of research questions of four Likert Scale. PPMC was use for the purpose of establishing the reliability of 0.81. 285 copies of questionnaire were administered out of which 270 were returned correctly completed and found useful for analysis. Data were analysed using mean of 2.50 to agreed or disagreed and Regression analysis was used for the test of the hypotheses.

Table 1: Registered Population of Small-Scale Businesses in Adamawa State

Nature of the Business	Registered Population Small-Scale Business	Sampled Small-Scale Business
Tailoring	480	127
Bakery	360	95
Carpentry	240	63
Total	**1080**	**285**

Results

Answers to Research Questions

Data relating to the research questions were analysed by using mean. The results are shown in Tables 1, 2 and 3.

Research Question One

What are the roles of small-scale businesses on the economic empowerment of Adamawa State?

Table 2: Roles of Small-Scale Businesses on the Economic Empowerment of Adamawa State

S/N	Q. Items: Roles of Small-Scale Businesses	SA 4	A 3	D 2	SD 1	Total Scores 4	C.F. 10	$\bar{X}$ 2.5	Remarks
1.	Government recognizes your business.	412	297	100	18	270	827	3.06	Agreed
2.	Your businesses stimulate indigenous entrepreneurship.	564	264	36	23	270	887	3.28	Agreed
3.	Innovations and inventions are among the foundation of an economy.	384	279	70	46	270	779	2.89	Agreed
4.	Your business reduces the rate of unemployment in your community.	380	291	76	40	270	787	2.91	Agreed
5.	Your business pays tax regularly.	416	264	104	26	270	810	3.00	Agreed
6.	Your business enhances regional economic balance.	444	306	28	43	270	821	3.04	Agreed
7.	Your business gives you ability to meet with special need of small group of consumer.	292	294	96	51	270	733	2.71	Agreed
8.	Your business serves as a vehicle for industrialization.	324	246	152	31	270	753	2.79	Agreed
9.	Your business is rated high in economic empowerment in your community.	356	306	72	43	270	777	2.88	Agreed
10.	Your business helps to reduce the rate of crime performed by youth in your community.	376	369	52	27	270	824	3.05	Agreed
Grand Mean		**3,948**	**2,916**	**786**	**348**	**2,700**	**7,998**	**2.96**	**Agreed**

Q. = Questionnaire and C.F. = Cumulative Frequency.
Source: *Field Study, 2017.*

Table 2 revealed respondents mean rating of the roles of small-scale businesses on the economic empowerment of Adamawa State. The response of item one to ten got the total scored for strongly agreed were 3,948, for agreed were 2,916, for disagreed were 786, while for strongly disagreed were 348. The Grand Mean for responses of research question one was 2.96 which weighted agreed.

Research Question Two

What are the feature as well as the sources of capital for small-scale businesses on economic empowerment in Adamawa State?

Table 3: Feature and Sources of Capital for Small-Scale Businesses on Economic Empowerment Adamawa State

S/N	Q. ITEMS: Feature and Source of Capital for Small-Scale Businesses	SA 4	A 3	D 2	SD 1	Total Scores 4	C.F. 10	$\bar{X}$ 2.5	Remarks
1.	Capital is important to your business growth and development.	396	294	106	20	270	816	3.02	Agreed
2.	The capital will determine the setup of the business.	348	303	76	44	270	771	2.86	Agreed
3.	Your business raises its capital from personal savings.	400	339	60	27	270	826	3.06	Agreed
4.	Your business received government interventions.	52	45	138	173	270	408	1.51	Disagreed
5.	Your family members help you to raise capital to start up your business.	344	288	120	28	270	780	2.89	Agreed
6.	Some of your profits were retained back to the business.	520	261	52	27	270	860	3.19	Agreed
7.	Financial institutions monitor the credit facilities given to your business.	416	255	82	40	270	793	2.63	Agreed
8.	Small scale business employs and retains the services of accounting officers.	140	60	200	115	270	515	1.91	Disagreed
9.	Your business collects loans from commercial banks.	200	111	154	106	270	571	2.11	Disagreed
10.	Your business makes profits in the last five years.	432	267	106	20	270	825	3.06	Agreed
Grand Mean		**3,248**	**2,223**	**1,094**	**600**	**2,700**	**7,165**	**2.65**	**Agreed**

Q. = Questionnaire and C.F. = Cumulative Frequency.
Source: *Field Study, 2017.*

Table 3 revealed respondents mean rating of the feature as well as the source of capital for small-scale businesses on economic empowerment in Adamawa State. The response of item eleven to twenty got the total scored for strongly agreed were 3,248, for agreed were 2,223, for disagreed were 1,094, while for strongly disagreed were 600. The Grand Mean for responses of research question two was 2.65 which weighted agreed.

Research Question Three

What are the challenges encountered in financing small-scale businesses on economic empowerment in Adamawa State?

Table 3: Challenges Encountered in Financing Small-Scale Businesses on Economic Empowerment in Adamawa State.

S/N	Q. ITEMS: Challenges Encountered in Financing Small-Scale Businesses	SA 4	A 3	D 2	SD 1	Total Scores 4	C.F. 10	$\bar{X}$ 2.5	Remarks
1.	Your educational qualifications affect your diversification of business interest.	564	309	28	12	270	913	3.38	Agreed
2.	Government regulation affects your operation activities of your business.	124	126	192	101	270	543	2.01	Disagreed
3.	Your business recorded the challenges of raw materials.	600	339	10	02	270	951	3.52	Agreed
4.	Your business suffers from low capacity to borrow from commercial banks.	504	282	60	20	270	866	3.21	Agreed
5.	Low productivity is a major challenge to your business.	404	246	94	40	270	784	2.90	Agreed
6.	Your business finds it difficult to fully understand and interpret government policies.	560	228	80	14	270	882	3.27	Agreed
7.	Poor roads network affect your business performance negatively.	532	300	48	13	270	893	3.31	Agreed
8.	Your business suffers from poor management practice and control.	380	285	80	40	270	785	2.91	Agreed
9.	Your business is made of people that are low or medium income earners.	492	363	40	06	270	901	3.33	Agreed
10.	Having access to new technology is not a serious challenge to our businesses.	92	60	200	127	270	479	1.77	Disagreed
Grand Mean		**4,252**	**2,538**	**832**	**375**	**2,700**	**7,997**	**2.96**	**Agreed**

Q. = Questionnaire and C.F. = Cumulative Frequency
Source: Field Study, 2017.

Table 4 revealed respondents mean rating of the challenges encountered in financing small-scale businesses on economic empowerment in Adamawa State. The response of item twenty one to thirty got the total scored for strongly agreed were 4,252, for agreed were

2,538, for disagreed were 832, while for strongly disagreed were 375. The Grand Mean for responses of research question three was 2.96 which weighted agreed.

Table 5: Regression analysis of the influence small-scale businesses on economic empowerment in Adamawa State.

Variables	B.	Std. error	t	Sig.	R-Cal	R-Crit	R^2	Adjusted R^2	Std of Est.
Small Scale Business	5.815	5.448	1.067	.001	.827	0.088	.684	0.031	5.376
Economic Empowerment	053	.199	4.786	.001					

Source: Field Study, 2017

The result used to test null hypothesis indicated R-cal value of .827 found to be greater than R-value of 0.088 at = 0.05, the observed value of (R = 0.827) was significant. The regression analysis of the constant (Beta) has a value of 5.815 indicating that the regression equation needs to be adjusted by the value in order to get regression equation relating to Small Scale Businesses. The result indicates 68% of the variability on Economic Empowerment. The analysis therefore shows that the Small-scale businesses have influence on economic empowerment in Adamawa State. Hence the null hypothesis is not retained

Discussion of Findings

This study revealed that the small scale business had contributed positively on economic empowerment. This development confirm the reason that the small scale businesses stimulate indigenous entrepreneurship this is in line with the view of Okafor (2008) who stated that the significance of SmallScale businesses is attributed to their influence in stimulating indigenous entrepreneurship and technology. The small scale business enhances regional economic balance, this findings is in line with the made by Jibrin (2013) who assertion that small scale businesses lead to Enhancement of regional economic balance through industrial disposal. Another major finding from this study is the total agreements by respondents that the major source of their capital is through their personal savings and in some extent the contributions of their family or close associates. These finding supports the finding of Obagun (2009) which revealed that the capital used in the business are the money gotten from personal savings of the owner or members of the same family who came together to donate money to start up the business. And also the studies conducted by Buba (2016) who found that about 97% of the total money use to finance small scale businesses comes from personal savings in Adamawa state. The finding of this investigation is in agreement with the view of Olokoyo (2009) who divided the challenges faced by small-scale businesses for economic empowerment into general and the specific. According to him, the general challenges include the legal aspect of the business, access to credit and new materials, and the lack of appropriate technical and managerial assistance.

Conclusion

Conclusively, one of the fundamental issues that are directly link to national development is economic empowerment. In fact, small-scale businesses provide

opportunity for economic empowerment. According to the functionalist view, small-scale business is a part of the social system that contributes to its harmony, stability, integration, equilibrium and so forth. The study has established that small-scale businesses economically empowered people in both rural and urban communities and contribute to the overall development of the family, state, nation and the world at large. Development, as a multi-dimensional concept therefore goes beyond increase in economic indices because it is the ability of both men and women to conquer their environment, using the available tools to the fullest advantage. In fact, the qualitative and quantitative data assessed the nature, factors, contributions, challenges and strategies for strengthening small-scale businesses for economic empowerment in Adamawa State.

Recommendations

The recommendations for this study are proffered based on the major findings on the effectiveness of small-scale businesses as a tool of economic empowerment in Adamawa State. They are as follows:

1. The loans given to small-scale business by either the government or private financial service providers do not reach to, or are inadequate for economic empowerment. Therefore, as a matter of policy, adequate loans with free interest should be given to them.
2. The small-scale business should be encouraged to diversify their activities and not to operate the same type of trades without competition. This will make them gain more profit and equally their customers will have varieties of goods/commodities to buy.
3. The Adamawa State government and private financial service providers should establish more micro-credit finance banks in rural communities like Fufore, Toungo, Mubi North and Mubi South Local Government Area to alleviate the difficulty faced by small-scale businesses and considering their boundary to Cameroonian Republic who are their major and target market.
4. The study further recommend that majority of the small scale business owners find it difficult to read and write, they should be encouraged by the government and non-governmental organizations (NGOs) in spite of their tight schedule to enroll in adult literacy classes organized by the agency for mass literacy or religious organizations. This will enable them to improve their skills of 3Rs (i.e. Reading, Writing and Arithmetic).

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VOCATIONALISATION OF TVET THROUGH INSTITUTION INDUSTRY COLLABORATION: BRIDGING THE SKILL GAP

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Abstract

Globally, high demand for skill both for self-employment and paid employment has rendered millions of people jobless with no discipline in the academic sense spared. This is further compounded by the speed at which new techniques and of course, emerging technologies beckons for update of skills to handle competently corresponding tasks. Consequently, institutions providing the knowledge and skills as well as work and business environment at which these knowledge and skills are applied can no longer exist in isolation but to work collaboratively to bridge the skill gap created by this fast-changing techniques and technologies. Vocationalisation of TVET stands unique in creating an atmosphere to harness training potentials both at the formal and informal /non-formal basis. This discourse justifies approaches for collaborations between TVET institutions and employers to bridge skill gap

Keywords: *Employer, Employee, Employability, Training, formal, informal/non-formal, institution, practical approach, competence, self-reliance, work*

Introduction

The unending quest for better ways of performing tasks, business or diplomatic; personal or public; domestic or global has equally prompted innovativeness in performing such tasks, thus calling for newer techniques and methods in task performance. Consequently, what seems to be a new technique today can become obsolete tomorrow? No thanks to its consequence - skill gap, which has become a milieu for global concern. It is more worrisome talking about skill gap in a skill-oriented discipline like Technical Vocational Education and Training (TVET). The core mandate of TVET is training to equip those who enrol in it with functional and modern work-related and business skills. Therefore, any mode for TVET delivery - formal or non-formal, emphasis is on skill acquisition. However, the reality is that need assessment by interested groups continue to reveal skill gap among graduates in correlation with the industry demands. Interestingly, TVET graduates, who are products/outputs of the conventional academic institutions (CAIs) or technicians, who are products of vocational enterprise institutions (VEIs) are inputs to industries. Significantly therefore both training institutions (formal or otherwise) and industries are obliged to establish a mid-point for collaboration in addressing the skill gap observed.

Institutions of learning are at the centre of grooming, training, mentoring, coaching, educating and preparing people, especially the younger generations thereby equipping them with relevant skills, ethically, morally, professionally and societal acceptable standards for useful and functional living. Since most industries provide training for up-skilling of their employees, especially fresh graduates that are newly engaged, it will be more practical to channel such training to TVET students through collaborative efforts as this will not only add value to these students but will provide a smooth transition to the world of work with enhanced productivity. What skills do employers set out for in TVET graduates? What do TVET institutions teach or train? What approaches can be used to measure these skills? Where vocationalisation does fits and how can it be applied, especially to these two players? Will this bridge the gap? These and many other issues are addressed herewith.

Technical Vocational Education and Training TVET

Technical Vocational Education and Training encompasses both the formal and informal or non-formal education system. It could be described as an organised programme of instruction offered in the school system and out of school to inculcate in the learners, knowledge, skills, attitude and appreciation of the worth and dignity of labour both in the public and organised private sector as well as self-reliance. Federal Republic of Nigeria (2014) in its National Policy on Education states thus: "Technical and Vocational Education and Training (TVET) is a comprehensive term referring to those aspects of the educational process involving, in addition to general education, the study of technologies and related sciences and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of economic and social life" P.24. Federal Republic of Nigeria further stated that TVET shall cover the following: the following:

i. Technical Colleges;
ii. Vocational Enterprise Institutions
iii. National Vocational Qualification Framework (NVQF)

The goals of TVET shall be to:

i. Provide trained manpower in the applied sciences, technology and business particularly at craft, advance craft and technical levels;
ii. Provide the technical knowledge and vocational skills necessary for agricultural, commercial and economic development; and
iii. Give training and impart the necessary skills to individual for self-reliance economically.

Thus, TVET must continue to reflect new emerging economic and social changes of the twenty-first century and be readily available to people at all ages. Therefore, its functions include to help develop in people, the right attitude towards work and the habits of mind conducive to the proper use of technology; to stimulate and encourage creativity; to equip school leavers with skills to earn a living.

According to UNESCO (2012) TVET today faces huge demands, challenges and opportunities. Labour markets are rapidly changing and youth unemployment and social disengagement are among many pressing concerns facing nations. Worldwide, governments and other stakeholders expect TVET to address multiple social and economic development priorities, from poverty reduction, food security and social cohesion to economic growth and competitiveness. In contexts of chronic unemployment and underemployment, young people themselves are demanding more opportunities for education and training, and an improvement in the relevance of education and training to the world of work. Self-employment requires entrepreneurial skills, and employers are calling for an ever-increasing range and level of skills and competences, combining technical and interpersonal skills. There are enormous challenges ahead. Despite significant efforts within and beyond the education for All (EFA) movement, too few young people and adults are currently able to develop the skills, knowledge and attitudes they need for today's changing world of work. Furthermore, TVET provision is poorly articulated with labour market demands and TVET is not contributing towards socio-economic development needs as much as expected. Although intended to support social mobility, some TVET policies, systems and programmes limit learners' future prospects and reinforce social inequalities. This is the main working document for the third International Congress on TVET, Transforming TVET: Building skills for work and life. It is based on the preliminary findings of a UNECO study on world trends and issues in TVET conducted as part of UNESCO's strategy for TVET (20102015). It is intended to inform discussions in Congress sessions, to provoke critical reflections, and to inspire future developments in the field of TVET. The UNESCO study looks in depth at the major trends and policy developments in TVET since the second International Congress held in Seoul in 1999. This work has two main objectives. The need to continually analyse world trends in TVET in the context of wider development trends and to advance conceptual and policy debates on TVET to address persisting challenges and to proceed towards future frontiers. Hence, it would be pertinent to take stock of the current situation and asks what policy measures might now be taken, in times of economic uncertainty, to facilitate TVET learning and skills progression by more young people and adults, especially in addressing skill gap or skill mismatch among youths, especially those who are TVET bias.

According to Okon (2015), Technical and Vocational Education and Training (TVET) operates with principles and theories that centre on skills, especially Vocational Education theory propounded by Prosser (1946), which holds that education should be differentiated because of marked difference in interests, aptitudes, and occupational opportunities that are open to the young and noted that what the great majority of children need is, real Vocational Education. In the views of Prosser, students should be made to carry out exercises and projects under conditions applicable in industry. The theorist acknowledged the fact that specific industrial methods are changing rapidly in the face of

emerging technologies. It will therefore be helpful to institutionalise short-term courses for retraining and updating skills and knowledge which both institutions offering Vocational Education and employers of labour are in partnership to achieve (Cross; Wyatt & Groves, 2013).

Prosser's Vocational Education Theory holds promise for today's Vocational Education practices, including of course, TVET practices. Charles Prosser theories are presented as follows:

1. vocational education will be efficient in proportion as the environment in which the learner is trained is a replica of the environment of which he must subsequently work.
2. effective Vocational Education can only be given where the training for jobs are carried out in the same way with the same operations, the same machines as in the occupation itself.
3. vocational education will be effective in proportion as it trains the individual directly and specifically in the thinking habits (cognitive) and manipulative habits (psycho-productive), attitudinal skills (affective and perceptual) required in proportion as it enables each individual to capitalize upon his interest, aptitude and intelligence to the highest possible degree.
4. vocational education will be effective in proportion as it enables each individual to capitalize upon his interest, aptitude, intelligence to the highest possible degree.
5. effective Vocational Education for any profession, calling, trade, occupation or job can only be given to the selective group of individuals who need it and can profit by it.
6. vocational education will be effective in proportion as the specific training experiences for forming right habits of doing and thinking are repeated to the extent that these habits become fixed to the degree necessary for gainful employment.
7. vocational education will be effective in proportion as the instructor has had successful experience in the application of knowledge and skills to the operations and processes, he or she undertake to teach.
8. for every occupation, there is a minimum of productive ability which an individual must possess in order to secure or retain employment in that occupation. If Vocational Education is not carried to that point with that individual, it is neither personally or socially effective.
9. vocational education must recognize the conditions as they are and must train individuals to meet the demands of the labour market even though it may be true that more efficient ways of conducting the occupation may be known and that better working conditions are rightly desirable.
10. for every occupation, there is a body of content which is peculiar to that occupation and which practically has no functional value in any other occupation.

11. vocational education will be socially efficient in proportion as it takes into consideration the particular characteristics of any particular group which it serves.
12. the administration of Vocational Education will be efficient in proportion as it is elastic and fluid rather than rigid and standardized.
13. occupational information and guidance should be provided for vocational- technical students.
14. while every reasonable effort should be made to reduce per capita cost, there is a minimum below which effective Vocational Education cannot be attempted.

These principles cover organisational, administrative and instructional areas of TVET. The principles of Vocational Education imply that practical training is important requirement for skills development. The important area TVET provides practical training for the acquisition of practical skills in diverse areas which the programme covers.

Vocationalisation of TVET for Global Competitiveness

Vocationalisation describes an educational process that gives or expected to give very serious attention in providing students with competent skills for employability; greater productivity as well as economic and development needs of the local and global society. It involves the assessment of the current trend in any educational process and strategies for improvement. It is concerned with improving the skills' need of the contemporary society through a shift from over-emphasis on theoretical enunciation to greater emphasis on practical approach in the educational process; application of ICT as against the manual approach in school administration; the use of modern teaching techniques as against traditional method of teaching, among others. Vocationalisation promotes positive attitudes in the world of work, therefore promotes work ethics, values and dedication. It lays emphasis on quality as opposed to quantity. Weeks (2002) cited Bacchus (1988) where vocationalisation is viewed as efforts by schools to include in their curriculum those practical subjects which are likely to generate among students some basic knowledge, skills and dispositions that might prepare them to think of becoming skilled workers or to enter manual operations. Weeks further explained that the inclusion of practical or industrial arts subjects especially in the curriculum of secondary schools as part of a programme of general education is considered an essential element in the vocationalisation of education. Weeks also cited Mudariki and Weeks (1995) with the following definition: "At a minimum vocationalisation is the introduction of practical subjects into schools, for example, agriculture, commerce, design and technology, and home management - a move away from purely traditional, academic subjects. Vocationalisation can go beyond this to include integration between practical and academic subjects, learning from self-reliance activities, and learning through clubs and societies. In some cases, the whole school is looked at as a productive enterprise, offering a variety of experiences from administration through to technical production".

1. Will be cost effective and facilitate economic development by developing skills, through training people to replace expensive expatriates;
2. Will equip youth to return to their community or villages ("back to the village" syndrome) where they would become engaged in self-employment or job creation in the informal sector;
3. Would help to solve the "time bomb", the spectre of the unemployed school leaver who joins the revolutionary opposition; and
4. Would serve to stem urban drift

The views of Weeks here imply that vocationalisation can be applied at any level of education. Nwazor and Nwaukwa (2015) noted that effective vocationalisation is a call for higher quality of teaching and learning in the classrooms, workshops, laboratories and other places in which the vocational education takes place. Vocationalisation requires competent teachers, engaged students, well-designed courses, and facilities that are fit for purpose. Vocationalisation implies an understanding of these five elements: skills, reflection, relationship, models and context teaching in its interactive sense. Vocationalising TVET is vital in mobilizing more students to interact and gain experiences stated in learning theories. It results in student-centred learning, co-operative learning, creativity and the development of the learners. Vocationalisation reflects on teaching models. It incorporates holistic vocational education that can be managed, which saves time for other teaching activities, and which blends theories and practice, actions and reflection.

According to the views of Weeks, who cited Coombe (1988), vocationalization can be linked to "experiential education", or learning by doing. Practical education is seen as enhancing learning and promoting cognitive development. It should be emphasised that vocationalisation can be modelled based on the need of individual institution; industry nation, region as well as global need. A model focuses on the increasing prominence of life skills which encompass social attitudes, basic knowledge and practical skills. Nwazor and Nwaukwa (2015) noted that the inability of Vocational Education graduates to apply their knowledge and skills to improve their daily lives or generate gainful employment is causing them to question the very essence of vocational education programme offered to them. Effective vocational education is supposed to equip students with life skills such as problem solving, skills in critical thinking, decision-making, abilities to manage stress and feelings, to develop self-awareness and self-confidence, to communicate well, and teamwork among others. However vocational education programmes in most cases are taught theoretically without the use of modern equipment and instructional inputs. This makes it difficult for students to develop life skills needed for the 21st century. The inability of vocational teachers to use adequate instructional strategies (models) does not enhance students' acquisition of skills and development of self-concepts as well as interests. The lack of use of modern methods alongside other strategies does not encourage originality at work. The reluctance of

vocational education lecturers to use teaching models when deciding on teaching strategies to use to respond to particular learning objectives implies that though courses are repeated, students are ill-prepared to meet future challenges. Effective vocational education programme in the zone is also constrained by having lecturers of vocational courses that lack information and communication technology (ICT) expertise. It is normal for them to impose textbooks on students, use outdated curriculum, and teach topics that are irrelevant to modern business offices, use theory to shut out the practical.

Vocationalisation of TVET will not pose a challenge because, TVET has the potential to be implemented at all levels of education. Okon and Usoro (2014) had earlier posited that TVET has its orientation towards the world of work and the emphasis of the curriculum on the acquisition of employable and self-reliant skills. Okon and Usoro further explained that TVET delivery systems are well placed to train the skilled and entrepreneurial workforce that Africa (and of course elsewhere in the world) needs to create wealth and emerge out of poverty. Okon and Usoro identified characteristics of TVET, noting that it can be delivered at different levels of sophistication, implying that TVET institutions can respond to different training needs of learners from different socio-economic and academic backgrounds and prepare them for gainful employment and sustainable livelihoods. It is therefore pertinent to state that TVET can be infused into all academic programmes through the process of vocationalisation, especially with a strong collaboration between educational/vocational enterprise institutions, and industry that would subsequently absorb these individuals or patronise their products and services.

Societies that aspire to gain competitive advantage ought to invest in TVET and of course make TVET an inclusive education and training. Global competitiveness is placing some countries ahead of others, therefore raising posers as to the reason for the gap. Porter (2000) holds that national prosperity is not inherited but created by choices. In other words, national wealth is not set by factor endowments, but created by strategic choices (Porter, Delgado, Ketels and Stern, 2008). Porter's advocacy of creating wealth goes beyond the world of traditional trade theories which have been focusing on international trade originating from Adam Smith. This implies that the 21st Century globalised economy and future emerging economy is perceived as being too complicated to be explained by the traditional trade theories. In considering Global Competitiveness (GC), Porter describes a nation's competitiveness as the degree to which it can, under free and fair market conditions, produce goods and services that meet the test of international markets while simultaneously expanding the real incomes of its citizens.

Production of goods and provision of services require the application of technical and soft skills that can be developed. Because there are diverse disciplines most of which are theoretical based, it will only be worthwhile to expose people who enrol for such programme to be provided with special training to acquired skills, especially modern work-related skills

to effectively fit in the modern global business, social and work environment. Porter *et al* observed that the Global Competitiveness Report (GCR) has long been a globally recognised ranking of a country's competitiveness and a tool for benchmarking a country's strengths and weaknesses. The authors portrayed that effort to introduce the best available methodology for preparing competitive rankings have been continuous process, which has equally brought series of improvements over the years. Porter et al (2008) reported that an important milestone was reached in 2000, when Professor Jeffrey Sachs introduced the Growth Competitiveness Index (GCI) based on a stronger academic foundation in economic growth theory. In same year (2000), Professor Michael Porter joined the effort in introducing a companion Business Competitiveness Index (BCI) which focuses on microeconomic drivers of prosperity. Porter *et al* also reported that in year 2004, Professor Xavier Sala-i-Martin created a Global Competitive Index (GCI), which included both macroeconomic and microeconomic factors of competitiveness.

Global Competitiveness is a complex and sophisticated phenomenon; hence, new approaches are gradually emerging. For instance, Professor Porter is reported to have worked on a New Index (Porter et al, 2008). The foundation of competitiveness is 'Productivity' and 'Prosperity'. It is widely reported that prosperity is determined by the productivity of an economy, which is measured by the value of goods and services produced by unit of the nation's human capital, and natural resources. Porter et al (2008) reported that productivity depends both on the value of a nation's products and services, measured by the prices they can command in open markets, and the efficiency with which these products can be produced. Productivity supports high wages, a strong currency, and attractive returns to capital and with them a high standard of living (Porter et al, 2008). In sum, therefore, competitiveness is measured by productivity. A country willing to prosper and meet up the prosperity level of other countries must therefore improve her productivity. Can productivity thrive without skills? The answer is obvious; certainly no. The answer is a signal to nations with low productivity and are willing to aggressively transform their ailing or staggered economies to and oasis of prosperity enhanced by productivity.

Skills

Lifelong learning which builds on people core skills is essential if individuals are to meet their personal needs and employer's needs. In the workplace, employees at every level are increasingly expected to take responsibility for the quality of products and services they produce or provide. Also, employers are looking for individuals who can critically and analytically solve problems, communicate well, use information Technology and work with others effectively, and are well equipped to assume the flexible and responsible roles which modern workplace need. Skills are vital for poverty reduction, economic recovery and sustainable development. As a consequence, policy attention to Technical Vocational

Education and Training (TVET) is increasing worldwide. TVET comprises, formal, non-formal/informal learning for the world of work. Young people women and men learn knowledge and skills from basic to advanced levels across a wide range of institutional and work settings and in diverse socio-economic contests.

Skill has become a household name in TVET. Therefore, TVET aims to provide the desired skills and knowledge to its beneficiaries to effectively and efficiently function in society. Skill is the ability to perform expertly, facility in performance, dexterity and tact (Okon, 2018). Meanwhile, practical training is required for students if they are actually expected to graduate with competent skills for employability. Employability skills are basic skills needed for one to get a job and to carryout duties well. Employability skills are group of important skills instilled in everyone in order to produce productive workforce. Employability skill is crucial in all profession. It is a form of an active adjustment of individuals towards certain occupations until they could identify and recognize existing career opportunities in the work place. Employability assist employees to adjust themselves towards various changes and to increase working abilities which suit the working environmental needs. It is the relative chances of getting and maintaining different kinds of employment. In absolute term, employability focuses on the need for individuals to obtain credentials, knowledge and social status.

The concept of employability is subjective and dependent on contextual factors. Employability does not only depend on whether one is able to fulfil the requirements of specific jobs, but also on how one stands relative to others within a hierarchy of job seekers. Of course, the global trend in terms of workforce demand is that of competition. Nigeria's competitive ability on the other hand depends greatly on skills competency of graduates of her educational institutions. Thus, TVET by its mandate and composition is positioned to promote skills development and give rise to employability and productivity. It is only through employability skills that graduates from educational system and training institutions can compete globally. Training promotes skill development.

The business and work place in modern sense cannot exist without a carefully planned training programme to improve the skill competence of its workers. Hence, Olivares (2015) observed that: "there are some characteristics frequently included in the job description; they are called skills, abilities, traits, or core competences", p. 25. Skill can be used interchangeably with competency, hence Olivares further noted: "Abraham, Karns, Shaw and Mena (2001) prefer the term competency because it includes the characteristics, behaviours and traits necessary for a successful job performance". Olivares further cited Wickramasinghe and Perera (2010) who considered the importance of the employability skills, so the graduate may get a first job, maintain it, or transfer it to a different position in the same or in a different organisation, adapting to his or her personal expectation and conditions. Here, Wickramasinghe and Perera as reported by Olivares (2015) classified employability skills into:

1. Subject skills; and
2. Transferable skills

The subject skills are the discipline-related skills ones, and the transferable skills are generic competences, which are important independently of the organisation or its functional areas. Olivares succinctly put: "the term transferable refers to the possibility of applying the knowledge acquired and use it in different jobs. During the industrial revolution, which began in Europe and America and later spread across other continents in the later part of 19th Century and in the 20th Century, technical skill was in high demand. However, in the wake of 21st Century, which also coincided with the new millennium, soft skill seems to be demanded than technical skills. Soft skills or socio-psychological skills or job survival skills or affective work competency skills include attitudes and behaviours that correlate highly with career success. They are what enable people with different skills work effectively together and without friction. But these skills are hard to teach in a classroom setting and tend to come with office-like experience whether it's from an internship volunteer work, participating in student organizations or part-time jobs. The workforce can only be productive when members of the work force are proficient in skills. Proficient skill means having an advanced degree of competence in vocation or any branch of learning. Thus, the concept of vocationalisation comes in. This implies that TVET students and trainee while undergoing training, must be made to acquire adequate proficient skills to enable be productive in their task's performance. The lack of proficient and relevant work skills therefore, make the graduates unable to work as effective as required by the employers, and this has been attributed to poor quality of training facilities, among others.

Soft Skills

Soft skills are employability skills most frequently required by employers and most likely important for success in the labour market. Possession of soft skills by graduates signifies career readiness. Skills which may be taught through education and workforce development systems fall into three board categories:

1. applied knowledge;
2. effective Relationship and;
3. workplace skills;

Applied knowledge is the thoughtful integration of academic knowledge and technical skills, put to practical use in the workplace.

Effective relationship - Are the interpersonal skills and personal qualities that enable individuals to interact effectively with clients, co-workers and supervisors.

Workplace skills Are the analytical and organizational skills and understanding that employees need to successfully perform work tasks.

In modern sense, employer or industry representative can play active role in supporting students undergoing studies and equip them with career readiness and guarantee

current and future employees by partnering with education and training providers and reinforcing skill development at workplace. The following options are open:

1. Review the employability skills, framework and identify the skills most important to your workplace;
2. communicate your skill needs to your education and workplace training partners to help design curricula and training programme;
3. partner with schools, community colleges and adult education and training programmes to help develop skills;
4. assess the extent to which current and prospective employees possess employability skills;
5. hear what business leaders and the department of education have to say about the employability skills.

Skill Gap among Products of Educational Institutions

Generally, education exposes individuals to worthwhile values and knowledge in different disciplines. Education provides skills in specific areas for those who enrol for these areas. Therefore, those who enrolled for TVET acquire knowledge and skills in TVET, those who enrolled for engineering, Banking and Finance, Management, Law, among others acquire knowledge and skills in these areas. However, it is feared that such faculty courses can no longer sustain the teeming graduates' output from academic institutions the world over. There seems to be consensus that skill gap or skill mismatch contribute largely to graduates' inability to obtain gainful employment.

Skills gap according to Lachs (2017) is described as the difference between what students are taught in school and college and what employers are actually looking for when hiring recent graduates - is constantly growing. Lachs reported that the National Federation of Independent Business found that 45 percent of small businesses in the U.S. were unable to find qualified applicants to fill job openings as of the first quarter of 2017. Findings from the UK Commission of Employment and Skills (UKCES) showed that one in four job vacancies last year were caused by the widening skills crisis across the UK, while "14 per cent of employers report skills gaps in their existing workforce." Australia's Department of Employment released a report last year detailing over forty occupations affected by skills shortages and recruitment difficulties nationwide.

Skill gap has been acknowledged as a global issue and is experienced even in developed economies. Frischmann (2018) reported what could be described as empirically-supported situation, where skill culture was recommended and puts: "I am going to share statistics and observations to illuminate the 'Skills Gap' problem, then present why I think a Skills Culture is the mind set and Skills Based Approach the methodology/application to tackle this and other problems related to lifelong learning". The reports of Frischmann is presented as follows:

"In standard education, US students are behind in basic skills. U.S. lags on both tails of basics skills measurement higher rate for low basic skills and lower rate for high basic skills. For example, on the low end, 'one in three adults have weak numeracy skills' in this U.S. compared to 'one in five' for the cross-country average. And, on the high end, '8 percent of adults scored the highest level' in the U.S. compared to a '13 percent cross-country' average". The Organization for Economic Co-Operation and Development (OECD): "Time for the U.S. to Reskill?"

"There are improvements in Common Core; there will be more improvements. Only 18% of teachers strongly agree that their resources were aligned with the standards (up from 9% in 2002). thirty-nine percent of teachers feel 'very prepared' to teach the standards (up 20 percentage points from 2002). -EdWeek article

"Students in high school are not engaged. Almost 'three quarters of all surveyed fifth-grade students' are engaged, while only 'one-third of surveyed students in 10^{th}, 11^{th} and 12^{th} grades are engaged". - Gallup Survey

"Skills Based Approach is effective in track learning in skill in education; Common Core is largely skills based. Skills Label is a resource to communicate and display what is being learned for any task. Skills Culture might be a way to improve poor engagement in high schools as students play a more active role and apply what they are learning".

Alternatives to Higher Education

"The 'other Skills Gap' is about filling jobs not requiring a four-year degree. Over the next couple of years, there will be a resurgence of 'the new blue collar' with over 2.5 million good-paying jobs being added to the economy (representing nearly 40% of all job growth)". - *USA News article*

"Skills Based Approach is useful for tracking learning in all these new age programs for learning boot camps, micro-credentials/nanodegrees, and traditional and emerging apprenticeships".

Higher Education

"Employers are looking for applied skill when hiring. 84% 'knowledge' and 79% 'applied skill' are 'very important' in hiring decisions (compared to only 28% for 'degree' and 9% for 'college attended')" - Gallup Poll.

"Employers say students do not have required skills. 33% disagree and 34% are neutral to the statement higher education graduates have the skills my 'business needs'" Gallup Poll

"Critical thinking is perhaps the single most important skill across disciplines and subjects". In his book Underachieving Colleges, Derek Bok says: "It is impressive to find faculty members agreeing almost unanimously that teaching students to think critically is the principal aim of undergraduate education."

"Higher education institutions are not doing an adequate job getting students to improve critical thinking. No statistically significant gain in critical thinking, complex reasoning, or writing skills for at least 45 percent of students". *Academically Adrift*

I refer to this disconnect: Squeeze on Higher Education . Skills Based Approach suggests working with skills and competencies in higher education (applied learning), and tracking all the learning that takes place in and out of the classroom. For skills like Critical Thinking, we need to get a level deeper and understand the imparting of underlying methods and applications.

Professional

"Employees lack the skills needed to do their job. In a survey of senior talent and strategy executives around the work, the most important future workplace strategy of its respondents (65%) is to 'invest in reskilling current employers'". - *Future of Jobs Survey conducted by World Economic Forum*

Workers existing skill sets are expiring faster.

"From the perspective of the executives. The top two technologic drivers already impacting employees' skills, "mobile internet, cloud technology" (22%), "processing power, Big data" (13%). - *Future of Jobs*

"From the perspective of the workers. Fifty-four percent and thirty-three percent of workers say training / skills development throughout their work will be" "essential "and "important, but not essential". - *Pew Research The State of American Jobs*

"Employers have a captive audience and incentive to train employees". "Sixty-three percent of low-skilled adults in the U.S. are employed" and "an intervention should yield lifetime returns". - *Future of Jobs*

"Occupation or specialties are changing too fast, require thinking in skills". "The most in-demand occupations or specialties did not exist 10 or even five years ago, and the pace of change is set to accelerate." *The Future of Jobs*

"Workers are required to makes sure they are adequately prepared with skills". Seventy-two percent of American adult workers say "a lot" of responsibility falls on individuals to make sure that they have the right skills and education. - Pew Research

Skills Based Approach suggests working with an evolving skill set, so students and professional constantly hone a skill set and remain relevant. It also suggests putting workers in the 'driver seat' of their learning. Finally, it is a platform for management and workers to negotiate training, demonstrated competencies, and plan future growth (on boarding and performance reviews).

Bridging the Skill Gap

Vocationalisation is a veritable tool for bridging the skill gap currently experienced among products of educational institutions. Academic institutions and other critical

stakeholders have roles to play to develop skill culture in learners. The following strategies are open:

a. Integrating and strengthening entrepreneurial programmes into all academic disciplines;
b. Encouraging students to develop and nurture projects and business models of their interest as well as documenting same in standard books;
c. Making exhibition an integral part of academic requirement for students to showcase by-products of their projects and business models

Skill Process Cycle and Bridging Skill Gap through Collaboration

Skills may differ from industry to industry but there is strong perception that every industry strive to engage employees with desirable skills. Desirable skills that every industry tends to look out for include quest to learn about one's chosen industry, focus and the ability to listen, assimilate knowledge and then apply it, a clear communicator, and having technical knowledge and creative problem solving skills, coaching ability, teamwork, strong work ethic, strong communication skills and independent initiative, taking responsibility for your own actions is, along with ambition, politeness, empathy, reliability, and most importantly, being passionate about work, self-motivation, reliability, handling pressure and adaptability, ability to listen and then act on what is heard, strong communication skills, passion for the job, attention span, focus, and critical thinking, knowledge of oneself and what one is passionate about, being enthusiastic about work.

Interestingly, educational institutions and training centres have the mandate to prepare for the world of work be it as self or paid employment. However, it has been observed that these institutions and centres are still handicapped in providing adequate skills for modern work demand. Consequently, products of these institution seem not to possess the required skills by employers. Some of the skills employers look out for in employees that are not typically cultivated during formal education are basically transferable or soft skills. Of course, it is a well-established fact that formal education usually trains technical or hard skills and fewer soft skills. There is therefore an urgent need by these institutions to adopt a balanced approach in the teaching of skills where both hard and soft skills are taught in school. It should be noted that soft skills last longer than hard skills. In most cases, hard skills learnt in school can become outdated. It should equally be borne in mind that some technical or hard skills learnt in schools and of course those needed by industries, especially those that are technology-driven will fat become obsolete due to industry's adaptation to the use of super computer and ROBOT. Change in skills over the next decade will most likely be in relation to technology, especially in the area of very low-level programming jobs because many of them will be taken over by robots/computers. The only good side of it is that

someone will still be needed to run, understand, and manage these machines. To avert redundancy in totality and avoid certain hard skills not becoming obsolete is to stay informed about the progression of these technologies and try to leverage this knowledge by getting schools involved in training people to gain advantage. Changes in technology and artificial intelligence should be the main factor in changing skill sets. Skill of learning itself is gradually dying and could become obsolete because the modality of learning is not just face-to-face, but predominantly web-based, one-sided which could be an advantage as international borders are becoming borderless therefore no more hindrances for acquiring knowledge and skills. Educators should focus less on teaching knowledge, especially in theory and concentrate more on teaching problem-solving skills that can be applied to new situations and challenges, emphasising the need to include intercultural experiences. Those who facilitate learning of these skills would have to foster creativity, thinking of things in new ways and developing the use of technological and 21st century skills.

Practical approach should be enhanced in schools and on-the-job through shadowing experiences, internships, part-time jobs, refresher courses, among other means. Virtual learning should be improved by setting up virtual educational environments and linkage with business environment to enhance conversations with business people where the students can contribute by offering services as a class or individually. Emphasis on teaching students means of self-awareness and self-leadership to enable them to choose a path suitable for their interests and passion. Teachers are willing to teach these skills but seem to lack the resources, time, and support. Again, teachers themselves need training, which is essential in building their competence in teaching these 21st century skills. Furthermore, schools need access to these technologies and other useful tools to help implement them in the classroom through collaborative approach. Educationists should provide more real-life training, less theory, more hands-on training. Employers therefore should be working closely with members of the academic community to avail them the opportunity to inject into the school system, the kind of skills they need, and schools should adapt their academic programmes to that. What is currently the Students Industrial Work Experience Scheme (SIWES) should be implemented when students are through with other academic activities and have written their final examination before proceeding on SIWES to make it a transition programme between school and the real work.

The skill process cycle is a collaborative strategy where critical stakeholders, who are potential beneficiaries of the products of one another and are obliged to contribute significantly in the improvement of the services of each stakeholder. Critical stakeholders are those who are major investors and direct beneficiaries of the output of the education sector. Among these categories are:

1. Students and their relatives who are direct investors;
2. Educational Institutions and their proprietors who are also direct investors;

3. Government of nations with their relevant agencies that create enabling environment, formulate policies, including funding;
4. Donor Agencies as indirect investors;
5. Regional and International Bodies;
6. Employers of Labour;
7. Professional Bodies;
8. The Society/General Public and other groups that may directly or indirectly fall under any of the afore-mentioned groups.

Students/Parents

Students are those admitted to learnt skills and knowledge in educational institutions. They pay tuition fees or other charges (where tuition is free); buy educational materials, pay for accommodation and feeding and spend time reasonable enough to acquire the much-needed skills that will be beneficial to them and the society. They serve as input to educational institutions and vocational enterprise institutions on admission and on graduation, serve as output with competent skills that attract employers of labour for hiring or be self-reliant. Once students become graduate outputs other stakeholders can hire them for the service they can render. The need therefore arise that other stakeholders should nurture these students while they are undergoing training. This will go a long way to groom the kind of student employers and the general public want.

Educational Institutions/Vocational Enterprise Institutions

Educational Institutions and Vocational Enterprise Institutions accept students as inputs, process them through pedagogical skills and assimilation of worthwhile values and send them back to the society where they can function through labour engagements (employees) or engagement of labour (employers). The educational institutions or vocational enterprise institutions in its complexities include the personnel, physical infrastructure, the curriculum and other resources including the internal and external environment. Educational institutions cannot exist in isolation in providing the much-needed skills hence collaborative approach is open by bringing other stakeholders (Gown and Town Relationship GTR). Interestingly, educational institutions are the first set of employers to hire the products of their system. Both public and private ownership of educational institutions should be encouraged to allow for access after all, both offer public goods. In these wise, wealthy members of the society should invest heavily by establishing more educational and vocational enterprise institutions. Meanwhile, irrespective of ownership of educational institutions, other stakeholders are required to support in funding, formulation of dynamic policies and regulating the activities of these institutions to ensure that standard is enhanced, maintained and sustained.

Educational and vocational enterprise institutions should encourage students' mobility as well as scholar research collaboratively, where students and scholars can be sent

to other institutions within and outside the country. Okon (2018) explained that students' mobility involves policies designed to encourage and internationalisation of higher education, where a broad array of nationally funded student mobility scholarship is instituted. Scholar mobility and research collaboration is important. Here, Okon posited that policy activity in this area is being undertaken by many countries around the world, as well as by key regions notably Europe, where the European Union is investing heavily in this area under the Horizon 2020 initiative. Common types of initiatives in this category include support for visiting scholars, programmes and grants to send faculty abroad, policies to repatriate faculty living in other countries and project-based research grants. Educational and vocational enterprise institutions that send their scholars abroad on research mission would have these scholars returning with new ideas, skills and invention that would be transferred to students during training.

The World of Work/Labour Market/Employers/Establishments

The world of work also known as the labour market is largely made up of employers and their agents. These are critical stakeholders that engage graduates passed out by educational and vocational enterprise institutions thus, giving them the opportunity of having direct returns on their direct investments and giving the society opportunity to enjoy returns indirectly. These institutions through the services of their employees enhance productivity and create wealth, thereby raising the standard of living of the teeming populace.

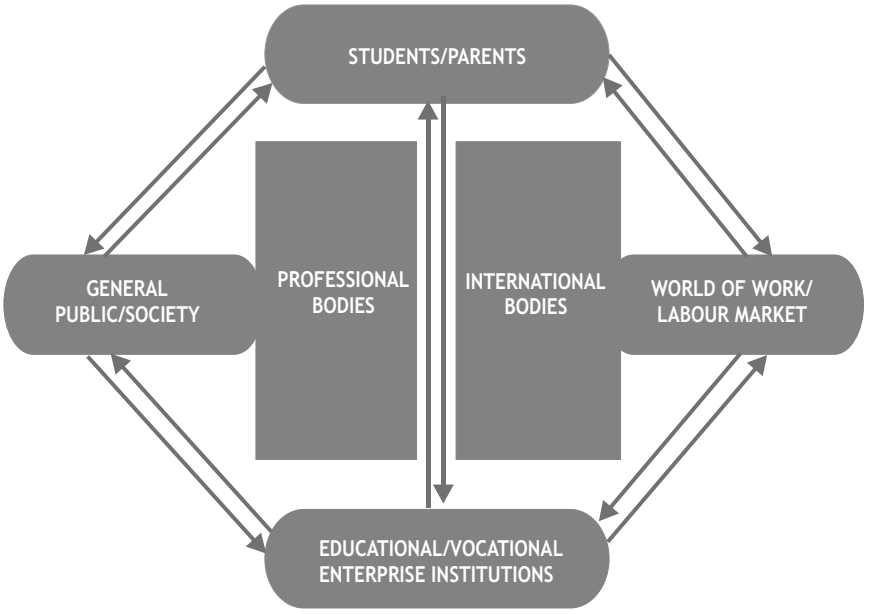
The General Public/Society

This category is yet very critical in the cycle. The society supplies input factor to both educational institutions and the labour market and patronise the products and service of organisations. The level of quality of inputs the send in and their contribution in the course of training these inputs determine the quality of outputs they expect from the system.

Other Stakeholders

Other stakeholders such as governments, professional bodies, regional, continental and inter-continental bodies through funding and other services rendered help to promote skills development and the quality of skills students acquire. They equally hire the services of graduate outputs.

There is therefore a revolving process where the services these stakeholders affect the performance of one another. Importantly, each stakeholder has roles to play in skill development. Educational institutions should therefore collaborate with all stakeholders to bridge the skill gap perceived to be the case among graduates of educational and vocational enterprise institutions. These are illustrated diagrammatically in Fig. 1.



Source: *Developed by the Author, Dr. Edet E. Okon*

Notably, industry provides the real work environment, which may not perfectly be the situation with the training environment provided for students, who, on graduation are to be absorbed by these industries. It is agreeable that the prepares students for the labour market, it should be noted that doing so collaboratively with industries would be a more perfect blend. Hence, Okon (2018) argued that the schools provide knowledge and practical experiences but are sometimes short-lived due to inadequacy of facilities and equipment that can provide the needed skill level for ever-changing work environment as technologies keep pushing for new application of work skills, techniques and approaches. The only option is for schools to locate different organisations with different degrees of technologies, where the schools can collaborate for students' exposure through school employer partnership for students' industrial work experiences.

Despite these bilateral approach to handling students' skill needs, most students still afford themselves training opportunities either on graduation or while undergoing course of study in preferred training centres. This framework further recycles into job environments where employers out-rightly provide training opportunities for varying periods depending on pre-work schedule for both new and existing personnel. This is to avail graduates with the opportunity to be proficient in skills in order to fit into the global work environment; enhance productivity on the job; wealth creation and organisational success as well as societal wellbeing. Educational and vocational institutions enhance work force development, raise productivity, and create wealth for national economic development as well as individual, organisational and societal wellbeing. Beneficiaries of TVET and education generally are

students and graduates of TVET, organisations and the larger society. They would derive more benefits when they further redefine the next level and re-injects the innovations acquired for improvement, thus, giving the next generation of those who enrol for TVET programmes a platform to adapt to emerging work and societal environment through better learning and training environment. Despite its lofty goals and objectives, TVET has not been positioned to tackle the many woes bedevilling the global economy. The trend in recent time where may youths and graduates are challenged in securing gainful employment is worrisome and calls for aggressive and urgent approaches to curb the menace. Thus, vocationalisation of TVET and of course education generally is imminent and should be applied among diverse economies and educational culture of nations. Vocationalisation integrates improved teaching skills, increased funding, expanded commitment by stakeholders and guarantees skill development among students.

Vocationalisation of TVET alongside collaboration is the game-changer for TVET. Okon (2018) deciphered that collaboration promotes internalisation of Business Education, which is an aspect of TVET. This model is presented further in this discourse thus:

Type 1: Student Mobility

Policies designed to encourage and facilitate student mobility stand out as the most common focal point for policy-making related to internationalisation of higher education. A broad array of nationally funded student mobility scholarship programmes from Saudi Arabia to Chile, Kazakhstan to Brazil, among many others are the prime manifestations of this policy focus.

Type 2: Scholar Mobility And Research Collaboration

Policy activity in this area is being undertaken by many countries around the world, as well as by key regions notably Europe, where the European Union is investing heavily in this area under the Horizon 2020 initiative, and specifically through such mechanisms as the Marie Sklodowska-Curie actions. Common types of initiatives in this category include support for visiting scholars, programmes and grants to send faculty abroad, policies to repatriate faculty living in other countries and project-based research grants.

Type 3: Cross-border Education

Whether involving branch campuses and other kinds of physical 'outposts' or virtual (or hybrid) forms such as MOOCs national policy and programme activity in this realm includes initiatives to foster partnerships for capacity building, to create educational 'hubs', to encourage domestic institutions to establish campuses and programmes abroad and to more effectively regulate cross-border activity in practice.

Type 4: Internationalisation at Home

This is a nascent but rapidly emerging critical focal point for internationalisation. Few policy documents currently address it overtly. The European Commission's 2013

strategy for internationalisation, 'European Higher Education in the World', is a notable exception. But this is surely an important space to watch for future policy developments.

Type 5: 'comprehensive Internationalisation' Policies

We see a small number of initiatives that present a rather sweeping set of rationales, action lines, focus areas and-or geographic orientations rather than being singularly focused on specific action lines. Again, the European Commission's policy vision for internationalisation stands out, but so does Canada's 2014 'International Education Strategy' and Malaysia's 2011 'Internationalisation Policy for Higher Education Malaysia', among others.

Importance of Skills

Skills are needed in all aspect of human endeavour and task performance. The skill acquisition is therefore the core mandate of TVET. Usoro (2016) maintained that skills acquisition and development is embodied in the concept of Technical Vocational Education and Training (TVET) and further stated that skill development therefore:

i. Involves muscular dexterity
ii. Must lend itself to the coordination of activities
iii. Requires that the amount of work to do should be performed with competency
iv. Implies that performance should be by keen sense of direction, pressure and a great deal of relaxation and must have some intellectual content
v. Emphasizes accuracy as an important characteristic

Notably, acquisition of skills holds direct benefits to different groups of persons including but not limited to individuals acquiring or have acquired the skills. According to Usoro (2016), skill acquisition and development has enormous benefits. These include:

Benefits for the Individual

Here, skill helps to:

a. Find new way of thinking and problem solving
b. Recognise the impact of their actions and teaches them to take responsibility for what they do rather than blame others
c. Build confidence both in spoken skills and for group collaboration and cooperation
d. Analyse options, make decisions and understand why they make certain choices outside the classroom
e. Develop a greater sense of self-awareness and appreciation for others.

Benefits for Employment

a. The ability to self-manage, solve problems and understand the business environment
b. Working well as part of the team

c. Time and people management
d. Agility and adaptability to different roles and flexible working environments
e. The potential to lead by influence

Benefits for Society

a. Recognising cultural awareness and citizenship makes international cooperation easier
b. Respecting diversity allows creativity and imagination to flourish developing a more tolerant society
c. Developing negotiation skills, the ability to network and empathise can help to build resolutions rather than resentments.

Usoro concluded that there is need, therefore, to improve on the development of individuals on various skills for:

i. Self-employment
ii. Self-sustenance
iii. Diverse job opportunities
iv. Employment generation
v. Productive living
vi. Crime reduction

Indirect benefit of skills forms a chain that positively affect countless categories of people and organisations. Individuals who have acquired and possess competent skills both hard and soft skills have the ability to:

a. Raise productivity, which in turn make goods and service available to the populace
b. Increased productivity, which brings about availability of goods stabilises price and promotes affordability
c. Individuals with modern work-related skills easily adapt to changes in technology, hence develop positive attitude towards work for others to emulate
d. Skilled individuals are less vulnerable to conflict within and outside their occupational and residential domains
e. Skilled individuals can shape the behaviours of others without and reduce redundancy
f. Skilled individuals create wealth, thus, contribute towards poverty reduction, which is one of the chronic beclouding the global community
g. The outburst of emerging skills in the society pushes for advancement in technology

Final Thought

Vocasionalisation of TVET through institution industry collaboration has the potential to bridge the skill gap currently a major societal issue. It will promote upskilling,

reskilling and sustained-skilling for meeting current and future challenges in the global work and work-related issues. There is a general consensus at the global level that TVET should be adopted for the promotion of skills needed for efficient service delivery, productivity and self-reliance at all quarters. Vocationalising TVET will inject the spirit of skill development in all academic programmes in academic and vocational enterprise institutions. Therefore, every course of study should be infused with rudiments of TVET and strategies for efficient delivery. Further, Vocationalisation of TVET will bring about:

a. Occupational adjustment without compromising efficiency
b. Occupational appreciation
c. Critical judgement by developing resistance to all forms of propaganda that always accompany the politics of falsehood in educational matter, especially in developing economies
d. Economic literacy for adaptation to economic circumstances
e. Enhanced consumer education and behaviour
f. Healthy shift in emphasis on theoretical enunciation to emancipation of practical and hand-on experience approach
g. Urgent overhaul of outdated courses that have made attendance in school almost hallucination as evidenced in skill gap among products of educational institutions through the exploration of instructional aspects of the existing curriculum
h. Occupational orientation across disciplines
i. Renaissance of debate on TVET issues in public forum
j. The strengthening and development of new philosophies and re-defining the mission of education in line with vocationalisation of TVET

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ELECTRONIC LEARNING AS EDUCATIONAL INNOVATION AND STUDENTS' ACADEMIC PERFORMANCE IN UNIVERSITY OF UYO, AKWA IBOM STATE, NIGERIA

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Abstract

The study examined the difference between Teaching Effectiveness and Electronic Learning on Educational Innovation of a Nigerian University Education. The study adopted a descriptive survey research design. Four research question and hypothesis were raised to guide the study. The population of the study comprises all the 1356 students in Faculty of Education in 2016/2017 academic session. ***Source****: University of Uyo, Senate Business Committee (SBC). The sample size of the study was 300 students, this represent 47% of the lecturers. The proportional sample technique was adopted to select the respondents. The researcher developed instrument titled "Electronic Learning and Academic Performance Questionaire" (ELAPQ) which containing 16 items developed on four-scale point of SA Strongly Agree for 4 points, A Agree for 3 points, D Disagree for 2 points and Strongly Disagree for 1 point respectively. The instrument was face-validated by the 2 experts, one from each of the Departments of Educational Management and Planning, Vocational Education and as well as Educational Foundations, all in University of Uyo. The reliability of the instrument was carried out using Cronbach Alpha reliability statistic for internal consistency which produced a reliability coefficient of 0.94 which justifying its use for the study. The instrument was administered personally to the respondents to fill and return immediately within an interval of two weeks and all copies were retrieved. The data collected were analysed using mean to answer the research questions and t- test statistical tools in testing the hypothesis at 0.05 level of significant. It was concluded that since students depend on educational innovation of lecturers with electronic learning devices to perform well in academic and life challenges, lecturers should acquaint themselves with e-learning skills through regular seminars and workshop. It is recommended among others that Educators should make learning more time and cost efficient so as to catch the interest of the learner for further innovations.*

Keywords*: Teaching, Effectiveness, Electronic Learning, Innovation.*

Introduction

Education as a tool for self-reliance and national development is indispensable for any individual or society to survive and thrive. For education to comprehend fully in addressing the needs of the society in sustainable manner, it must take the shape of evolving the spirit of advancement in inculcating fast-changing, inevitable, educational innovation where lecturers, educators, policy makers are to change from ancient and archaic pattern of teaching and embrace innovative ways of teaching and learning to ensure quality production among the students who will contribute to life and workforce environment.

Educational innovation is an art of teaching or impacting knowledge with new ideas, new ways of education that will produce learning that have value. Innovation means to bring to focus those ideas of output that will cause something different to take precedence. The lecturers are the ones in this case to embrace electronic learning devices in order to create new knowledge in the lives of the students. According to Serdyukov (2017), innovation can be directed towards progress in one, several or all aspects of the educational system, theory and practice, curriculum, teaching and learning, policy, technology, institutions and administration, institutional culture and lecturer education. It can be applied in any aspect of education that can make a positive impact on learning and learners.

Educational innovation is not an island on its own, rather it goes with the education system in a way of integrating all aspects of educational system be it human, facility and material to raising the quality of education to positively affect the lecturers and learners themselves. Teaching effectiveness can be anchored by electronic learning in that a lecturer who is not naïve in using technological appliances such as computer-based learning, networked learning, e-learning, etc will improve productivity in quality of teaching and relief him/her of some hard work done manually.

According to Skelton (2005), teaching effectiveness, is linked to the specific context where teaching is evaluated with three elements: (i) Criteria with features of teaching being effective; (ii) Evidence where teaching is supported by facts; and (iii) Standards where quality and quantity of teaching is considered. Teaching effectiveness can take the shape of innovative strategies which will lead to students' better living.

Electronic learning, according to Dauda, Korga and Gnapowski (2014) is a way of transferring knowledge in textual-graphic- audio visual or using screen to display what is to be taught. Electronic learning is referred to using completely online process to deliver a course or lesson. It could also be seen as a form of innovation in teaching which is used to refine and shape the learners' quality in learning and raise his/her productivity in learning in an effective and efficient way, make them grounded and prove the worth of learning. When a lecturer teaches in an effective way, the learner grasp what is being taught without much effort, and achieves the result with less stress, time and cost. Lecturers teaching

effectiveness can encompass the use of innovative methods like the use of technologies in the classroom settings to facilitate learning culture in learners. Using e-learning in the classroom to deliver lessons gives learners impetus to grasp necessary knowledge quickly and effectively.

Electronic learning process is a part of technological advancement that embraces all aspect of theoretical and practical experiences in learning. Teaching with electronic devices such as computer, projector, interactive white board and using Google search engine can foster learning without being bored. It can increase growth in learning without much time. It can also give rise in learning an amount of information in less time and period. Barbera (2015), citing Serdyukov and Serdyukov (2017) writes, "can we, the educators, teach more effectively, can students learn more, better than, in less time? The answer to this question can have profound social, economic, and personal significance as it may affect a learner's career and lifestyle, societal attitude toward education, the rate of investment in education, and eventually the nation's wellbeing.

A computer according to Ukpeh (2016) is an electronic device widely used for creation, manipulation and storage of documents. It is a machine or device that performs processes, calculations and operations based on instructions provided by a software or hardware programme. In this study, computer is described as an 'artificial intelligence' programmed electronically used by the lecturers to impact knowledge to the students in a way for easy assimilation of the learners. Consequently, Etim and Okon (2018) defines computer as a programmable electronic device that accepts data perform operations on the data, present the result and can save the data or results as needed. Berry (2014) described projector .as an optical device that projects an image (or moving images) onto a surface, commonly a projection screen. It is on the other hand an electronic device which is used to display an image or text on the screen for easy assimilation of the learners. Interactive whiteboards are device used in lecture or classroom environments that its technology allows to write or draw on the surface, print off the image, save it to computer or distribute it over a network (Techlearn, 2018). Interactive whiteboard is used to enhance classroom interaction. It is being connected to a computer and allows the learners view input and collaborate in diverse ways. Google search engine, according of Etim and Okon (2018) also defined Google search engine as a software programme in conjunction with a huge database of information about web pages that help visitors find web pages that contain the information they are looking for. It can be described as an internet search for retrieving information relating to people or topics of interest on the web sites address.

The purpose of the study therefore is to determine:

1. The difference in academic performance of undergraduate students taught using computer and those taught without computer?

2. The difference in academic performance of undergraduate students taught using projector and those taught without projector?
3. The difference in academic performance of undergraduate students taught using interactive white board and those taught without interactive white board?
4. The difference in academic performance of undergraduate students that uses Google search engine for their assignments and those that did not use Google search engine?

Statement of the Problem

Electronic learning in Nigerian tertiary education is not very efficient. A call is being made on lecturers to encapsulate electronic learning such as using computer, interactive board, projectors, and Google search engine to support effective teaching. The fact that lecturers are not embedded with technological innovation has brought about low experience in learner's technological know-how especially in computer usage to search for solutions on some problematic assignment that will need consulting internet network for solution. They are not keenly vested with the knowledge and technical expertise to search for answers by goggling into websites. The lack of technical know-how and phobia for using computer by lecturers towards emerging electronic gadgets in learning has contributed to their ineffectiveness in teaching especially in the new trend of technological advancement where everything is taking the shape of social network, modernization and globalization in instructional strategies.

The lukewarm attitude by lecturers in trying new methods has deprived them of joining the cue of innovation that would have triggered their teaching in an effective and efficient way. These problems have brought about dysfunctionality among students as the parlance goes 'one cannot give out what he/she does not possess.' When a lecturer is incapacitated on the usage of electronic gadgets for effective teaching, the students bear the brunt by being deformed for that particular knowledge that he/she is supposed to gain from the course. It is against this background, the researcher sought to investigate the level to which University of Uyo in Akwa Ibom have developed their lecturers to initiate and employ electronic learning in teaching.

Methodology

The study adopted a descriptive survey research design. Four research questions and hypotheses were raised to guide the study. The population of the study comprises all the 1356 students in Faculty of Education in 2016/2017 academic session. Source: University of Uyo, Senate Business Committee (SBC). The sample size of the study was 300 students which represent 47% of the students. The proportional sampling technique was adopted to select the respondents. In the course of administering the instrument, 100 respondents indicated as having been taught with computer while 200 were not. A total of 60 respondents indicated having been taught with projector while 240 were not. Furthermore, 80 respondents

indicated being taught with interactive white board while 220 were not. Similarly, 220 respondents indicated being taught with Google search engine while 80 were not. The researcher developed instrument titled "Electronic Learning and Academic Performance Questionaire" (ELAPQ) which contain 16 items developed on four-scale point of SA Strongly Agree for 4 points, A Agree for 3 points, D Disagree for 2 points and Strongly Disagree for 1 point respectively.

The instrument was face-validated by 3 experts, one from each of the Departments of Educational Management and Planning, Educational Foundations and as well as Vocational Education, all in University of Uyo. The reliability of the instrument was carried out using Cronbach Alpha reliability statistic for internal consistency which produced a reliability coefficient of 0.94 which justifying its use for the study. The instrument was administered personally to the respondents to fill and return immediately within an interval of two weeks and all the copies were retrieved. The data collected were analysed using mean for answering research questions and t- test statistical tools in testing the hypothesis at 0.05 level of significance respectively. The decision rule for answering the research questions was determined against the mean score.

Research Question

1. What is the difference in academic performance of undergraduate students taught using computer and those taught without computer?
2. What is the difference in academic performance of undergraduate students taught using projector and those taught without projector?
3. What is the difference in academic performance of undergraduate students taught using interactive white board and those taught without interactive white board?
4. What is the difference in academic performance of undergraduate students that uses Google search engine and those that did not use Google search engine?

Hypothesis

HO_1. There is no significant difference in the performance of undergraduate students taught using computer and those taught without computer.

HO_2. There is no significant difference in the academic performance of undergraduates students taught using projector and those taught without projector.

HO_3. There is no significant difference in the academic performance of undergraduate students taught using interactive white board and those taught with interactive white board.

HO_4. There is no significant difference in the academic performance of undergraduate students used Google search engine and those that did not use Google search engine.

Results

Research Question One

What is the difference in academic performance of undergraduate students taught using computer and those taught without computer?

Hypothesis One

There is no significant difference in the performance of undergraduate students taught using computer and those taught without computer.

Table 1: T-test of difference in the performance of There is no significant difference in the performance of undergraduate students taught using computer and those taught without computer.

Variables	N	Mean	Std	Df	t-cal	t-crit	Sig.
With Computer	100	12.5	1.9				
				298	5.45	1.96	0.05
Without Computer	200	25	2.12				
Total	**300**						

From the table, the result showed the mean value of lecturers not using computer was higher than those using. In addition, it shows calculated t-value of 5.45 > 1.96. The null hypothesis is therefore rejected. Its implication is that there is a significant difference in the performance of undergraduate students taught using computer and those taught without computer.

Research Question Two

What is the difference in academic performance of undergraduate students taught using projector and those taught without projector?

Hypothesis Two

There is no significant difference in the academic performance of undergraduate students taught using projector and those taught without projector.

Table 2: T-test of difference in the academic performance of undergraduate students taught using projector and those taught without projector.

Variables	N	Mean	Std	Df	t-cal	t-crit	Sig.
With Projector	60	7.5	-0.06				
				298	7.46	1.96	0.05
Without Projector	240	30	2.32				
Total	**300**						

From the table 2, the result showed the mean value of lecturers not using projector was higher than those using. Also, the calculated t-value is 7.46 at $P < 0.05$ and $df = 298$. This value was found to be greater than the t-crit of 1.96, thus $7.46 > 1.96$. Thus the null hypothesis was rejected; therefore there is a significant difference in the academic performance of undergraduate students taught using projector and those taught without projector.

Research Question Three

What is the difference in academic performance of undergraduate students taught using interactive white board and those taught without interactive white board?

Hypothesis Three

There is no significant difference in academic performance of undergraduate students taught using interactive white board and those taught without interactive white board.

Table 3: T-test of the difference in academic performance of undergraduate students taught using interactive white board and those taught without interactive white board.

Variables	N	Mean	Std	Df	t-cal	t-crit	Sig.
With Interactive White Board	800	10	2.53				
				298	2.37	1.96	0.05
Without Interactive White Board	220	27.5	3.72				
Total	**300**						

From the table, the result showed the mean value of lecturers not using interactive white board was higher than those using. Additionally, calculated t-value of 2.37 is greater than the t-crit of 1.96 with $P < 0.05$ and degree of freedom 298. The null hypothesis therefore is rejected which simply means that there exist difference in academic performance of undergraduate students taught using interactive white board and those taught without interactive white board with a greater standard deviation of 3.72 against 2.53.

Research Question Four

What is the difference in academic performance of undergraduate students that uses Google search engine and those that did not use Google search engine?

Hypothesis Four

There is no significant difference in the academic performance of undergraduate students used Google search engine and those that did not use Google search engine.

Table 4: T-test of the difference in the academic performance of undergraduate students used Google search engine and those that did not use Google search engine.

Variables	N	Mean	Std	Df	t-cal	t-crit	Sig.
With Google Search Engine	220	27.5	3.72				
				298	2.78	1.96	0.05
Without Google Search Engine	80	10	1.38				
Total	**300**						

From the table, the result showed the mean value of lecturers not using Google search engine was higher than those not using. It was indicated that calculated t-value was found to be 2.78 at $P < 0.05$ and $df = 298$. The value in t-value was found to be greater than the t-crit of 1.96. Thus we reject the null hypothesis and accept the alternative hypothesis. This implies that there is significant difference in the academic performance of undergraduate students used Google search engine and those who do not use Google search engine.

Findings of the Study

1. There is significant difference in the performance of undergraduate students taught using computer and those taught without computer.
2. There is significant difference in the academic performance of undergraduate students taught using projector and those taught without projector.
3. There is significant difference in the academic performance of undergraduate students taught using interactive white board and those taught with interactive white board.
4. There is significant difference in the academic performance of undergraduate students used Google search engine and those that did not use Google search engine.

Discussion of Findings

The result of hypothesis one showed a significant difference in academic performance of undergraduate students taught using computer and those taught without computer.

The reason is obvious that student that do learn with computer are easily grasp more than their counterpart did not know how use computer. This finding is in agreement with Etudor-Eyo, E, Jude, W. I and Emediong Okon, C. I. in Ukoette (2018), who upholds that students academics prefer to share knowledge through collaboration, ICT, business strategy, informal strategy and socialization strategy than their counterpart. Those who taught with computer are less nervous in the use of electronic or electrical apparatus, hence, the condition which probably gives them the confidence in the use of ICT than those that does not use computer.

The result in hypothesis 2 also showed a significant difference in academic performance of undergraduate students who were taught using projector. This indicates that electronic learning in terms of projector contributes to students' academic performance. The result is in support of Tella, E. (2017), and Carney (2004), who concludes that the urgent participation of students/lecturers in ICT usage in their different schools will make them to be grounded in the knowledge and skill required to explore in ICT to their development benefits and that of their performance.

The findings in hypothesis 3 indicate significant difference in academic performance of undergraduate students taught using interactive white board. This implies that any students that taught using an interactive white board in his/her learning will be demonstrating a good academic performance. This is in consonance with that of Ukoette (2018), who opined that ICT has made relevant impact on the teaching-learning processes, thereby putting aside the old ancient way of instructional delivery. The development of 'flipped classroom' model where students watch lecturers at home and classroom is being used to revolutionise discussion sessions. This is also in support of Etim (2017) who opined that any innovative strategy brought into teaching-learning process will motivate students to learn and cue them to particular information and emphasize important concepts and ideas within the content.

The findings in hypothesis 4 also indicate a significant difference in the academic performance of undergraduate students that used Google search engine. This shows that students who are conversant with Google engine are prone to be higher in academic performance, keeping those who did not use Google engine search in a lower academic performance. This agrees with the finding of Mangal and Mangal 2010) who stressed that the results of learning are always influenced by the nature and techniques employed by the lecturer.

Conclusion

Based on the findings, it was concluded that since students depend on effective teaching of a lecturer with different electronic learning devices to perform well in academic and life challenges, lecturers should acquaint themselves with e-learning skills through regular seminars and workshop.

Recommendation

It is recommended as follows:

1. Educators should make learning more time and cost efficient so as to catch the interest of the learner for further innovations.
2. There is an urgent need to introduce global education programme into lecturers' preparation programme especially the issue of educating them on how to manipulate the electronic learning devices.

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