



## **ASSESSMENT OF THE ADEQUACY OF BUSINESS EDUCATION STUDENTS' CORE SKILLS REQUIRED IN THE KNOWLEDGE ECONOMY**

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### **Abstract**

*The study was conducted to assess the adequacy of Business Education students' core skills required in the knowledge economy. It was guided by four research questions and two hypotheses. A descriptive survey research design was adopted for the study. The population for the study was 315 which comprised of 182 NCE final year students of Business Education of Federal College of Education (Technical), Umunze and 133 NCE/Degree final year students of Business Education of Nwafor Orizu College Education, Nsugbe, in Anambra State. A sample size of 225 was selected for the study using Taro Yamane formula. A structured questionnaire was used to collect data for the study. The instrument was validated by two experts in Measurement and Evaluation, and Business Education. Cronbach Alpha method was used to test the reliability of the instrument and it yielded a reliability coefficient of 0.83. Data collected were analyzed using the mean and standard deviation to answer the research questions, while t-test was used to analyze the null hypotheses at 0.05 level of significance. The results of the study revealed among others that, the ICT skills of students of Business Education are not adequate in the knowledge economy. Based on the findings, it was recommended among others that, modern ICT tools, resources and trained ICT personnel should be provided for the Business Education students for the effective impartation of knowledge and skills.*

**Key Words:** Adequacy, Business Education, Core Skills, Knowledge Economy.

### **Introduction**

The extent, to which tertiary education is capable of producing potential employable graduates in the competitive 21<sup>st</sup> century world, is attracting the attention of scholars and policy-makers globally. This interest stems from two major concerns. First, there are signs that patterns of work are rapidly changing with new sectors emerging, and its new technology, globalization and demographic changes significantly reforming the workforce (Oliver, 2015; Pitan, 2015). The implication of this change is that it is no longer enough for graduates to have a good degree but they should also possess the skills and attributes required to compete and collaborate in a dynamic knowledge economy and world of work (Newton, 2015).

The second concern is that the existing university (higher education) curriculum is not producing graduates with the kind of professional and life-long learning skills that they need in order



to be successful in the competitive and congested changing world of work (Lees, 2002). Higher education institutions (HEIs) have been criticized for the fact that their mode of training has little or no relevance to the social and economic needs of their countries (Rufai, Baker & Rashid, 2015), which consequently leads to the production of unemployable graduates.

Indications from past studies in Nigeria, show that the high rate of unemployment experienced by graduates of tertiary institutions, is not only as a result of the unavailability of jobs, but also of a dearth of candidates with employable skills that employers are looking for (Emeh, Nwanguma & Abaroh, 2012; Pitan, 2010, 2015). Evidence in support of this assertion shows that out of over 40 million unemployed youths in the country, 23 million are unemployable, possibly due to their lack of necessary skills for employment (Emeh et al., 2012). Commenting on the same issue, Mahmood (2014), claimed that about 70 percent of the 80 million youths in Nigeria are either unemployed or under-employed. According to Akanmu (2011), many graduates who find work are not gainfully employed, and for those who found fulfilling employment in spite of everything, their employers raised serious concerns about their skills and fit for the job. Similarly, Pitan and Adedeji (2012), revealed an overall skills mismatch of 60.6 percent among employed university graduates, with critical deficiencies in communication, information technology, decision-making, critical thinking, inter-personal relationship, entrepreneurial, technical and numeracy skills.

In view of the adequacy of core skills required from students, Business Education as one of the vocational courses taught in tertiary institutions in Nigeria has to be appropriately examined here. According to Imeokparia & Edigbonya (2014), Business Education is described as an aspect of education that is geared at equipping the learners (students) with business and education competencies (that is, skills, knowledge and attitude) needed to effectively and efficiently function in the world of work either as an employee or an employer (job/wealth creator). They further stressed that Business Education is an 'umbrella' which covers both Secretarial Education (that is now referred to as Office Technology and Management (OTM) and Accounting Education. Office Technology and Management (OTM) emphasizes the teaching of office and management related skills, while Accounting Education primarily emphasizes the teaching of accounting related skills.

Business Education according to Ezeani (2012) is broadly divided into three areas, which provide many career opportunities in Business Education such as: Marketing/Distributive Education: retailing, wholesaling, advertising and public relations; Accounting Education: record keeping, preparation of financial report, auditing, consultancy services; and Office Technology Education: word processing, data management, cyber cafe, among others. Business Education is a vital tool for entrepreneurship. It is primarily concerned with assisting the individual to be useful as well as improving their knowledge in the business world which will in turn lead to the improvement of the society at large. Business Education curriculum at the College of Education level equips the students with the skills in entrepreneurship, marketing, accounting, ICT and office management, which will enable the students become self-employed on graduation.

The philosophy of Nigeria Certificate in Education (NCE), Business Education, is to make the Business Educators understand the concept and philosophy of the National Policy on Education as regards Business Education in national development (FRN, 2012). One of the general objectives of Business Education as outlined in the NCE Minimum Standards for Vocational and Technical Education is: "To equip graduates with the right skills that will enable them engage in a life of work in the office as well as for self-employment" (FRN, 2012).

However, core skills or core competencies refer to a systematically focused combination of individual technologies and production skills that support a multitude of product lines of a company. In other definitions, the whole value chain is included. A synthesis of both definitions would lead to the following statement. Core skills are integrated through organizational learning processes and are coordinated collectively through the use of technologies, know-how, processes and attitude. Core skills are also seen as technical competencies that comprise specific knowledge and capabilities to perform related specialized tasks with the use of equipment and tools efficiently (Zaharim, 2009). Meanwhile, core skills also regarded as convergent adaptive competencies by Coyle-Rogers & Rogers (2001), are the skills required to effectively complete problem solving and practical application tasks, and include the following abilities: making decisions, generating alternate ways to do things, experimenting with new ideas and approaches, choosing the best solution, and setting goals. Skill acquisition process in a developing country like Nigeria should be in three stages: theoretical, practical and exposure to challenges (Peace, 2009).

Furthermore, the knowledge economy represents that part of a country's economy in which intangible resources become more important than tangible ones in creating social value and nation's



wealth (Bejinaru, 2016; Davenport & Prusak, 2000; Hadad, 2017; O'Dell & Hubert, 2011; Powell & Snellman, 2004). The knowledge workers process intangible resources which are quite different than the tangible ones used extensively in the industrial economy. Since knowledge and intellectual capital is non-linear in nature (Bratianu, 2010, 2018; Dombrowski, Rotenberg & Bick, 2013) thinking and decision making change the rules and new skills should be developed by the knowledge workers, managers and leaders (Bereiter, 2002; Bratianu & Vasilache, 2010; Mintzberg, 2004).

Thus, Business Education programme certainly has a role to play in ensuring sustainable development in the knowledge economy, through the acquisition of core skills. This role would require the Business Education graduate to possess divergent thinking and problem solving skills and innovative strategies in creating and sustaining jobs. It is against this backdrop that the researchers have set out to carry out a study to assess the adequacy of Business Education students' core skills required in the knowledge economy.

### **Statement of the Problem**

One of the goals of NCE Business Education programme is the acquisition of both physical and intellectual skills which will enable individuals to be self-reliant and useful members of the society. It is the statutory duty of the Nigerian higher education to groom the required human capital through relevant manpower training, abilities, attitudes, skills and knowledge. An outstanding human capital assumption is that after finishing formal tertiary education, graduates should be able to make a successful transition from these institutions of higher learning to become productive workers, self-reliant entrepreneurs, responsible parents, good citizens, selfless leaders and live healthy lives. It is assumed also, that on graduation, young people could have developed additional skills through training and experience that could further enhance their opportunities, capabilities and success in their life endeavour (Abanyam, 2014).

Employability (core) skills are those skills that are supposed to be acquired by everybody in the industry. Industrial employers agreed that employability skill is crucial for their employees to be outstanding in their chosen occupation (Soo & Jumma'ayah, 2001). According to Ramlee (2002), some graduates of TVE usually master their technical skills but employers normally feel dissatisfied of their employees when it comes to employability skills because they lacked motivational skills, communication skills, inter-personal skills, critical thinking and problem solving, and entrepreneurship skills. Ali, Lang, Zainol & Mansor (2012) expressed that TVE graduates could not fulfil the needs and requirements of the employers because TVE curriculum is designed to prepare the graduates with basic knowledge and the practical skills acquisition, but the TVE graduates lack the skills and experience required by the employers (industries) in order to meet up with the demand of the 21<sup>st</sup> century workforce. The assessment of the adequacy of Business Education students' core skills required in the knowledge economy, is what necessitates the need for the study and hence the problem of the study.

### **Objectives of the Study**

The main objective of this study was to make an assessment of the adequacy of Business Education students' core skills required in the knowledge economy. Specifically, the study sought to:

1. Ascertain the adequacy of creative skills required by Business Education students in the knowledge economy.
2. Examine the adequacy of information and communication technology skills required by Business Education students in the knowledge economy.
3. Identify the adequacy of marketing skills required by Business Education students in the knowledge economy.
4. Find out the adequacy of accounting skills required by Business Education students in the knowledge economy.

### **Research Questions**

The following research questions were raised to guide the study:

1. How adequate are the creative skills required by Business Education students in the knowledge economy?
2. How adequate are the information and communication technology skills required by Business Education students in the knowledge economy?



3. How adequate are the marketing skills required by Business Education students in the knowledge economy?
4. How adequate are the accounting skills required by Business Education students in the knowledge economy?

### **Research Hypotheses**

The following null hypotheses tested at 0.05 level of significance, were formulated for the study:

**H<sub>01</sub>:** There is no significant difference in the mean responses of students of FCETU and NOCEN on the adequacy of creative skills required by Business Education students in the knowledge economy.

**H<sub>02</sub>:** There is no significant difference in the mean responses of students of FCETU and NOCEN on the adequacy of ICT skills required by Business Education students in the knowledge economy.

### **Methodology**

The design adopted for the study was a descriptive research design which is very good in eliciting responses from the respondents in order to assess the adequacy of Business Education students' core skills required in the knowledge economy. This study was carried out in Anambra State, which is a state located in the south-east geopolitical zone of Nigeria. The state is composed of 21 local government areas, with Awka as its capital city. Federal College of Education (Technical), is located in Umunze, Orumba South Local Government Area, while Nwafor Orizu College of Education, is located in Nsugbe, Oyi Local Government Area, respectively.

The population of the study was 315, which comprised of 182 NCE final year students of Business Education from Federal College of Education (Technical), Umunze (FCETU) and 133 NCE/Degree final year students of Business Education from Nwafor Orizu College of Education, Nsugbe (NOCEN), for the 2018/2019 academic session. The sample size of the study was 225, made up of 125 respondents of FCETU and 100 respondents of NOCEN, respectively. Taro Yamane's formula was used to estimate the sample size and thereafter, stratified proportionate random sampling technique was used to determine the overall sample size.

The instrument for data collection was a structured questionnaire, which was adopted in eliciting data from the respondents. The instrument comprised of two parts. Part A sought for demographic information of the respondents, while Part B contained items measured on a 4-point rating scale for the respondents' opinion statements. In the validation of the instrument, consultations were made with two experts in Measurement and Evaluation, and Business Education in Federal College of Education (Technical), Umunze, who vetted the items. Their corrections and suggestions were incorporated into the final copy of the questionnaire. Cronbach Alpha method was used to determine the internal consistency of the instrument. The reliability of the instrument obtained was 0.83, which was considered good enough to justify the usage of the questionnaire. The copies of the questionnaire were administered to the 225 respondents sampled for the study, by the researchers and two research assistants.

The descriptive statistics used for the study were mean and standard deviation. The mean value of 2.50 was used in taking decision. A mean value of 2.50 and above was considered as high, while a mean value of less than 2.50 was considered as low. The inferential statistics used for the study was the t-test. The real limit of number was used for interpreting the analyzed data as follows: Highly Adequate (HA): 3.50 – 4.00; Moderately Adequate (MA): 2.50 – 3.49; Slightly Moderate (SA): 1.50 – 2.9; Not Adequate (NA): 1.00 – 1.49

### **Presentation of Data and Results**

The results of this study are presented in the various tables according to the research questions and hypotheses.

#### **Research Question 1:**

How adequate are the creative skills required by Business Education students in the knowledge economy?



**Table 1: Mean responses and standard deviation on the adequacy of creative skills required by Business Education students in the knowledge economy.**

S/N	Items	FCETU		NOCEN		Grand Mean	Remarks
		X <sub>1</sub>	SD <sub>1</sub>	X <sub>2</sub>	SD <sub>2</sub>		
1.	Identify business opportunities	3.25	0.84	3.05	0.86	<b>3.15</b>	MA
2.	Generate ideas suitable to the opportunities identified	3.16	1.02	3.02	0.79	<b>3.09</b>	MA
3.	Set appropriate business goals	3.12	0.86	2.92	0.82	<b>3.02</b>	MA
4.	Organize resources for goal attainment	2.81	0.89	2.86	1.03	<b>2.84</b>	MA
5.	Implement plans for goal attainment	2.96	0.99	2.94	1.04	<b>2.95</b>	MA
6.	Evaluate all activities based on set goals	3.00	1.10	3.07	0.92	<b>3.04</b>	MA
7.	Make appropriate use of feedback	2.84	0.88	2.22	0.98	<b>2.53</b>	MA
8.	Solve both routine and non-routine problems	2.36	0.88	2.26	0.99	<b>2.31</b>	SA
9.	Possess analytical reasoning ability	3.23	0.82	3.24	0.82	<b>3.24</b>	MA
10.	Possess critical reasoning ability	3.13	1.03	3.04	1.02	<b>3.09</b>	MA
	<b>Cluster Mean/SD</b>	<b>2.99</b>	<b>0.93</b>	<b>2.86</b>	<b>0.93</b>	<b>2.93</b>	MA

Table 1 above presented the mean scores of the respondents on the adequacy of creative skills required by Business Education students in the knowledge economy. Item 8 recorded a mean score of 2.31, indicating slightly adequate. Meanwhile, items 1-7 and 9-10 respectively, recorded mean scores ranging from 2.84-3.24, indicating moderately adequate. Therefore, the table showed that the creative skills required by Business Education students in the knowledge economy, are moderately adequate.

**Research Question 2:**

How adequate are the ICT skills required by Business Education students in the knowledge economy?

**Table 2: Mean responses and standard deviation on the adequacy of ICT skills required by Business Education students in the knowledge economy.**

S/N	Items	FCETU		NOCEN		Grand Mean	Remarks
		X <sub>1</sub>	SD <sub>1</sub>	X <sub>2</sub>	SD <sub>2</sub>		
11.	Communicate fluently and effectively	2.81	0.96	2.24	0.98	<b>2.53</b>	MA
12.	Independently operate personal computer systems	2.90	0.99	2.60	0.92	<b>2.75</b>	MA
13.	Use word processing programs	1.76	0.94	2.39	0.97	<b>2.08</b>	SA
14.	Perform data analysis with a computer package	1.46	0.75	1.45	0.88	<b>1.46</b>	NA
15.	Access and use information from the internet	2.06	1.01	2.01	1.04	<b>2.04</b>	SA
16.	Use database programs	1.44	0.80	1.27	0.61	<b>1.36</b>	NA
17.	Use spreadsheet programs	1.47	0.84	1.23	0.63	<b>1.35</b>	NA
18.	Use desktop publishing software	1.46	0.88	1.37	0.82	<b>1.42</b>	NA
19.	Use of graphics and design programs	1.40	0.83	1.27	0.69	<b>1.34</b>	NA
20.	Use of web page editors	1.38	0.81	1.25	0.68	<b>1.32</b>	NA
	<b>Cluster Mean/SD</b>	<b>1.81</b>	<b>0.88</b>	<b>1.71</b>	<b>0.82</b>	<b>1.76</b>	NA



Results data in Table 2 above, presented the mean scores of the respondents on the adequacy of information and communication technology skills required by Business Education students in the knowledge economy. Items 11 and 12 recorded mean scores ranging from 2.53-2.75, indicating moderately adequate. Items 13 and 15-18 recorded mean scores ranging from 2.04-2.08, indicating slightly adequate. However, items 14 and 16-20 recorded mean scores ranging from 1.32-1.46, indicating not adequate. Therefore, the table showed that the ICT skills required by Business Education students in the knowledge economy are not adequate.

**Research Question 3:**

How adequate are the marketing skills required by Business Education students in the knowledge economy?

**Table 3: Mean responses and standard deviation on the adequacy of marketing skills required by Business Education students in the knowledge economy.**

S/N	Items	FCETU		NOCEN		Grand Mean	Remarks
		X <sub>1</sub>	SD <sub>1</sub>	X <sub>2</sub>	SD <sub>2</sub>		
21.	Ability to determine the extent to which products can sell	3.03	0.96	3.25	0.91	<b>3.14</b>	MA
22.	Ability to budget and forecast sales	2.71	1.17	3.06	1.05	<b>2.89</b>	MA
23.	Determine current trends in sales of products	2.87	0.89	2.92	1.07	<b>2.90</b>	MA
24.	Determine what customers need and supply of such goods	2.98	0.86	3.11	1.07	<b>3.05</b>	MA
25.	Interpret factors which indicate extent of and strength of competition	2.50	0.94	2.32	0.94	<b>2.41</b>	SA
26.	Appreciate consumer behaviour	2.93	1.06	2.63	0.90	<b>2.78</b>	MA
27.	Negotiate sales effectively	3.09	0.97	3.21	0.85	<b>3.15</b>	MA
28.	Use of sales promotion tools	2.95	1.04	2.94	1.05	<b>2.95</b>	MA
29.	Identify the right channel of product distribution	3.05	0.86	3.26	0.90	<b>3.16</b>	MA
30.	Identify the target market for the products	2.98	1.03	3.12	1.00	<b>3.05</b>	MA
	<b>Cluster Mean/SD</b>	<b>2.91</b>	<b>0.98</b>	<b>2.98</b>	<b>0.97</b>	<b>2.95</b>	<b>MA</b>

Table 3 above presented the mean scores of the respondents on the adequacy of marketing skills required by Business Education students in the knowledge economy. Item 25 recorded a mean score of 2.41, indicating slightly adequate. On the other hand, items 21-24 and 26-30 respectively, recorded mean scores ranging from 2.78-3.16, indicating moderately adequate. Therefore, the table showed that the marketing skills required by Business Education students in the knowledge economy, are moderately adequate.

**Research Question 4:**

How adequate are the accounting skills required by Business Education students in the knowledge economy?

**Table 4: Mean responses and standard deviation on the adequacy of accounting skills required by Business Education students in the knowledge economy.**

S/N	Items	FCETU		NOCEN		Grand Mean	Remarks
		X <sub>1</sub>	SD <sub>1</sub>	X <sub>2</sub>	SD <sub>2</sub>		
31.	Ability to cost projects effectively	2.80	1.00	2.39	0.95	<b>2.60</b>	MA
32.	Prepare and interpret financial statements	2.94	0.88	2.99	1.01	<b>2.97</b>	MA
33.	Prepare payroll and various deductions	3.05	0.93	2.85	1.08	<b>2.95</b>	MA
34.	Analyze sources of business funds	3.18	0.87	3.03	1.09	<b>3.11</b>	MA



35.	Process accounts receivable and accounts payable	3.21	0.91	3.02	0.96	<b>3.12</b>	MA
36.	Prepare daily cash reports	3.28	0.79	3.21	0.89	<b>3.25</b>	MA
37.	Post items to the ledgers and the trial balance	2.94	0.95	2.95	0.94	<b>2.95</b>	MA
38.	Keep debtors and creditors ledgers	3.20	0.86	3.29	0.84	<b>3.25</b>	MA
39.	Maintain sales and purchases records	3.13	0.91	3.24	0.92	<b>3.19</b>	MA
40.	Prepare bank reconciliation statements	2.95	1.01	2.87	1.04	<b>2.91</b>	MA
	<b>Cluster Mean/SD</b>	<b>3.07</b>	<b>0.91</b>	<b>2.98</b>	<b>0.97</b>	<b>3.03</b>	MA

Data from Table 4 above, presented the mean scores of the respondents on the adequacy of accounting skills required by Business Education students in the knowledge economy. All the ten items from 31-40, recorded mean scores ranging from 2.78-3.16, indicating moderately adequate. Therefore, the table showed that the accounting skills required by Business Education students in the knowledge economy, are moderately adequate.

### Test of Hypotheses

**Table 5: t-test analysis of the difference between the mean scores of students of FCETU and NOCEN, on the adequacy of creative skills required by Business Education students in the knowledge economy.**

Category	N	X	SD	Df	SE	t-cal	t-crit	Decision
FCETU Students	125	2.99	0.93	223	0.12	1.08	1.96	Accept Null Hypothesis
NOCEN Students	100	2.86	0.93					

Table 5 showed that t-cal value is 1.08 and t-crit value is 1.96 at 0.05 level of significance. Since the t-cal value is less than the t-crit value, the null hypothesis that stated thus: There is no significant difference in the responses of students of FCETU and NOCEN on the adequacy of creative skills required by Business Education students in the knowledge economy, is hereby accepted.

**Table 6: t-test analysis of the difference between the mean scores of students of FCETU and NOCEN, on the adequacy of ICT skills required by Business Education students in the knowledge economy.**

Category	N	X	SD	Df	SE	t-cal	t-crit	Decision
FCETU Students	125	1.81	0.88	223	0.26	0.38	1.96	Accept Null Hypothesis
NOCEN Students	100	1.71	0.82					

Table 6 showed that t-cal value is 0.38 and t-crit value is 1.96 at 0.05 level of significance. Since the t-cal value is less than the t-crit value, the null hypothesis that stated thus: There is no significant difference in the mean responses of students of FCETU and NOCEN on the adequacy of ICT skills required by Business Education students in the knowledge economy, is hereby accepted.

### Discussion of Findings

The research was carried out to assess the adequacy of Business Education students' core skills required in the knowledge economy. The findings from Table 1 showed that the creative skills required of Business Education students are moderately adequate in the areas of identification of business opportunities; generation of ideas suitable to the opportunities identified; setting of appropriate business goals; organization of resources for goal attainment; evaluation of all activities based on set goals; making appropriate use of feedback; and possession of both analytical and critical reasoning. Meanwhile, the findings also revealed that the creative skills required of Business Education students are slightly adequate in terms of solving both routine and non-routine problems. These findings were in consonance with Hisrich & Peters (2002), who pointed out that the difference between an entrepreneur and a manager is the interpersonal skills of the entrepreneur. It includes skills such as discipline, risk-taking, innovativeness, persistence, visionary leadership and being change-oriented.

The findings from Table 2 revealed that the ICT skills required of Business Education



students are not adequate to perform data analysis with a computer package; use database programs; use spreadsheet programs; use desktop publishing software; use of graphics and design programs; and use web page editors. However, the findings also showed that the ICT skills required of Business Education students are slightly adequate to use word processing programs; and access and use information from the internet. The findings also indicated that the ICT skills are moderately adequate to communicate fluently and effectively; and independently operate personal computer systems. The findings were in line with McEuen (2001) who stated, in particular, a lack of basic ICT knowledge as students spend a lot of time on simple ICT tasks, which indicate lack of adequate ICT skills. Sometimes, due to lack of skills, students use some of the ICT tools in most inefficient ways.

The findings from Table 3 indicated that the marketing skills required of Business Education students are moderately adequate in the areas of the ability to determine the extent to which products can sell; ability to budget and forecast sales; determining current trends in sales of products; determining what customers need and supply of such goods; appreciation of consumer behaviour; negotiation of sales effectively; use of sales promotion tools; identification of the right channel of product distribution; and identification of the target market for the products. On the other hand, the findings also revealed that the marketing skills required of Business Education students are slightly adequate in interpreting of factors which indicate extent of and strength of competition. The findings were in agreement with Stanton (2002) who stated that sales and marketing skills will keep the entrepreneur informed, knowledgeable and confident as to determine the most efficient method of physical distribution of goods.

The findings from Table 4 showed that the accounting skills required of Business Education students are moderately adequate in the ability to cost projects effectively; prepare and interpret financial statements; prepare payroll and various deductions; analyze sources of business funds; process accounts receivable and accounts payable; prepare daily cash reports; post items to the ledgers and extract the trial balance; keep debtors and creditors ledgers; maintain sales and purchases records; and prepare bank reconciliation statements. The findings were corroborated by Oladejo (2008) who stated that accounting skill is necessary for successful entrepreneurial and small business development in Nigeria. This is because the inability to install a proper accounting system would disallow business monitoring, reporting and performance evaluation that are germane to the business survival. Small business has failed in the past for ignoring this vital measurement apparatus.

## **Conclusion**

The main objective of the study was to assess the adequacy of Business Education students' core skills required in the knowledge economy. Based on the findings of the study, it was concluded that the information and communication technology skills required of Business Education students are not adequate in the knowledge economy. Meanwhile, it was also concluded that the creative skills, marketing skills and accounting skills required of Business Education students are moderately adequate in the knowledge economy.

## **Recommendations**

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

1. Business Education students should be mandated to develop viable business plans and feasibility studies before graduation, as this would bring out their creative and management skills and abilities for job and wealth creation.
2. Modern information and communication technology tools and resources should be provided for the Business Education students to operate with. Also, trained ICT personnel should be employed to handle the ICT units for effective impartation of knowledge and skills on the students.
3. The Students Industrial Work Experience Scheme (SIWES) should be extended to Business Education students in traditional (non-technical) colleges of education, so as to enable the students learn firsthand, the actual employability skills required in the world of work.



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