



CAPACITY BUILDING NEEDS OF BUSINESS EDUCATION LECTURERS FOR PROFESSIONALISM IN PUBLIC UNIVERSITIES IN SOUTH EAST NIGERIA

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Abstract

The study assessed the capacity building needs of business education lecturers for professionalism in public universities in South East, Nigeria. It adopts the descriptive survey design. Three research questions and three hypotheses tested at .05 level of significance were used. Population consisted of 147 Business Educators in public universities in South East, Nigeria. No sample was used because the population is not large. The instrument was validated by experts in business education and measurement and evaluation from Michael Okpara University of Agriculture, Umudike. Test-re-test method was used to ascertain the reliability of the instrument with coefficients of 0.82 was obtained using pearson product moment correlation coefficient. A four point response type of Strongly Agreed, Agreed, Strongly Disagreed and Disagreed with three sections and 36 items were used. Mean and standard deviation were used to answer the research questions while t-test was used to test the hypotheses. Findings of the study revealed that capacity building needs of Business Education lecturers for professionalism focus on linformation and Communication Technology (ICT), entrepreneurial and managerial competencies. The findings of the study further showed that there is no significant difference between the mean ratings of male and female business education lecturers on their capacity building needs in ICT, entrepreneurial and managerial competencies. Based on the findings, it was concluded that Business Education Lecturers need ICT competencies, Managerial and Entrepreneurial competencies for professionalism in the public universities and therefore should be encouraged. It was recommended among others that government should organize workshops, seminars and in service training to update business education lecturers on ICT, managerial and entrepreneurial competencies for professionalism in public universities in South East, Nigeria.

Keywords: Capacity building, Business Education, Professionalism, Public universities, ICT, Entrepreneurship and managerial competencies



Introduction

Education is universally acknowledged as an essential tool in the process of national development to empower people with the knowledge, skills, values and attitudes to improve their quality of life, enhance productivity and capacity to learn new skills that would enable them participate more fully in the development process. The success and effectiveness of every educational system depends on the quality of its human and material resources. University education has the mandate to equip individuals with mental and intellectual skills that are very useful for the development of the society. Enang (2016) noted that university education provides high level skills and competencies that are required for the labour market. It promotes better career opportunities, clear definition of career path, career advancements and enhancement of personal growth among others. University education contributes to National Development by intensifying and diversifying its programmes for the development of high level manpower within the context of the needs of the nation and making professional course contents reflects the national requirements (FRN, 2013). University lecturers being at the centre of teaching and learning process need to be adequately prepared and exposed to continuous professional development and capacity building programmes to enable them become more productive and adaptive to the changing world.

Business education is an educational programme offered in universities which prepares students for careers in business by inculcating skills, knowledge and competencies useful in the business world and the society at large. It empowers graduates with desired skills, knowledge and values that would make them to be self employed or employable by others (Enang, 2016). Business education is that programme of education that is planned for training and developing recipients to expose them to the field of business and as a profession consequently, expanding the way of imparting competencies for economic development of the society. Emeasoba and Mmuo (2018) viewed Business Education as a tripartite program of instruction which prepares the recipient or the learner with skills, competencies, knowledge, attitudes, values to be a business education teacher, an office worker or to be an entrepreneur. At the university level, Business Education is concerned mainly with the development of relevant and saleable skills and knowledge that would enable an individual to function effectively in the world of work.

Capacity building is a vital ingredient for the development of any nation and one of the mandates of university education. Osuji (2014) explained that capacity building in education refers to the wherewithal needed to translate high standards and incentive into effective instructional delivery and good performances. Capacity building is the process by which individuals and organizations obtain, improve and retain the skills, knowledge, tools, equipment and other resources needed to do their jobs competently which allows them to perform at a greater capacity. Capacity building is important for the quality functioning of the educational system in this globalised economy. Chukwu (2009) identified capacity building as skills, development and knowledge needed by group in order to participate fully in the labour market. It is about growth of the



individual in knowledge, skills and experience. In building the capacity of educators through preparing them for professional education is to enable them make choices and to transform those choices into desired actions and outcomes. It is necessary to equip teachers with necessary academic and professional skill required for the effective performance of their duties. Chukwu also noted that capacity building of teachers enable them to offer students the learning opportunities that will prepare them to meet with class standards in a given content area and successfully assume adult responsibilities for citizenship and work. It should also empower individual teacher and community of educators to make complex decisions, identify and solve problems to connect theory, practice and student outcomes.

Furthermore, Obiye (2019) posited that capacity building entails improvement of teachers' pedagogical skills, improvement in classroom teaching, and quality education by reducing institutional barriers to the overall development of the students'. Egbo (2011) also defined capacity building as training needed by workers to enhance professional skills and improve attitudes and behaviours to excel on the job. Capacity building concerns competencies, resources and motivation. Individuals and groups who continuously develop their knowledge and skills by putting in so much time, energy and resources towards achieving improvement in their jobs and duties usually get things done effectively. And this is why building the teachers competencies as effective classroom managers, instructors and facilitators of learning is very crucial to the development of our educational system. For the development and realization of educational goals, quality education transcends building teachers' capacity for knowledge, skills, and curriculum.

Capacity building of lecturers becomes very important since it serves to develop their competencies in diverse areas such as managerial, leadership, learning, technology and entrepreneurial competencies among others. Building teachers' capacity entails personal and professional development of the teachers for efficiency, effectiveness and quality knowledge transfer. Building capacity is the process by which individuals, groups, organizations, institutions and societies increase their abilities to perform core functions, solve problems, define, achieve objectives, understand and deal with their developmental needs (UNESCO, 2005). According to Federal Republic of Nigeria (2013), all teachers in educational institutions across the country should undergo a mandatory professional development to be effective and productive in their duties. Furthermore, other Federal Government training institutions such as the National Economic Empowerment and Development Strategy (NEEDS) also emphasized the importance of capacity building of teachers in education for increased productivity. According to Osuji (2014), all programmes for enhancing teachers' capacities and competencies for educational sustainability in Nigeria should focus on: □ Developing survival skills, becoming competent in basic skills and expanding teacher's instructional flexibility. □ Acquiring instructional expertise. □ Contributing to the professional growth of their colleagues. □ Exercising leadership in decision making for effective implementation of educational policies. Capacity building in this context refers to a set of activities and processes geared



towards improving the competencies and capacities of Business Education Lecturers to enable them perform their duties as a professional. Professionalism consists of the attitudes and behavior one possesses toward one's profession. It is an attitudinal and behavioral orientation that individuals possess toward their occupations. Evans (2008) explained professionalism as attitudinally, intellectually, and epistemologically-based stance on the part of an individual, in relation to the practice of the profession to which he/she belongs, and which influences her/his professional practice.

This study viewed Information and Communication Technology (ICT), entrepreneurial and managerial capacity building needs of Business Education lecturers that will enable them perform their functions professionally. ICT refers to the whole range of technologies involved in information processing and electronic communication. It is an umbrella term that includes any communication device or application, encompassing: radio, television, cellular phone, computer and network hardware and software, satellite system among others, these contribute to organizing, processing, communicating, assessing, presenting, storing, retrieving and simplifying information when needed and in the form needed. ICT has played a significant role in accelerating the availability of learning opportunities in all parts of the world, to learners of all cultures and nationalities. ICT in education covers the use of computers, online self learning packages, interactive CDs, satellites, radio, tele-presence system, optical fiber technologies and all types of information technology hardware and software (Onasanya, Shehu, Ogunlade & Adefuye, 2011).

Entrepreneurial competencies refer to the key characteristics that should be possessed by successful or budding entrepreneurs in order to perform entrepreneurial functions effectively. They include characteristics such as generic and specific knowledge, motives, traits, self-images, social roles, and skills that result in venture birth, survival, and/or growth. Competencies required by entrepreneurs can be classified into three namely: technical competencies, business management competencies and personal entrepreneurial competencies. Technical competencies involve such issues as writing, listening, oral presentations, organizing, coaching, being a team player and technical knowhow. Business management competencies are those required in starting, developing and marketing any enterprise. Competencies and/or skills such as decision making, marketing, management, financing, accounting, production, control and negotiation are essential for entrepreneurs. The personal entrepreneurial competencies include discipline, risk taking, innovativeness, persistence, visionary leadership and being change oriented. Many ventures die in their infancy for various reasons, some of which might be connected with the personal characteristics traits of the entrepreneur (Obayi, Obi & Okafor, 2012).

Entrepreneurship competencies are focused on developing youths with the passion and multiple skills. It is aimed to reduce the risk associated with entrepreneurship thought and guide the firm successfully via its initial stage to the majority. With the knowledge of entrepreneurial action, these students or potential entrepreneurs are able to understand how and what it means and takes to own a



business, create ideas towards the achievement of desired goals and objectives. Through entrepreneurship education, skilled human resources who will be able to become entrepreneurs, self-reliant and sufficiently competent to meet the global needs in order to reduce poverty. It is with this in mind that the National Standards for Entrepreneurship Education were developed – to prepare youth and adults to succeed in an entrepreneurial economy. Entrepreneurial competencies therefore are the skills necessary for an entrepreneur to venture into an enterprise, organize and manage an enterprise ably and competently realize the goal for which the enterprise is established.

Management competencies are vital for any organization to succeed and achieve its goals and objectives. A manager who fosters good management skills is able to propel the organization's mission and *vision* or business goals forward with fewer hurdles and objections from internal and external sources. Management competencies involve planning, decision-making, problem-solving, communication, delegation, and *time management*. Good managers are almost always good leaders as well. In addition to leading, a critical role of a manager is to also ensure that all parts of the organization are working effectively towards achieving organizational goals.

The success or failure of business education programme in producing graduates who would effectively fit into the world of work, be self-reliant upon graduation and compete favourably in the global world is dependent to a great deal on the business education lecturers' educational capacity. It is therefore, essential to determine the capacity building needs of these stakeholders for them to upgrade themselves and perform their duties professionally.

Statement of the problem

Business education is concerned with the training and preparation of students for gainful employment in the labour market. To achieve this, lecturers ought to play a vital role in shaping, directing and redirecting its recipients towards realizing the goals of business education programme. Despite the widespread drive to develop employability skills/competencies of business education graduates, there are still gaps between graduate workplace performance and employers' expectations. Many graduates leave universities without requisite competencies to get a job or succeed in the world of work. Researchers revealed that lecturers are doing a poor job of developing the competencies of their recipients. According to Egbo (2011), there is a general perception that a significant number of Nigerian teachers/lecturers are not well-equipped to deliver quality education for a number of interconnected reasons such as training-related issues, educational policy, educational structure, curricular, infrastructural limitations, low morale amongst others. This implies that students in Nigeria are not receiving the kind of education that will prepare them for lifelong global educational competitiveness of the 21st century that demands innovativeness, creativity, critical thinking, information communication technologies, ingenuity, adaptability and transferable skills acquisition. Increasing student achievement depends on teachers whose performance in turn, hinges on building their



capacity. With regards to economic development, it should be emphasized that the quality of education as demonstrated by the quality of teaching, facilities and curricula. There is a renewed emphasis on the quality of teachers and teacher education. (Todaro and Smith, 2012). Indeed, no nation can build a strong and effective educational system without the continuous appraisal and subsequent improvement of its teacher capacity building needs since teachers remain the pillars of the system. It is against this background that this study sought to determine the capacity building needs of business education lecturers for professionalism in Public Universities in South East Nigeria.

Research Questions

The following research questions guided the study.

1. What are the capacity building needs of business education lecturers on Information and Communication Technology competencies for professionalism in public universities in South East, Nigeria?
2. What are the capacity building needs of business education lecturers on entrepreneurial competencies for professionalism in public universities in South East, Nigeria?
3. What are the capacity building needs of business education lecturers on managerial competencies for professionalism in public universities in South East, Nigeria?

Hypotheses

The following hypotheses were tested at 0.05 level of significance.

H₀₁: There is no significant difference between the mean ratings of male and female business education lecturers in their capacity building needs on Information and Communication Technology competencies for professionalism in public universities in South East, Nigeria?.

H₀₂: There is no significant difference between the mean ratings of male and female business education lecturers in their capacity building needs on entrepreneurial competencies for professionalism in public universities in South East, Nigeria.

H₀₃: There is no significant difference between the mean ratings of male and female business education lecturers in their capacity building needs on managerial competencies for professionalism in public universities in South East, Nigeria.



Method

The descriptive survey research design was used in this study. The population of the study was all 147 (37 male and 110 female) business education lecturers in all public universities in South East, Nigeria. No sample was used because the population is not large. A four point rating scale questionnaire titled: capacity building needs of business education lecturers for professionalism (CBNOBELP) containing 36 items in three sections with strongly agree (SA), agree (A), disagree (D) and strongly disagree (SD) was used for data collection. The instrument was validated by experts in business education and measurement and evaluation from Michael Okpara University of Agriculture, Umudike. Test-retest method was used to ascertain the reliability of the instrument. A reliability coefficient value of 0.82 was obtained using Pearson product moment correlation coefficient. Data were collected by researchers with the help of five research assistants. Mean and standard deviation were used to answer the research questions and determine the homogeneity of the respondents' ratings. The decision was based on the cluster mean score in relation to the boundary mean score of 2.50. A cluster with mean score equal to or above 2.50 was agree while the one with mean score less than 2.50 was disagree. t-test was used to test the hypotheses at 0.05 level of significance. The null hypothesis was not rejected where the t-calculated value is less than the t-table value at the significant level of 0.05 and rejected if the t-calculated value is equal to or greater than the t-table value at the significant level of 0.05.

Results

Table 1: Respondents' mean ratings on capacity building needs of business education lecturers on Information and Communication Technology competencies for professionalism in public universities in South East, Nigeria

| S/N | ICT COMPETENCIES | Mean | SD | Remark |
|-----|--|------|------|--------|
| 1 | Business education lecturers need internet to display multiple browser competencies for research and learning material on the web | 3.39 | 0.70 | A |
| 2 | Business education lecturers need electronic white board to teach the students. | 3.35 | 0.74 | A |
| 3 | Business education lecturers need ICT competencies for composing and sending correspondences through e-mail | 3.46 | 0.71 | A |
| 4 | Business education lecturers need computers and other ICT gadgets to teach students. | 3.07 | 0.88 | A |
| 5 | Business education lecturers need ICT competencies on how to make use of different softwares such as word processing, Microsoft excel, PowerPoint, database among others | 2.99 | 0.91 | A |
| 6 | Business education lecturers need ICT competencies on electronic bulletin boards for teaching and learning. | 1.89 | 0.81 | SD |



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|----|--|------|------|----|
| 7 | Business education lectures need ICT competencies on the use of teleconferencing and video conferencing in learning | 2.97 | 0.79 | A |
| 8. | Business education lecturers need to adopt e-learning strategy to deliver quality teaching to students. | 3.05 | 0.82 | A |
| 9 | Business education lecturers need ICT competencies for management of virtual classrooms in distance learning. | 3.17 | 0.73 | A |
| 10 | Business education lecturers need multi-media gadgets for instructional delivery | 2.97 | 1.00 | A |
| 11 | Business education lecturers need ICT competencies on network knowledge application | 1.63 | 0.85 | SD |
| 12 | Business education lecturers need internet competencies for social media platforms such as Facebook, WhatsApp, twitter, Instagram for teaching and learning. | 1.76 | 0.90 | SD |
| | Cluster mean | 2.81 | | A |

Table 1 shows that nine out of the 12 ICT competencies listed have mean scores above the cut off mean of 2.50 which means that the respondents agreed with them while only three have mean scores below the cut off mean of 2.50 showing that the respondents disagreed with them. However, the cluster mean score of 2.81 shows that the respondents agreed that Business Education lecturers need capacity building on ICT competencies for professionalism. The standard deviation scores for all the items are within the same range showing that the respondents are homogeneous in their ratings.

Table 2: Respondents’ mean ratings on capacity building needs of business education lecturers on Entrepreneurial competencies for professionalism in public universities in South East, Nigeria.

| S/N | ENTERPRENEURIAL COMPETENCIES | Mean | SD | Remarks |
|-----|--|------|------|---------|
| 13 | Business education lecturers need business and management competencies for survival of any business. | 2.97 | 0.88 | A |
| 14 | Business education lecturers need mastery of relevant course content and enriched with suitable methodology on entrepreneurial competencies for professionalism. | 3.07 | 0.84 | A |
| 15 | Business education lecturers need entrepreneurial competencies for establishing , managing and sustaining a business enterprise | 3.43 | 0.74 | A |
| 16 | Business education lecturers need budgeting and business operation competencies for professionals. | 3.28 | 0.77 | A |
| 17 | Business education lecturers need entrepreneurial competencies on business plans preparation and writing for professionalism. | 3.35 | 0.72 | A |
| 18 | Business education lecturers need creativity and innovative skills for ideas generation. | 2.14 | 0.76 | SD |



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|----|--|------|------|----|
| 19 | Business education lecturers need entrepreneurial competencies for formulating and exploiting opportunities through feasibility study of the environment | 3.03 | 0.76 | A |
| 20 | Business education lecturers need entrepreneurial competencies on all the entrepreneurship opportunities available to business education graduates. | 3.12 | 0.67 | A |
| 21 | Business education lecturers need entrepreneurial competencies on the ability to take risk. | 3.11 | 0.77 | A |
| 22 | Business education lecturers need entrepreneurial competencies on the ability to set a goal and work towards achieving the goal. | 3.02 | 0.79 | A |
| 23 | Business education lecturers need practical skills/experiences to teach entrepreneurial competencies for mastery. | 2.01 | 0.71 | SD |
| 24 | Business education lecturers need ability to engage in research work to maximize efficiency and productivity for professionalism. | 1.82 | 0.62 | SD |
| | Cluster mean | 2.86 | | A |

Table 2 shows that nine out of the 12 entrepreneurial competencies listed have mean scores above the cut off mean of 2.50 which means that the respondents agreed with them while only three have mean scores below the cut off mean of 2.50 showing that the respondents disagreed with them. However, the cluster mean score of 2.86 shows that the respondents agreed that Business Education lecturers need capacity building on entrepreneurial competencies for professionalism. The standard deviation scores for all the items are within the same range showing that the respondents are homogeneous in their ratings.

Table 3: Respondents’ mean ratings on capacity building needs of business education lecturers on managerial competencies for professionalism in public universities in South East, Nigeria

| S/N | MANAGERIAL COMPETENCIES | Mean | SD | Remarks |
|-----|---|------|------|---------|
| 25 | Business education lecturers need competencies on ability to set achievable goals and policies guiding an organisation. | 2.97 | 1.00 | A |
| 26 | Business education lecturers need competencies on the ability to put the right people to accomplish tasks. | 1.98 | 0.84 | SD |
| 27 | Business education lecturers need competencies on employment development and managing employee performance. | 3.46 | 0.71 | A |
| 28 | Business education lecturers need human relation management competencies for professionalism | 3.39 | 0.70 | A |
| 29 | Business education lecturers need competencies on the ability to give feedback on performance. | 3.43 | 0.74 | A |
| 30 | Business education lecturers need competencies on the ability to coordinate both human and material resources. | 2.14 | 0.76 | SD |



| | | | | |
|----|---|------|------|----|
| 31 | Business education lecturers need competencies on the ability to know the technicality of solving problems promptly. | 2.97 | 0.88 | A |
| 32 | Business education lecturers need managerial competencies on development of work related skills such as integrity, honesty, openness, communication among others. | 2.11 | 0.77 | SD |
| 33 | Business education lecturers need competencies on conflict resolution in order to maintain harmonious relationship among workers and build peace, | 3.28 | 0.77 | A |
| 34 | Business education lecturers need mentoring competencies in order to provide professional guidance to other students. | 2.99 | 0.91 | A |
| 35 | Business education lecturers need networking competencies. | 1.99 | 0.70 | SD |
| 36 | Business education lecturers need managerial competencies on different management skills and styles for professionalism. | 3.05 | 0.82 | A |
| | Cluster mean | 2.90 | | A |

Table 3 shows that eight out of the 12 managerial competencies listed have mean scores above the cut off mean of 2.50 which means that the respondents agreed with them while only four have mean scores below the cut off mean of 2.50 showing that the respondents disagreed with them. However, the cluster mean score of 2.90 shows that the respondents agreed that Business Education lecturers need capacity building on managerial competencies for professionalism. The standard deviation scores for all the items are within the same range showing that the respondents are homogeneous in their ratings.



Table 4: Summary of t-test analysis of the difference between the mean ratings of male and female Business Education lecturers in public universities in South East, Nigeria on their ICT capacity building needs for professionalism

| S/N | Groups | No | Mean | SD | Df | T-Cal | T-Tab | Level of Sig | Remarks |
|-----|---------|-----|------|------|-----|-------|-------|--------------|---------|
| 1 | Males | 37 | 2.89 | 0.79 | | | | | |
| 2 | Females | 110 | 2.90 | 0.81 | 145 | 0.550 | 1.960 | .05 | NS |

Table 4 shows that the t-calculated (t-cal) value of 0.550 is less than the t-table (t-tab) value of 1.960 at $P \leq 0.05$ levels of significance and at 145 degree of freedom (df). This shows that, there was no significant difference between the mean ratings of male and female Business Education lecturers in public universities in South East, Nigeria on their Information and Communication Technology competencies capacity building needs for professionalism. Therefore, the null hypothesis of no significant difference was not rejected.

Table 5: Summary of t-test analysis of the difference between the mean ratings of male and female Business Education lecturers in public universities in South East, Nigeria on their entrepreneurial competencies capacity building needs for professionalism

| S/N | Groups | No | Mean | SD | Df | T-Cal | T-Tab | Level of Sig | Remarks |
|-----|---------|-----|------|------|-----|-------|-------|--------------|---------|
| 1 | Males | 37 | 3.04 | 0.79 | | | | | |
| 2 | Females | 110 | 2.69 | 0.72 | 145 | 0.917 | 1.960 | .05 | NS |

Table 5 shows that the t-calculated (t-cal) value of 0.917 is less than the t-table (t-tab) value of 1.960 at $P \leq 0.05$ levels of significance and at 145 degree of freedom (df).

This shows that, there was no significant difference between the mean ratings of male and female Business Education lecturers in public universities in South East, Nigeria on their entrepreneurial competencies capacity building needs for professionalism. Therefore, the null hypothesis of no significant difference was not rejected.



Table 6: Summary of t-test analysis of the difference between the mean ratings of male and female Business Education lecturers in public universities in South East, Nigeria on their managerial competencies capacity building needs for professionalism

| S/N | Groups | No | Mean | SD | Df | T-Cal | T-Tab | Level of Sig | Remarks |
|-----|---------|-----|------|------|-----|-------|-------|--------------|---------|
| 1 | Males | 37 | 3.04 | 0.72 | | | | | |
| 2 | Females | 110 | 2.69 | 0.78 | 145 | 0.601 | 1.960 | .05 | NS |

Table 6 shows that the t-calculated (t-cal) value of 0.601 is less than the t-table (t-tab) value of 1.960 at $P \leq 0.05$ levels of significance and at 163 degree of freedom (df). This shows that, there was no significant difference between the mean ratings of male and female Business Education lecturers in public universities in South East, Nigeria on their managerial competencies capacity building needs for professionalism. Therefore, the null hypothesis of no significant difference was not rejected.

Discussion

The findings of research question one showed the capacity building needs of business education lecturers on ICT competencies for professionalism to include: internet, email, electronic board, computers with Ms Office, data management packages, multi media gadgets including teleconferencing and virtual classroom for teaching and learning. Social media platforms, network knowledge and electronic bulletin boards. This is in line with Emeasoba & Nweke (2018) whose study revealed that ICT needed and available for building the capacity of lecturers include computer, phone, network card, modem among others. The findings further depicted that gender had no significant influence with regard to the items on Information and Communication Technology competencies for professionalism in public universities in South East, Nigeria. ICT competencies are highly needed by business educational lecturers to enable them impact on the students the digital skills required for world of work and enable them compete favourably with their counterparts globally.

Furthermore, the findings of research question two revealed the capacity building needs of business education lecturers on entrepreneurial competencies for professionalism as: management, mastery of relevant course content and enriched with suitable methodology on entrepreneurial, budgeting and business operation, business plans preparation and writing, creativity and innovative skills, feasibility study among others. This is in line with Emeasoba & Ebokosia (2018) whose study revealed the entrepreneurship development areas students can be trained to include: on line marketing, operation of business centres, event planners among others. The findings further depicted that gender had no significant influence with regard to items on the entrepreneurial competencies for professionalism in public universities in South East, Nigeria. With the high rate of unemployment in the society, there is need for graduates of business education to acquire entrepreneurial skills that will enable them start up small scale business



venture and contribute to national development. Therefore, the business educators should be exposed to these entrepreneurial competencies for impartation on the students.

The findings of research question three revealed the capacity building needs of business education lecturers on managerial competencies for professionalism as: set achievable goals and policies, employment development and managing employee performance, human relation management, ability to get feedback on performance, mentoring, technicality of solving problems, development of work related skills such as integrity, honesty, openness, communication among others. The findings also showed that gender had no significant influence with regard to items on the managerial competencies for professionalism in public universities in South East, Nigeria. The success of any business to a great extent depends on the managerial ability of its managers, therefore, business educators should be trained on these skills for its graduates to fit into the world of work and perform effectively.

Conclusion

From the findings, it was concluded that Business Education Lecturers need ICT competencies, Managerial and Entrepreneurial competencies for professionalism in the public universities and therefore should be encouraged.

Recommendations

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

1. University administrators should establish ICT hub and adopt compulsory use of ICT facilities in teaching and learning of business education in public universities in South East, Nigeria.
2. Government should organize regular and compulsory workshops, seminars and in-service training to update business education lecturers on ICT packages, managerial and entrepreneurial skills for professionalism in public universities in South East, Nigeria.
3. Entrepreneurship centres should be established in business education departments by the institution for acquisition of entrepreneurial competencies.

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