



## BUSINESS EDUCATION LECTURERS' PERCEPTION OF SOFT SKILLS ACQUISITION BY BUSINESS EDUCATION STUDENTS TO FIT INTO TECHNOLOGY-DRIVEN WORLD

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### Abstract

*This study investigated business education lecturers' perception of soft skills acquisition by business education students to gainfully fit into the technology-driven world. The study employed a Descriptive survey research design. Three research questions were raised and one hypothesis was formulated and tested at 0.05 level of significance. The population of the study comprised 171 business education lecturers from public universities in South-South that offer business education programme. Census method was used for the study because the population was of manageable size. The instrument used for data collection was a structured questionnaire titled "Perception on Soft Skills Acquisition by Business Education Graduates" (POSSBEG), and it was structured on four point Likert rating scale of Strongly Agreed (4), Agreed (3), Disagreed (2), and Strongly Disagreed (1). The instrument was face and content validated by three experts. The reliability of the instrument was determined using Person Product Moment Correlation method, and reliability coefficient 0.81 was obtained. Mean and standard deviation were used to answer the research questions with a criterion mean of 2.50 and above was regarded as agreed while 2.49 below was regarded as disagreed. The null hypothesis was tested using independent t-test at 0.05 level of significance. Findings from the study revealed that business education lecturers agreed that soft skills are highly needed by business education students to gainfully fit into the technology-driven world. Consequent upon the findings, the study concluded that soft skills are crucial for the recipients of business education programme to gainfully secure employment opportunities in technology-driven world. In line with the findings, it was recommended among others that governments and school administrators should organize regular training and workshops for business education lecturers to keep them abreast with saleable knowledge and skills as well as new methods of imparting them on business education students.*

**Key Words:** Business Educators, Soft Skills, Business Education Students, Technology-driven world

### Introduction

The business landscape has undergone significant changes over time. Factors like rapid globalization, technological advancements, and the shift towards knowledge-based and service-oriented economies have reshaped the expectations placed on professionals. In today's business world, having technical skills alone may no longer be sufficient for career progression and job security. There is a growing demand for professionals who possess a well-rounded set of abilities, encompassing both technical and soft skills, as the business environment continues to evolve rapidly. Soft skills, also known as interpersonal or non-technical skills, encompass a diverse range of qualities such as effective communication, teamwork, leadership, adaptability, and problem-solving capabilities. These skills define how individuals interact with others in their personal and professional relationships. In the workplace, soft skills complement hard skills, which refer to an individual's technical knowledge and job-specific expertise. According to the National Association of Colleges and Employers (NACE, 2020), soft skills encompass interpersonal skills, social skills, communication skills, character traits, attitudes, career attributes, social intelligence, emotional intelligence, and more. These attributes enable employees to perform well and achieve their goals, complementing their hard skills. Soft skills are personal attributes that enable effective and harmonious interactions in social environments.

Similarly, the World Economic Forum (2016) defines soft skills as a combination of personal qualities, habits, attitudes, and social graces that make someone a valuable employee and a compatible colleague to work with. Marcel (2018) views soft skills as a combination of people skills, social skills, communication skills, character traits, attitudes, career attributes, social intelligence, emotional intelligence, and other qualities that help individuals navigate their environment, work effectively with others, and achieve their goals alongside their hard skills. Kechagias in Somprach et al. (2014) describes soft skills as



essential intra and inter-personal or socio-emotional skills necessary for personal development, social participation, and success in the workplace. These skills encompass the ability to work on multidisciplinary teams, effective communication, cultural awareness, diligence, adaptability, and honesty, among others. They are vital for an individual to function effectively and achieve better performance in any work environment. Employers highly value soft skills because they enhance employees' ability to collaborate, communicate, and adapt to the ever-changing demands of the workplace. Graduates with well-developed soft skills are more likely to secure and retain employment, and proficiency in these skills often determines career advancement. Individuals who can effectively lead teams, communicate persuasively, and solve complex problems tend to progress rapidly in their careers. In a globalized world, those with strong soft skills excel at working across cultural boundaries, promoting diversity and inclusion in the workplace. Entrepreneurs benefit from soft skills as well, using them to pitch ideas, negotiate deals, and build vital networks for business success.

Therefore, it is crucial for contemporary graduates, especially those in business education, to possess these essential skills to demonstrate expertise and compete effectively in the business world. Curriculum planners, business education lecturers, and students must also recognize the importance of soft skills in today's global job market. Developing these skills will greatly benefit educators and learners in their professional lives. This underscores the significance of cultivating soft skills as a key element in enhancing the performance of business education lecturers, without first nurturing these essential soft skills, business education lecturers, may struggle to effectively instill them in their students.

Business education, an integral component of vocational and technical learning, aims to produce graduates proficient in both technical skills and soft skills. Edokpolor and Owenvbiugie (2017) perceive business education as an instructional program offering diverse competencies in accounting, marketing, and Office Technology and Management (OTM). Val-Ossai and Akpomi (2017) define it as an educational program preparing students for business-related job entry and advancement. They emphasize that business education involves acquiring skills, knowledge, and proficiencies that render recipients capable. In this study, we consider business education a specialized approach tailored to prepare individuals for careers in business and related fields, emphasizing practical knowledge in areas like accounting, economics, marketing, Office Technology and Management (OTM), and ethical business practices. Such preparation equips graduates to make valuable contributions to business operations and the broader economy. The importance of soft skills in business education cannot be overstated, given their role in promoting effective communication, teamwork, and adaptability. Soft skills complement technical expertise and often influence hiring and promotion decisions (Bryant, 2019). Likewise, the Association of Colleges and Employers (2020) asserts that communication skills, leadership, and teamwork rank among the most highly prized qualities by contemporary employers. Evidently, candidates who possess both technical knowledge and soft skills are in high demand. This underscores the need to integrate soft skills into business education programs. For instance, effective communication skills are foundational in the business realm. Guffey and Loewy (2018) succinctly highlight the importance of communication courses in enhancing students' written and oral communication abilities, essential aspects of soft skills. Leadership abilities are equally crucial for managerial roles. Day and Harrison (2007) emphasize the significance of leadership development programs within business education to prepare graduates for leadership positions. Teamwork is also vital for success in today's collaborative workplaces. The study by Johnson and Johnson (2009) explores the impact of cooperative learning strategies on students' ability to function effectively in teams. Business education programs often prioritize the cultivation of critical thinking skills, as illustrated by a study by Paul and Elder (2006) that examines the role of critical thinking in solving complex business problems. The future of soft skills education within business education is a pivotal and evolving subject. As the business landscape grows increasingly intricate and global, the significance of soft skills has surged. This importance has further amplified with the shift toward knowledge-based industries and service-oriented economies. In this context, the World Economic Forum (WEF) report titled "The Future of Jobs Report 2020" highlights the escalating demand for soft skills in the job market. It predicts that by 2025, the top five skills essential for success will encompass analytical thinking and innovation, active learning and learning strategies, complex problem-solving, leadership, and social influence. Similarly, business schools and institutions are acknowledging the significance of soft skills and are progressively integrating them into their curricula. A paper published in the *Journal of Education for Business* titled "Integrating Soft Skills into Business Education" by Muzammil and Hussain (2020) discusses various strategies and approaches for incorporating soft skills development into business education programs.

The advent of technology has also transformed the way businesses operate, making soft skills even more critical. As Artificial Intelligence (AI) and automation take over routine tasks, human skills such

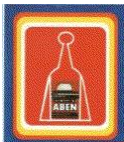


as creativity, emotional intelligence, and negotiation become invaluable. As reported by McKinsey & Company (2019), the future of work in America underscores the importance of social and emotional skills in the future workforce. Other studies have shown a strong correlation between soft skills and career success. A study by Heckman and Kautz (2012) found that non-cognitive skills, which encompass many soft skills, were significant predictors of educational attainment and future employment outcomes. Individuals with strong soft skills are better equipped to navigate complex workplace dynamics, build relationships, and adapt to changing circumstances, leading to greater career advancement opportunities (Friedman, 2019). Other studies have shown how soft skills can be cultivated through a combination of formal instruction, experiential learning, and real-world application. Business education programmes can incorporate the following strategies for effective soft skills development:

- **Effective Communication Workshops:** Offer courses or workshops in public speaking, develop effective writing and non-verbal communication as well as encourage students to participate in public speaking clubs like Toastmasters to practice and refine their speaking skills (Adler & Elmhurst, 2015).
- **Technology Integration:** Utilize technology for skill development, such as video conferencing for virtual teamwork or online platforms for self-paced learning. Online modules or courses dedicated to soft skills development, allow students to learn at their own pace (Miao et al., 2017).
- **Internships and Co-op Programmes:** Practical work experience in the form of internships or cooperative education programmes enables students to further develop their soft skills in professional settings. For instance, Use business simulations to create scenarios that require students to practice decision-making, teamwork, and adaptability. (Eagan et al., 2018) posited that students should be encouraged to participate in internships, co-op programs, or service-learning opportunities to apply soft skills in real-world settings.
- **Critical Thinking and Problem-Solving:** this is promoting the use of design thinking methodologies to tackle complex problems and encourage innovation. Integrating critical thinking exercises into the curriculum, encouraging students to analyze business cases and propose solutions (Paul & Elder, 2006).
- **Experiential Learning and Soft Skills:** Experiential learning methods, such as internships, simulations, and real-world projects, play a significant role in the development of soft skills. Business education programs are increasingly emphasizing hands-on experiences to help students apply and enhance their soft skills (Dugan and Komives, 2010).

Integrating soft skills into business education courses is essential to prepare students for the demands of the modern workplace. However, different authors have reported several challenges that have hindered effective integration of these skills into the business education curriculum. Nwosu and Chukwuma (2019) submitted that business education has historically focused on technical and quantitative skills, such as finance, accounting, and marketing, shifting the emphasis to soft skills may face resistance from faculty members and administrators who are more accustomed to the traditional approach. Another challenge that may hinder integration of soft skills into business education curriculum is difficulty in assessing and measuring soft skills effectiveness. Measuring soft skills effectively is complex, as they are often subjective and context dependent. Traditional assessment methods like exams and quizzes may not accurately evaluate these skills. Developing reliable and valid assessment tools tailored to soft skills is essential, but it presents a significant challenge (Aguinis et al., 2016).

Also, Soft skills are diverse and context-dependent, making it challenging to standardize their integration into the curriculum. Different institutions may prioritize different skills, leading to a lack of consistency in what students are taught (Palocsay & Wooten 2016). Effective integration of soft skills requires adequately trained business education lecturers who can teach, evaluate, and mentor students in these areas. However, some of them may lack the necessary training and resources to incorporate soft skills into their courses. Providing professional development opportunities for lecturers is crucial to overcoming this challenge (Brennan, 2017). Another major challenge is adequate resources, such as teaching materials and faculty development programmes, may be lacking to support the integration of soft skills. The Association to Advance Collegiate Schools of Business (AACSB, 2020) report highlights that many institutions lack the necessary resources and support systems to effectively integrate soft skills into their business education programmes. Soft skills are often interdisciplinary and require collaboration across departments, which can be challenging to coordinate. Addressing these challenges requires a multi-faceted approach, including faculty development, updated curriculum design, standardized assessment tools, and a cultural shift in recognizing the value of soft skills in business education. Institutions must adapt to meet the evolving needs of the job market and equip students with a holistic skill set that includes both technical and soft skills.



### **Statement of Problem**

In an increasingly technology-driven world, the demand for a skilled workforce seems to have shifted from traditional technical competencies to a broader set of skills known as soft skills. Soft skills encompass interpersonal, communication, leadership, adaptability, and problem-solving abilities, among others. These skills are deemed crucial for success in the contemporary business landscape, where collaboration, creativity, and adaptability are highly valued (World Economic Forum, 2020). As technology continues to reshape the nature of work and the skills required for success, it is critical to understand how business education lecturers perceive the role of soft skills in preparing students for the challenges and opportunities of the modern business landscape. This also entails how effectively business education programs are preparing students for the demands of the modern workplace, and whether business education lecturers are adequately integrating soft skills into their curricula. As technology continues to reshape the nature of work and the skills required for success, it is critical to understand how business education lecturers perceive the role of soft skills in preparing students for the challenges and opportunities of the modern business landscape. However, Galloway & Stotko (2020) posited that there is a significant gap in the literature concerning the perception of business education lecturers regarding the acquisition of soft skills in this technology-driven world. This seeming divergence in perceptions, if not checked may hinder the effective integration of soft skills into business curricula. It is on this premise that this study aims to investigate the perceptions of business education lecturers regarding the acquisition of soft skills in the technology-driven world, with a focus on the challenges and strategies they employ.

### **Research Question**

1. How do business education lecturers envision the future of soft skills education in response to the evolving demands of the technology-driven business world?
2. What strategies do business education lecturers identify for enhancing the acquisition of soft skills among their students in the face of technology-driven world?
3. What challenges do business education lecturers face in integrating soft skills into their courses in the technology-driven world?

### **Hypotheses**

HO1: There is no significant difference in the mean responses of business education lecturers in federal and state universities on the challenges faced in the acquisition of soft skills in public universities in South-South, Nigeria.

### **Methodology**

The study adopted descriptive survey research design. This research design is considered appropriate for this study because according to Nworgu (2015), descriptive survey is a type of a research design which aims at collecting data for the purpose of describing systematically the characteristics, features and facts about a given population the way they are without manipulating variables. The population of the study comprised 171 business education lecturers drawn from all the public universities that offer business education programme in South-South, Nigeria. Census method was adopted for the study because the population is of manageable size. This is in line with Agboola (2018) who posited that it is ideal to study the entire population when such population is of a manageable size. The entire population was studied because it was of manageable size. The instrument for data collection was a structured questionnaire titled "Perception on Soft Skills Acquisition by Business Education Graduates" (POSSBEG). The questionnaire was partitioned into two sections. Section A was for respondents' Bio-data while section B was to elicit information from the respondents regarding the questions posed and which was structured in four point Likert rating scale of Strongly Agreed (4), Agreed (3), Disagreed (2), and Strongly Disagreed (1). The instrument was face and content validated by three experts. The reliability of the instrument was established using Person Product Moment Correlation method and reliability coefficient 0.75 was obtained. Mean and standard deviation were used to answer the research questions with a criterion mean of 2.50 and above was regarded as agreed while 2.49 below was regarded as disagreed, and the null hypothesis was tested using independent t-test at 0.05 level of significance. For the null hypothesis, it was rejected if the t-calculated is greater than the t-critical value while it was accepted if the t-calculated is less than the t-critical value.



### Results and Discussion

Research Question 1: How do business educators envision the future of soft skills education in response to the evolving demands of the technology-driven business world?

**Table 1: Mean and Standard Deviation Responses of Business Educators on how Business Educators envision the future of Soft Skills education in response to the evolving demands of the technology-driven business world?**

S/N	Item	X	SD	Decision
1	The integration of soft skills into business education is crucial for preparing students for the technology-driven business world.	2.73	0.61	agreed
2	Business educators need to collaborate with industry experts in identifying the most relevant soft skills needed in the evolving business landscape.	2.91	0.68	Agreed
3	Technology-enhanced teaching methods (e.g., online courses, virtual reality) can effectively facilitate the development of soft skills among business education students.	3.15	0.55	Agreed
4	Soft skills such as adaptability, communication, and emotional intelligence are more important than ever for business students due to the rapid advancements in technology.	2.75	0.72	Agreed
5	Business educators should prioritize experiential learning opportunities (e.g., internships, projects) to help students apply and develop soft skills in real-world situations.	2.92	0.72	Agreed
6	Soft skills education should be integrated into the curriculum of all business education courses, not just dedicated soft skills cos.	2.76	0.74	Agreed
7	Business schools should invest more resources in training faculty members to effectively teach and assess soft skills development in students.	3.10	0.53	Agreed
8	The assessment of soft skills should be included in the overall evaluation of a student's performance in business programs.	2.97	0.72	Agreed
9	Soft skills education should evolve continuously to address emerging trends and challenges in the technology-driven business world.	2.84	0.62	Agreed
10	Seeking feedback from employers is needed to ensure that the soft skills taught in business education programs align with industry expectations.	3.12	0.58	Agreed
	Average mean and Standard deviation	2.93	0.7	Agreed

Source: field survey 2023

The data on table 1 above shows business Education lecturers' mean responses on how they envision the future of soft skills education in response to the evolving demands of the technology-driven business world. The mean scores ranged from 2.75 - 3.15 showing that all the items listed were answered in affirmative. The grand mean score of 2.93 shows that business education lecturers perceive the future of soft skills education as a direct response to the evolving demands of the technology-driven business world.

**Research Question 2:** What strategies do business educators identify for enhancing the acquisition of soft skills among their students in the face of technology-driven world?



**Table 2: Mean and Standard Deviation Responses of Business Educators on strategies for enhancing the acquisition of Soft Skills among Students in the face of technology-driven world.**

S/N	Item	X	SD	Decision
11	Encouraging students to self-assess and set goals for soft skills development is a worthwhile strategy.	2.93	0.71	agreed
12	Incorporating cross-disciplinary projects and coursework encourages a holistic development of soft skills.	3.11	0.58	Agreed
13	Mentoring programs that connect students with experienced professionals are effective in enhancing soft skills.	2.81	0.55	Agreed
14	Industry partnerships and collaborations can significantly contribute to improving students' acquisition of soft skills.	2.65	0.72	Agreed
15	Actively engaging business educators in professional development increases their abilities to teach and assess soft skills acquisition.	2.62	0.72	Agreed
16	The integration of real-world case studies and simulations in the curriculum helps students develop soft skills.	3.12	0.54	Agreed
17	Active learning techniques, such as group projects and discussions, are effective in fostering soft skills development.	3.01	0.63	Agreed
18	Utilizing technology-enhanced learning tools (e.g., online simulations, virtual reality) improves students' soft skills acquisition.	2.72	0.82	Agreed
19	Incorporating guest speakers from industry to share their experiences and insights enhances students' soft skills.	2.84	0.62	Agreed
20	Providing opportunities for students to participate in internships or co-op programs is essential for soft skills development.	3.07	0.61	Agreed
Average mean and Standard deviation		2.88	0.7	Agreed

Source: field survey 2023

The data on table 2 above shows business Education lecturers' mean responses on the identified strategies for enhancing the acquisition of soft skills among their students in the face of technology-driven world. The mean scores ranged from 2.62 - 3.12 showing that all the items listed were answered in affirmative. The grand mean score of 2.88 shows that business education lecturers agreed on the above mentioned strategies for enhancing the acquisition of soft skills among their students in the face of technology-driven world.

**Research Question 3:** What challenges do business educators face in integrating soft skills into their courses in the technology-driven world?

**Table 3: Mean and Standard Deviation Responses of Business Educators on challenges faced for integrating soft skills into their courses in the technology-driven world.**

S/N	Items	X	SD	Decision
21	I face challenges in identifying which specific soft skills are most relevant to my business courses.	2.82	0.70	Agreed
22	Students' preference for technology-focused courses sometimes overshadows the importance of soft skills development.	3.02	0.67	Agreed
23	The rapidly changing technology landscape makes it challenging to keep the curriculum updated with relevant soft skills.	2.85	0.70	Agreed
24	Assessment and evaluation methods for soft skills are not well-defined in business education programs.	3.20	0.59	Agreed
25	Collaboration with industry professionals and employers to bridge the gap between soft skills and job requirements is a challenging aspect of my teaching.	3.18	0.61	Agreed
26	I encounter resistance from colleagues or institutional policies that prioritize technical knowledge over soft skills development.	2.90	0.72	Agreed
27	Limited resources and time constraints hinder our ability to effectively integrate soft skills into our business curriculum.	2.67	0.82	Agreed
28	Lack of training and professional development opportunities for educators on soft skills integration is a barrier.	2.73	0.75	Agreed
Average mean and standard deviation		2.99	0.7	Agreed

Source: field survey 2023



The data on table 3 above shows business Education lecturers' mean responses on the challenges faced for integrating soft skills into their courses in the technology-driven world. The mean scores ranged from 2.67 - 3.20 showing that all the items listed were answered in affirmative. The grand mean score of 2.98 shows that business education lecturers agreed on the above listed challenges which they face in integrating soft skills into their courses in the technology-driven world.

### Testing of hypotheses

Ho<sub>1</sub>: There is no significant difference in the mean responses of business education lecturers in federal and state universities on the challenges faced in the acquisition of soft skills in public universities in South-South, Nigeria

**Table 4: Independent t-test comparison of business education lecturers' mean responses between federal and state universities on the challenges faced in integrating soft skills into their courses in South-South, Nigeria.**

Respondents	N	$\bar{X}$	SD	DF	Level of Sig.	t-cal	t-crit	Decision
Federal	74	2.54	0.67	169	0.05	1.151	1.960	Accept Ho <sub>1</sub>
States	97	3.12	0.73					

Source: Field survey, 2023

The result presented in Table 4 above shows that the t-calculated value of 1.151 is less than 1.960 t-critical value ( $1.151 < 1.960$ ) at 0.05 level of significance, and 169 degrees of freedom. This implies that there is no significant difference in the perception of business education lecturers as it relates to the challenges faced in integrating soft skills into their courses.

### Discussion of Results

The purpose of this study was to find out the perception of business education lecturers on the acquisition of soft skills required by business education students to fit into the technology-driven world. The findings of this study revealed that soft skills are highly required by business education students for employment in the changing world as perceived by business educators. This agrees with study by Heckman and Kautz (2012) who found that non-cognitive skills, which encompass many soft skills, were significant predictors of educational attainment and future employment outcomes. The findings equally affirmed the position of Friedman (2019) that individuals with strong soft skills are better equipped to navigate complex workplace dynamics, build relationships, and adapt to changing circumstances, leading to greater career advancement opportunities.

This study also sought to find out the strategies for enhancing soft skills the acquisition of Soft Skills among Students in the face of technology-driven world. The findings of this study reviewed different strategies such as integrating soft skills into business education curriculum, providing opportunities for students to participate in internships or co-op programmes for soft skills development, providing mentoring programme, utilizing technology- enhanced learning tools, and others are essential for enhancing the acquisition of soft skills required by business education students to fit into the technology-driven world. The findings aligned with position of Adler & Elmhorst (2015) who suggested that offer courses or workshops in public speaking, develop effective writing and non-verbal communication as well as encourage students to participate in public speaking clubs like Toastmasters to practice and refine their speaking skills. In same vein, the findings affirmed the submission of Miao et al. (2017) that online modules or courses dedicated to soft skills development allow students to learn at their own pace. Likewise, the findings concurred with the position of Eagan et al. (2018) that students should be encouraged to participate in internships, co-op programs, or service-learning opportunities to apply soft skills in real-world settings.

The study equally sought to find out the challenges faced by business education lecturers in integrating soft skills into their teaching. It was reviewed in this study that myriad of challenges such as difficulty in assessing and measuring soft skills, lack of emphasis on soft skills in teaching business education courses, lack of training of business education lecturers on soft skills development, and others hinder effective integration of soft skills into business education courses. The finding is in agreement with the findings of Nwosu and Chukwuma (2019) who submitted that business education has historically focused on technical and quantitative skills, such as finance, accounting, and marketing, shifting the



emphasis to soft skills might face resistance from members and administrators who are more accustomed to the traditional approach. The finding also concurs with the study of Aguinis et al. (2016) who reviewed that measuring soft skills effectively is complex, as they are often subjective and context dependent. Traditional assessment methods like exams and quizzes might not accurately evaluate these skills. Developing reliable and valid assessment tools tailored to soft skills is essential, but it presents a significant challenge. The findings equally aligned with (Brennan, 2017) position that effective integration of soft skills requires adequately trained business education lecturers who can teach, evaluate, and mentor students in these areas. He however stressed that some of them might lack the necessary training and resources to incorporate soft skills into their courses, and providing professional development opportunities for lecturers is crucial to overcoming this challenge.

The null hypothesis tested showed no significant difference in the perception of business education lecturers in both federal and states universities on the challenges facing them in integrating soft skills into their courses. This is in consonance with the Association to Advance Collegiate Schools of Business (AACSB, 2020) report that many institutions lack the necessary resources and support systems to effectively integrate soft skills into their business education programmes.

### **Conclusion**

From the findings, it was concluded that the future of soft skills education in the development of business education is a critical and germane to the success of business students who on graduation are expected to navigate the complex business landscape. Also, the need to strategically cultivate soft skills into business education curriculum through a combination of formal instruction, experiential learning, mentoring, and real-world application become even more important as the business landscape has shifted towards knowledge-based industries and service-oriented economies. It was also concluded from the findings that integrating soft skills into business education courses is essential to prepare students for the demands of the modern workplace but several challenges hindered effective integration of these skills into the business education curriculum.

### **Recommendation**

Consequent upon the findings, the following recommendations were made:

1. Soft skills development modules should be incorporated into the core business education curriculum with specific class time to discuss and practice skills such as communication, teamwork, adaptability, and critical thinking..
2. Adequate necessary resources and support systems to effectively integrate soft skills into their business education programmes should be provided.
3. Governments and school administrators should organize regular training and workshops for business education lecturers to keep them abreast with saleable knowledge and skills as well as new methods of imparting them on business education students.

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