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ITVET TEACHER EDUCATION FOR THE 21ST CENTURY

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Introduction

Technical and Vocational Education and Training (TVET) is a broad concept derived out of the traditional terminologies describing education and training leading to employment in various occupations requiring the application of knowledge and skills in performance in the work place. These included: technical education in the United Kingdom, vocational education and training in the USA, industrial arts and technology education.

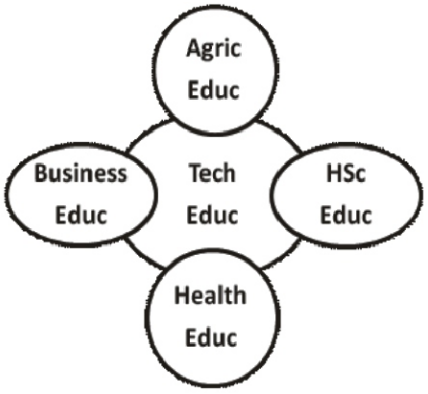
In 1989, it was resolved at the Second International TVET Congress, sponsored by UNESCO and hosted by South Korea, that the term Technical and Vocational Education and Training (TVET) already adopted by UNESCO and ILO in 1984 be universally adopted and used by the UNESCO Member states world-wide.

TVET was, thus, defined as follows:

Technical and Vocational Education and Training is a comprehensive term referring to those aspects of the educational process involving, in addition to general education, the study of technologies and related sciences, and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of economic and social life (UNESCO, 1989.1).

The TVET Cluster

The traditional TVET Cluster comprises of five disciplines of study, namely; Agricultural Education, Business Studies Education, Health Education, Home Science Education and Technology Education.



The foundations and critical pillars underpinning TVET as a field of study have over the years been articulated, discussed in educational forums and adopted within given diverse socio-cultural, economic and political settings around the globe. In traditional Africa, the demarcation between general education and training was not as visible and defined as in the Western civilizations. Education and training was one package imparted at home. It was all encompassing and all members of the family and community took responsibility for the conduct and up-bringing of the youth.

The fundamental philosophical underpinning of TVET is that its mandate is to prepare each individual for the world of work in which their individual talents sharpened by education and training will contribute to the wellbeing of society. The TVET"s contribution is pivotal in the application and use of knowledge, skills, materials, tools, equipment, and competencies in the production of goods and services to meet human needs and wants.

Our World Today

The world in which we live today is characterized by tremendous scientific and technological explorations, innovations and explosions. It is the world of the *world wide web*, Internet surfing, face-books, twitters, YouTube, blogs, supersonic jets, virtual learning, CAD/CAM, the robotics, Nano-technologies, biotechnologies and mechatronics. It is a *global village* bound together with an array of Information and Communications Technology (ICT) networks unimagined hardly two decades ago.

However, these developments are closely accompanied by humanity's dreaded enemies proclaimed by Africa's political liberators namely; ignorance, poverty and disease. Challenges emanating from these forces have contributed to the growing conflict and dissatisfaction with the quality of life leading to wanton destruction of life and environment particularly in the developing countries of Africa.

Today, there are global trends that transcend national boundaries and societies in our ***Global Village*** that critically impact on education and training. Some of the trends include: demographic and economic trends, the emergence of a ***Knowledge Society***, green economy, emerging technologies, the digital Era, Sustainable Development and a Transient Workforce.

The Green Revolution

We are living and experiencing a new industrial revolution popularly known as Green Revolution based on alternative sources of energy and innovative ways of production, preservation and conservation.

The trail blazers in this revolution include; the European Union which targets to cut the EU's greenhouse gas emissions by 20% in 2020 compared with 1990 level. The USA which targets significant reductions in greenhouse emissions to include cuts in emissions up to 25% by 2020 and cuts up to 80% by 2050. China plans to more than triple its wind power generation capacity becoming the world's largest wind power producer by 2020.

The above changes have already impacted on the current Knowledge Society. It has caused tremendous paradigm shifts in which economic change has shifted from Manufacturing Economy (based on low material value) to Service Economy (based on knowledge value).

It has, similarly shifted technological change from Low Technology (that is manual intensive) to High Technology (that is cognitive intensive). The McKinsey Global Report (2012) indicated that technology and globalization have reshaped economies around the world unleashing sweeping changes in markets and economies. This paradigm shift has lots of implications for the demand for higher skilled college graduate labour force as opposed to lower skilled high school graduates ultimately impacting on teaching and learning today. The Green revolution brings a new set of green jobs and skills that will need retooling of the current labour force to be engaged (Maclean, Jagannathan and Panth,2018).

The Digital Revolution

The McKinsey Global Institute report further revealed that more than 375 million workers will have to completely change their skills sets by 2030. Reason: the rate at which newer technologies such as Digitization, AI (Artificial Intelligence) and Automation is disrupting the world of work as employees have to catch up with such advances.

What is Africa's Position in these Changing Times?

As the world community strides into the twenty first century, the greater part of Africa lingers at the door step faced with a dilemma and a millennium challenge. The dilemma is that she is very much endowed with natural resources and a youthful population yet most of her children go to bed hungry. The long dreaded enemies identified by Africa's political emancipators: poverty, ignorance and disease are still very much in close encounters with her populations.

The millennium challenge is that Africa cannot afford to fall behind. She must be a significant member of the 21st century to survive. To do so, she must:

- Enter, survive and remain competitive in a world that is fast becoming a global village.
- Embrace and nurture the culture of scientific and technological literacy.
- Have a workforce with the necessary knowledge and capacity to propel Africa into the 21st Century and sustain it.

Africa's Vision

The African Union's vision for Africa 'is to have an integrated, peaceful, prosperous Africa, driven by its own people to take its rightful place in the global community and the knowledge economy (AU, 2008)'.

The Vision 2020 represents Nigeria's Economic Transformation Blueprint and long term development agenda aimed at repositioning Nigeria to become among the top twenty largest economies in the world by the year 2020 (Nigeria, 2011).

Kenya's *Vision 2030*is the country's new development blueprint covering the period 2008 to 2030. It aims to transform Kenya into a newly industrialising, "middle-income country providing a high quality life to all its citizens by the year 2030" (Kenya, Government of, 2007 p.1)

The TVET Mandate

The challenge to produce a modern workforce capable of responding to the current rapid changes and unforeseen future challenges therefore, rests on the shoulders of teachers (specifically TVET teachers) to impart critical knowledge, skills and capabilities to meet the current and future needs and wants of Africa's growing and globalising populations.

AU Strategy for TVET in Africa

The AU emphasizes the guiding principles of; Access, Equity, Proficiency and Relevance. It articulates the main goal as the promotion of skills acquisition through competence based training with proficiency testing for employment, sustainable livelihoods and responsible citizenship (AU,2008).

The AU seeks to position TVET as a tool for empowering the peoples of Africa especially the youth for sustainable livelihoods and socio-economic development of the Continent.

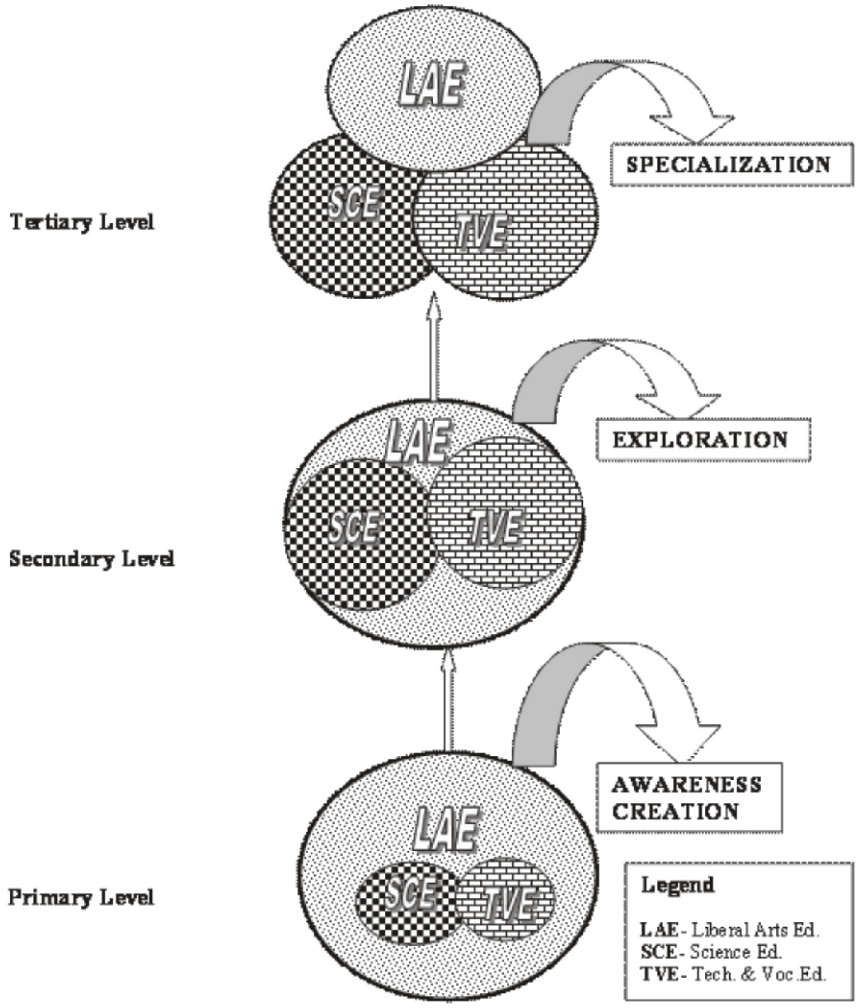
TVET at Basic Education Level

Whilst most TVET subjects can be introduced at basic education level, the study of technology is most appropriate as it contains the essential practical elements of vocational education (Kerre,2006).

Emphasis at this level should be placed on awareness creation and exploration introduced in progression from early learning to high School level.

B. W. Kerre

Fig.1 An Integrated School Curriculum for the 21st Century.

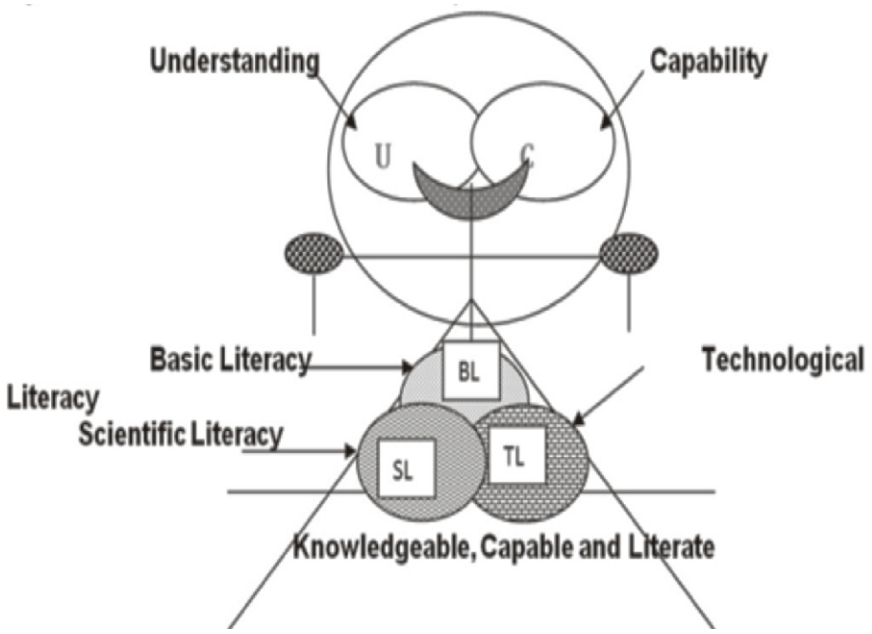


Technical and Vocational Education and Training at Tertiary Levels

While the central focus of TVET at this level is to prepare individuals for job or occupational entry, the demand for new knowledge and skills dictates that opportunities for higher education and training be made available. The concept of lifelong learning is now more relevant than ever before.

There is need for a balanced school curriculum that offers TVET as an integral aspect of general education (Kerre, 2017)

Fig2: A Balanced Curriculum for the 21st Century



A balanced curriculum will lay more emphasis on understanding and capability in which case full literacy in the arts, science and technology will be achieved.

TVET and Skills Improvement for Higher Productivity

Technological and industrial advancement requires the broad availability of high-quality secondary education and vocational training.

The ability to innovate and adopt more complex and sophisticated technologies requires TVET at the tertiary level, and particularly with skills in research and development" (ILO, 2008 Report V).

The Need for Higher Order Thinking (HOT) Skills

There is wide recognition of an emergence of Higher Order Thinking (HOT) skills embedded in Benjamin Bloom's taxonomy of educational objectives developed over fifty years ago.

HOT involves the learning of complex judgemental skills such as critical thinking and problem solving, Creative thinking, Information handling, Communication skills, Technology application skills, Teamwork skills, Autonomous learning skills, Entrepreneurship skills and Cross-cultural understanding skills.

Future generation TVET teachers have to move from being Transmitter of knowledge to Facilitator of knowledge. They have to desist from being Controllers of learning to Creators of a conducive learning environment. They should not be Always experts but be Co-learners and collaborators. They should move from Single media application and embrace Multimedia application. Most importantly, they should move from expository learning to experiential learning.

In tandem with the above strategies, 21st Century Learning should embrace some of the following features; be Learner-centered, Media-driven (this doesn't have to mean digital media), Personalized, Transfer-by-Design, Visibly Relevant, Data-Rich, Adaptable, Interdependent and Diverse.

It is important to note that the modern teaching and learning environment has benefitted immensely from technology. The integration of ICT in teaching and learning now makes it possible to reach more learners and to address their learning needs at personal levels.

Some of the modern Teaching Strategies include being adoptive. This involves embracing the new tools that have emerged over the years such as SMART BOARDS (Chalk Boards), TABLETS (Text-Books), etc. The teacher must be able to assess the needs of learners and adopt different modes of learning and new technologies.

The Need for a Paradigm Shift in Teacher Education

The traditional role where learning was teacher centred is no longer suitable in modern learning environments. The teacher is at best a facilitator enhancing experiential learning through multimedia practices. In order to transform the TVET Practice, the current practices which are archaic, passive, teacher centred and textbook driven must be abandoned to shift to new paradigms which emphasize critical thinking, flexibility, communication, creativity, technology and innovation.

Despite the dizzying changes that are characteristic of modern global economies, it is worthwhile reflecting on the purpose of such education. The aim of such education is to equip us with knowledge, skills and attitudes that will empower us to order a quality life that is sustainable. We all treasure a life that is peaceful, environment friendly and with much lower poverty Levels in our communities, higher literacy rates and healthy lifestyles.

TVET is all about our capability and capacities to produce the goods and services we need to satisfy our needs and wants. Our curriculum should be derived from the above demands.

The Millennium Challenge for TVET Teacher Education

Besides grappling with the challenge of producing TVET graduates for the green economy and society, an even more pertinent question for our purposes in this discussion arises: *What new knowledge and skills are required of the current and future TVET educators/trainers to be able to produce the above TVET graduates for the green economy and society*?

*T*he ultimate challenge for TVET teacher education is:

> *"to produce teachers who can cope with the challenges of the Knowledge Society, the ever moving target of technology, the ICT Era and Sustainable Development".*

Essentially, we have to prepare students for jobs that do not yet exist, be ready to use technologies that have not been invented and solve problems that we may not even know that they are problems yet. This, seemingly, is daunting task in a confusing state.

TVET teachers will need higher level knowledge and competencies in the same disciplines required of their graduates and must have wide experiences and skills in the application of various teaching/pedagogical tools.

A New Curriculum for TVET Educators

What knowledge, skills and capabilities must TVET educators have to be ready to prepare a productive workforce for the new globalised economy?

Technological literacy, critical thinking, creativity and mastery of core subject matter are the lifeblood of the modern workforce. Besides, our TVET graduates must have:

The disposition and capacity to be lifelong learners,

The capacity to adopt to rapidly changing reality,

Problem-solving skills,

Practical skills and

Awareness of global issues.

A modern TVET teacher should also be a lifelong learner. This entails embracing new technologies, methodologies, and approaches to learning.

They should also advocate for the profession. The teacher must be able to discuss trends and developments in the discipline and share with the community and students.

In Conclusion

It is worthwhile to remember the words of Albert Einstein that "W*e cannot solve our problems with the same thinking we used when we created them."*

The same is echoed by John Dewey who says "*If we teach today's students as we taught yesterday's, we rob them of their tomorrow*".

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CHALLENGES OF BUSINESS EDUCATION FOR PREPARING STUDENTS FOR GLOBAL COMPETITION IN NIGERIAN TERTIARY INSTITUTIONS

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Abstract

The study was aimed to determine the challenges of business education in preparing students for global competition in Nigerian tertiary institutions. Two research questions guided the study and two null hypotheses were tested at 0.05 level of significance. The theory of learning by Dekeyser was used. A descriptive survey research design was adopted. A total of 186 business educators in 15 tertiary institutions in South-East, Nigerian made up the population of the study. No sample was taken, as the population size was manageable. A structured 16-item validated questionnaire was used for data collection. The reliability of the instrument was ensured using pilot test, which was analyzed using Cronbach alpha and its yielded reliability co-efficient of 0.86. A total of 186 copies of the questionnaire were distributed to the respondents, 183 copies were returned by the respondents, and were used for data analysis. Data related to the research questions were analyzed using mean and standard deviation while t-test was used to test the null hypotheses. The findings of the study revealed that respondents agreed with all the mentioned challenges of business education for preparing students and the possibilities of overcoming the challenges for global competition in Nigerian tertiary institutions as it will help in promoting national development. The study revealed that business educators in universities did not differ significantly from business educators in colleges of education on the challenges and possibilities of overcoming the challenges for preparing students for global competition in Nigeria tertiary institutions in South-East. It was concluded that business education are face with a lot of challenges for preparing students, and the possibilities of overcoming these challenges were also treated which would help in preparing students for global competition and promoting national development. It was recommended, among others, that government and other major stakeholders should focus their attention and invest their resources on business education so as to help address the challenges of business education for preparing students for global competition particularly at the tertiary level.

Key words: *Challenges, business education, business education students and global competition in Nigeria, tertiary institutions*

Introduction

The world has become a global village just as the global economy has become the center of every nation's marketing interest and activities. The United Nations Educational, Scientific and Cultural Organization (UNESCO) in Umoru (2015) aims at ensuring that all countries, both developed and developing, have access to the best educational facilities necessary to prepare young people to play full roles in modern society and to contribute to a knowledge nation. As a result, nations are positioning their educational system to be part of the global economy and compete very favourably. Global economy has become so sophisticated and as a result of business and marketing practices is undergoing unprecedented transformation and no nation would want to be left behind. In realization of this fact, the federal government of Nigeria has put in place a robust transformation

agenda in education intended to put Nigeria in a better position to be a competitive player and in the process transform all sectors of its economy through tertiary education.

Tertiary education in Nigeria recognize the fact that mastering the basic skills and concepts of new technologies as the core of education must be the major plank through which transformation agenda in education could be realized. This is because education is a catalyst for any meaningful change in the society. Education, according to Adesina in Umoru (2015) is the tool for integration of individual effectively into a competitive society so that the individual can achieve self-realization, develop national consciousness, promote unity, and strive for social, economic, political, scientific, cultural and technological process. In the opinion of Alufohal and Ezeani (2012), education is vital instrument that liberates the people from ignorance and stimulates development. From the forgoing, this can be achieved through business education programme.

Business education is one vital programme in Nigeria tertiary institutions that has the capacity to bring about the required liberation and stimulation of the citizens for global competition and national development. It is believed that for any nation to help in promoting sustainable economic growth or development, effort shall be made to invest sufficient amount of financial resources on education particularly business education programme.

Sadly, business education is faced with the challenges of improving the capacity of their workforce to respond to the national development needs and the demands of a rapidly changing and globally competitive world. Suffice to mention that the future success of nations, individuals, enterprises and communities increasingly depends on existence and possession of transferrable and renewable skills and knowledge. Interestingly, both developed and developing countries across the world have come to recognize the importance of education particular business education towards equipping individuals with relevant skills and knowledge, hence enabling people to effectively participate in socio-economic and technological innovation processes. The globalization process, knowledge economy, advances in technology and increased competition due to liberalization are major forces driving change in the world of work. These have important implication for the demand of skills, human resource development and training (UNESCO, 2008).

Generally, inadequate provision of financial resources has been identified as greatest challenge facing education in Nigeria (Edokpolor & Owenvbiugie, 2017), especially technical and vocational education sector because of its capital-intensive nature (Adeyanju, Adekunle & Osifila in Edokpolor & Owenvbiugie, 2017) of which business education programme is a major component. By virtue of this nature, every item within the business education instructional environment is subjected to adequate optimization of financial resources. However, in view of the contending demands for financial resources by various sectors of the Nigerian economy, business education have been finding it difficult to employ manpower in terms of quality and quantity, develop or renew curriculum, and offer a wide-range of modern infrastructure and facilities, such as the state-of-the-art lecture halls, workshops, studios, libraries, entrepreneurial research centres and Information Technology (IT) services.

Another challenges facing the effective delivery of business education is inadequate supply of qualified manpower or shortage of qualified manpower in business education both at all levels of education. This situation is more pronounced at the tertiary level. This is to be expected since there are no enough funds to employ qualified manpower. Ilusanya in Idris and Mbudai (2016) had observed that the state of vocational education generally in Nigeria is becoming embarrassing. Idris and Mbudai (2016) further lamented on the inadequacy of personnel as well as their lackadaisical attitude towards the teaching of the subject.

In a nutshell, business education is an academic programme intended to inculcate into the students understanding, values, knowledge, business skills, and technical skills required in the world of work and for teaching other business students. The skills to be learned by business education students are technical, manipulative and thinking habits applied to global competition, machines, tasks, procedures and operations. These skills are necessary to operate new technologies that global competition platforms depend in the real world of work and are required globally by businesses, employees, and individuals.

Salome in Ikpesu (2016), agreed with this position that business education inculcates in its recipients attitudes, knowledge, skills, values that are required in the world of work. Amoor and Udoh (2008) further emphasized that business education improves personal qualities and builds the attitude of the individual that are necessary for adjustment to personal and employment situations and also provides knowledge, skills and competence for individuals to function well in office occupations and also create jobs for themselves and others. One can therefore, conclude that a well-trained business educator upon graduation would be able to produce healthy, literate, skilled and self-reliant citizens, as well as teachers or effective and efficient producers of goods and services, which businesses require as workers for businesses and employees or employers of labor as self-employed or entrepreneurs.

The influencing factor on the challenges of business education for preparing business education students for global competition in Nigeria tertiary institutions could be type of institutions. Type of institutions in this research study refers to tertiary institutions that offer business education programmes such as colleges of education and universities. Okoye (2011) pointed out that the types of institutions do not differ significantly in their mean ratings on the challenges facing business education for effective teaching entrepreneurship education in tertiary institutions.

Considering that the success or failure of business education programme in producing graduates who would become self-reliant upon graduation and be able to compete effectively in the global market is dependent on the ability of relevant stakeholders to be able to identify and tackle some of the challenges of the programme in recent times. It is essential to focused to determine the challenges of business education for preparing students for global competition in Nigeria tertiary institutions with business and technical skills so as to proffer objective remedial actions.

Statement of the Problem

Business education is a programme of instruction that equips recipients with the requisite attributes for job creation and further education. Despite these dual missions, available evidence has shown that Nigeria is handling this sector with levity (Obunadike, 2015; Oladunjoye, 2016). This situation has consequently deprived business education of proper funding, qualified staff, modern facilities, quality curriculum and proper attention. This has devalued the image and reputation of business education both in the education sectors and labour market, and has also contributed to the high rate of unemployment and poverty among business education graduates. This issue of unemployment and poverty is unconnected to spate of terrorist attacks, kidnappings, suicide bombing, high crime rate, vandalism, thurgery and break down of law and order. The high rate of insecurity has further contributed to the under-development of Nigerian economy. The problem of this study, therefore, is that the product of business education seen to lack the requisite skills required in the global business world.

Research Question

The following research questions guided the study:

1. What are the challenges of business education in preparing students for global competition in Nigerian tertiary institutions?
2. What are the possibilities of overcoming the challenges of business education in preparing students for global competition in Nigerian tertiary institutions?

Hypotheses

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

1. Business educators in colleges of education do not differ significantly from business educators in universities in their mean ratings on the challenges for preparing students for global competition in Nigerian tertiary institutions based on type of institutions in South-East.
2. Business educators in colleges of education do not differ significantly from business educators in universities in their mean ratings on the possibilities of overcoming the challenges in preparing students for global competition in Nigerian tertiary institutions based on type of institutions in South-East.

Method

Descriptive survey research design was adopted for the study. The researchers considered this design appropriate for this study since it intended to collect data from practicing business educators regarding the challenges in preparing students for global competition in Nigeria tertiary institutions in South-East. The population for the study consisted of 186 business educators from seven colleges of education and eight universities that offer business education in South-East Nigeria. No sample was taken for the study because the population size was manageable. The instrument for data collection was a structured questionnaire titled Challenges in Preparing Students for Global Competition in Nigerian Tertiary Institutions (CPSGCNU). The instrument was validated by three experts, from the Department of Technology and Vocational Education and the Department of Educational Foundations, Nnamdi Azikiwe University, Awka.

To ascertain the internal consistency of the data instruments, the researcher conducted a pilot test whereby copies of the instrument were administered to 20 business educators from Delta State University, Abraka who were not part of the population of the study. Data were analyzed using Cronbach alpha to determine the internal consistency of the test instruments. The analysis yielded a co-efficient of 0.86 indicating that the instrument was reliable for the study. The administration of the instrument was carried out personally by the researcher with the aid of five research assistants who are business educators. A total of 186 copies of the questionnaire were distributed to the respondents, 183 copies were returned by the respondents, and were used for data analysis. Data collected regarding the research questions were analyzed using descriptive statistics (mean and standard deviation). The decision rule regarding the research questions were based on the real limit of numbers. With reference to the research questions, the decision was that items with mean ratings of 4.50-5.00 were regarded as "strongly agree". Mean ratings from 3.50-4.49 were considered as "agree". Mean ratings that range from 2.50-3.49 were regarded as "undecided". Mean ratings from 1.50-2.49 were regarded as "disagree", while mean ratings between 1.00-1.49 were regarded as "strongly disagree". The t-test was used to test the null hypotheses at 0.05 level of significance. Where the calculated p-value was

less than the 0.05, it means that there was significant difference and the hypothesis was rejected. Conversely, where the calculated p-value was equal to or greater than the table value at level of significance (0.05), it means that there was no significant difference and the hypothesis was not rejected.

Results

Research Question 1:

What are the challenges of business education in preparing students for global competition in Nigerian tertiary institutions?

Table 1: Business educators' mean rating on the challenges in preparing students for global competition in Nigerian tertiary institutions. *N = 18*

S/N	Challenges	$\bar{X}$	SD	Remarks
1.	Inadequate optimization of qualified manpower	3.51	1.29	Agree
2.	Inconsistent development of staff skills and resources	3.45	1.33	Agree
3.	Low provision of befitting infrastructures	3.55	1.21	Agree
4.	Inadequate supply of modern facilities and equipment	3.49	1.35	Agree
5.	Utilization of outdated curriculum	3.49	1.49	Agree
6.	Successive government and other major stakeholders have been handling business education with levity	3.56	1.35	Agree
7.	Inadequate provision of resources has not devalued the image of business education in education living	1.98	1.29	Disagree
8.	Inadequate provision of budgetary allocation	3.66	1.47	Agree
9.	Inadequate utilization of budgetary allocation	3.59	1.42	Agree

Data in Table 1 show the mean responses of business educators' in universities and colleges of education on challenges in preparing students for global competition in Nigerian tertiary institutions in South-East. Item by item analysis revealed that out of nine items, only eight items had the mean scores that ranged from 3.45 to 3.66. The mean scores are indications that there are lots of challenges facing business education programme, which include Inadequate optimization of qualified manpower, inconsistent development of staff skills and resources, low provision of befitting infrastructures, inadequate supply of modern facilities and equipment, utilization of outdated curriculum, successive government and other major stakeholders, inadequate provision of budgetary allocation and Inadequate utilization of budgetary allocation while, item 7 inadequate provision of resources has not devalued had the mean score of 1.98. The mean score is an indication that business education programme is faced with some challenges, which include poor image of the programme in education.

Research Question 2:

What are the possibilities of overcoming the challenges of business education in preparing students for global competition in Nigerian tertiary institutions?

Table 2: *Business educators' mean rating on the possibilities of overcoming the challenges in preparing students for global competition in Nigerian tertiary institutions. N = 183*

S/N	Possibilities of Overcoming the Challenges	$\bar{X}$	SD	Remarks
10.	Adequate optimization of resources would help to equip students with requisite skills for gainful employment and decent work	3.55	1.44	Agree
11.	Adequate optimization of resources would help to equip students with requisite skills to generate income and eradicate poverty	3.67	1.24	Agree
12.	Adequate provision of resources would help to equip students with requisite skills of redeeming the youths from a bleak future	3.51	1.35	Agree
13.	Adequate optimization of resources would help to equip students with skills to improve the standard of living among graduates	3.50	1.34	Agree
14.	Adequate optimization of resources would help to equip students with the requisite attributes for personal dignity and self-esteem	3.51	1.35	Agree
15.	Adequate optimization of resources would help to equip students with the requisite skills that free them from serving others	3.55	1.44	Agree

Data in Table 2 show the mean responses of business educators' in universities and colleges of education on possibilities of overcoming challenges for preparing business education students for global competition in Nigerian tertiary institutions. The results revealed that all the items had the mean scores that ranged from 3.50 to 3.67. The mean scores are indications that possibilities of overcoming challenges facing business education would help students for global competition. The study specifically revealed that adequate optimization of resources, development of employability skills, alleviation of poverty, improvement of standard of living among graduates, development of self esteem and personal dignity will contribute effectively to business education programme delivery.

Testing of Hypotheses

Null Hypothesis 1:

Business educators in colleges of education do not differ significantly from business educators in universities in their mean ratings on the challenges for preparing students for global competition in Nigerian tertiary institutions based on type of institutions in South-East.

Table 3: Summary of t-test result analysis of colleges of education and universities business educators on challenges in preparing students for global competition in Nigerian tertiary institutions. N=183

Type of Institution	N	$\bar{x}$	SD		Df	t-val	p-val	Remarks
Universities	52	3.80	1.38					
				0.05	181	0.884	0.373	Not Sig.
Colleges of Education	131	3.62	1.22					

Source: Field Study, 2018.

Data in Table 3, indicate that the aggregate mean ratings of business educators in universities and colleges of education on the challenges in preparing students for global competition is 3.80 and 3.62, while the corresponding standard deviation is 1.38 and 1.22. The Table indicated that the t-value is .884 at degree of freedom of 181, while the p-value is 0.373. Testing at alpha level of 0.05, the p-value is not significant, since the p-value is greater than the alpha value (0.05). Therefore, the null hypothesis is not rejected; hence, the mean responses of business educators in universities do not significantly differ from business educators in colleges of education on the challenges in preparing business education students for global competition.

Null Hypothesis 2:

Business educators in colleges of education do not differ significantly from business educators in universities in their mean ratings on the possibilities of overcoming the challenges in preparing students for global competition in Nigerian tertiary institutions based on type of institutions in South-East.

Table 4: Summary of t-test result analysis of colleges of education and universities business educators on the possibilities of overcoming challenges in preparing students for global competition in Nigerian tertiary institutions. *N=183*

Type of Institution	N	$\bar{x}$	SD		Df	t-val	p-val	Remarks
Universities	52	3.73	1.21					
				0.05	181	0.604	0.354	Not Sig
Colleges of Education	131	3.47	1.17					

Source: *Field Study, 2018.*

Data in Table 4, indicate that the aggregate mean ratings of business educators in universities and colleges of education on the possibilities of overcoming challenges in preparing business education students for global competition is 3.73 and 3.47, while the corresponding standard deviation is 1.21 and 1.17. The Table 4 indicated that the t-value is .604 at degree of freedom of 181, while the p-value is 0.354. Testing at alpha level of 0.05, the p-value is not significant, since the p-value is greater than the alpha value (0.05). Therefore, the null hypothesis is not rejected; hence, the mean responses of business educators in universities do not significantly differ from business educators in colleges of education on the possibilities of overcoming challenges in preparing business education students for global competition.

Discussion of Findings

Findings of the study in the first research question agreed that there are challenges facing business education for preparing students for global competition in Nigerian tertiary institutions with mean ratings ranged from 3.50 to 3.67 will help in promoting national development. This agreed with the views of Edokpolor and Owenvbiugie (2017); Obunadike (2015) that inadequate provision of funds, qualified manpower, modern facilities, and quality curriculum, coupled with low public interest, are some of the possible challenges facing the delivery of business education in Nigeria tertiary institutions. Similarly, Ikpesu (2016) also argued that this situation would consequently affect the production of competent graduates that are useful for unemployment eradication and national development.

The result in Table 3 revealed that business educators in universities did not differ significantly from business educators in colleges of education on the challenges in preparing students for global competition in Nigerian tertiary institutions. This means that the institution type does not affect the challenges for preparing business education students for global competition Nigeria tertiary institutions in South-East, Nigeria.

The findings of the study on the second research question also agreed that they are need for the possibilities of overcoming the challenges of business education in preparing students for global competition in Nigerian tertiary institutions mostly mean scores ranged from 3.50 to 3.67 would help in promoting national. This is in line with this findings of Idris and Mbudai (2016) who asserted that the optimization of resources (both financially and otherwise) for the effective delivery of business education would help in promoting national development.

Results in Table 4, revealed that business educators in universities did not differ significantly from business educators in colleges of education on the possibilities of overcoming the challenges in preparing students for global competition in Nigerian tertiary institutions. This invariably implies that business education skills can grant students the opportunities to access basic life-sustaining essentials, such as food, education, protection, healthcare, clothing and shelter, as well as access quality living, self-esteem, and freedom from servitude.

Conclusion

Based on the findings of the study, it was concluded that business education are face with a lot of challenges in preparing students for global competition in Nigerian tertiary institutions in South-East and the possibilities of overcoming these challenges was treated which would help in preparing students for global competition and promoting national development. The outcome of the study also revealed that type of institutions did not affect the challenges and possibilities of overcoming the challenges in preparing students for global competition in Nigerian tertiary institutions in South-East.

Recommendations

Based on the findings of the study, the researchers proffer the following recommendations:

1. Government and other major stakeholders should focus their attention and invest their resources on business education so as to help address the challenges facing business education particularly at the tertiary level. This is to enable business education programme produced competent graduates who can compete globally in the world of work.
2. Government and other major stakeholders should endeavour to invest their resources in order to help equip recipients with the requisite attributes for entrepreneurial development, poverty alleviation and national development.

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ASSESSMENT OF ENTRY LEVEL EMPLOYABILITY SKILLS OF FINAL YEAR SECONDARY SCHOOLS STUDENTS OF BUSINESS SUBJECTS IN ANAMBRA STATE NIGERIA

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Abstract

The need to empower students with skills for success in employment necessitated this study on assessment of entry level employability skills of final year secondary school business subject students in Anambra-North Senatorial District of Anambra State. Two research questions guided the study and two null hypotheses were tested. Descriptive survey research design was adopted for the study. The population was 1,145 students and a sample size of 458 was drawn using proportionate stratified random sampling technique. Data for the study were collected using a five-point rating scale questionnaire containing 18 items in two clusters. The instrument was validated by three experts, two in business education and one in measurement and evaluation from the Faculty of Education, Nnamdi Azikiwe University, Awka. A pilot study involving 20 students from Anambra-Central Senatorial District was conducted to ascertain the reliability of the instrument and analysis with Cronbach alpha yielded reliability coefficients of 0.71 and 0.93 for the two clusters with an overall reliability coefficient of 0.82. Mean and standard deviation were used to answer the research questions and determine the homogeneity or otherwise of the respondents' mean ratings while z-test was used to test the null hypotheses at 0.05 level of significance. Findings of the study revealed that students acquired communication and teamwork skills at a high extent while gender did not influence the respondents' mean ratings on their extent of acquisition of the assessed employability skills. Based on the findings, it was concluded that on graduation, the students are likely to secure and do well in employment since their business subjects teachers were very effective in equipping them with the skills. It was, therefore, recommended that school authority and government should encourage the teachers to continue with their efforts to help their products overcome the problem of unemployment. Also their counterparts in other parts of the country should emulate them to enhance the employability of secondary school leavers which is part of the major aims of teaching business subjects at that level of education.

Introduction

For more than four decades after independence, Nigeria operated a secondary school curriculum that was similar to what existed under the colonial masters. Indeed, It became clear, after independence, to many Nigerians that the colonial education offered in grammar schools was no longer suitable for equipping individuals to cope with the demands and problems of an emerging society. Consequently, the Federal Republic of Nigeria (FRN, 1998) stated that the existing five years of secondary education will become six years divided into two sections of a three year Junior Secondary School (JSS) and a three year Senior Secondary School (SSS). In addition, the Federal Republic of Nigeria (FRN, 2000) posited that the introduction of the junior secondary school phase would provide pupils with training for the world of work and further education. As a result of this, the secondary school curriculum content became academic, pre-vocational and vocational covering all

basic subjects that would enable students to acquire knowledge and develop their skills. The broad aims of secondary school education, according to the FRN (2004: 18) are the preparation of students for useful living in the society and the preparation of students for higher education.

At the junior secondary level, students offer business studies as a compulsory pre-vocational subject then at the senior secondary level, they are taught as distinct subjects including book-keeping and accounting, economics, commerce, shorthand, and typewriting. According to Esene (2004), the Comparative Education Study and Adaptation Centre (CESAC) listed the objectives of business studies as follows:

1. To enable the students to acquire the basic knowledge of business studies.
2. To prepare students for further training in business studies.
3. To provide orientation and basic skills with which to start a life of work for those who may not undergo further training.
4. To provide basic skills for personal use in the future, and
5. To relate the knowledge and skills to the national economy (Esene, 2004:73).

Senior secondary business subjects are taught as vocational subjects because they are studied in depth in order to develop valuable knowledge, understanding, experiences and skills that will benefit the school leavers. The objectives are to expose students to a wide range of business activities, skills and good knowledge of the strategies for the nation's economic growth and sustainability. According to the Ontario Ministry of Education (2006), business subjects provide students with knowledge, skills and attitudes necessary to achieve success in the workplace, post-secondary education or training and daily life. They also provide students with a new practical content for many of the subjects they studied at the primary level including mathematics, science and technology, language and social studies. The knowledge of business subjects helps students to recognize their relevance as they are applied in the world of business.

The FRN (2004) proposed that people who necessarily must drop from school should have a reasonable acquaintance with vocational and business skills useful for engagement even at apprenticeship level or outright employment in line with Okwuanaso and Nwazor (2000). Business subjects consist of skill and non-skill subjects. The skill subjects are taught so that students can acquire and develop relevant entry level skills for employment while the non-skill subjects enable students to gain basic economic understanding of the world around them.

According to Rowley (2014), entry level is the point at which job seekers enter the job market with the minimum required training and education. Thus, in the broadest sense, entry level is the point between education and entrance into work experience. Rowley, therefore, defined entry level employability skills as the first or initial skills that a trainee or student is expected to possess upon completion of training or school programme. Employability skills are necessary for getting, keeping and being successful in a job. They are skills and attitudes that enable employees to get along with colleagues, make critical decisions, solve problems, develop respect and ultimately become strong ambassadors. As industries change, employers seek employees who are adaptable and have skills beyond technical knowledge (Deloza, 2013 & Wibrow, 2011).

Secondary school leavers need to acquire certain skills that will ensure their success in any environment whether they are going to work or enroll for further studies. While technical knowledge is important, employers and educational administrators seek skills that are useful and transferable from the classroom to job performance in employment. Such useful and transferrable skills required

for getting and being successful on a job are referred to as employability skills. Employability skills pertain to interpersonal qualities and character traits that define how people react in various situations and are relevant to entry level employment. Therefore, employees who possess these skills can adapt to various job roles because the skills are not job specific but cut horizontally across all industries and vertically across all jobs from entry level to chief executive officer (Robinson & Garton, 2008). Matters and Curtis (2008) outlined some entry level employability skills needed by the workforce which secondary school students are expected to acquire before graduation to include communication skills, teamwork skills, problem solving skills, planning and organizing skills and learning skills.

Zinser (2003) concluded that communication and interpersonal relations, teamwork, problem solving and learning skills are key elements of employability skills. Robinson and Garton (2008) noted that teamwork, communication and problem solving skills are some of the skills desired by most employers. Atkins (1999), however, posited that if every student emerges with the same repertoire of employability skills, any market advantages would disappear. The two employability skills covered in this study are communication skills and teamwork skills. According to Matters and Curtis (2008), communication skills contribute to productive and harmonious relations between employees and customers and teamwork skills contribute to productive working relationships and outcomes.

The acquisition of entry level employability skills provides opportunities for business subject students to succeed in employment. Robinson in Robinson and Garton (2008) agreed that students will not learn what is not assessed. Therefore, assessing of employability skills is unarguably the most effective way to ensure that they are acquired by students. Assessment pushes students to identify what skills they need to develop and how. It can stimulate skill development by helping students see their skill gaps and clarify what skills are critical to a given task. Assessment affects how students study and encourages them to take a deeper approach to a task rather than a surface approach.

According to Chukwugbo (2014), assessment is the systematic collection, review and use of information about educational programmes to improve students' learning. Marzano (2003) defined assessment as the process of collecting information which is conducted in order to improve educational programmes and demonstrate their effectiveness. Marzano further noted that assessment focuses on students' learning and developmental outcomes. Secondary school leavers who could not continue with further education are expected to enter the workforce with relevant employability skills that will sustain them as productive members in today's complex work environment (Rowley, 2014). The subjects used in this study are male and female SS III students offering business subjects such as economics, principles of accounting, typewriting and office practice among others.. It is possible that gender can have influence on students' level of acquisition of entry level employability skills. For instance, Jackson (2013) reported that gender effect was a factor on the extent of acquisition of employability skills by business students in West Australia. Therefore, the influence of gender in the views of the respondents was determined in the study.

Statement of the Problem

All students who study business subjects in the secondary schools may not immediately proceed with higher education on graduation and should be gainfully employed. Many of them, however, may not be aware of the specific entry level employability skills they need for the workplace and may not be adequately prepared to enter the workforce upon graduation. They may be under constant pressure to complete challenging subjects and participate in extra-curricular activities because of the enrollment demands of colleges and universities. Unfortunately, the focus given to

knowledge acquisition in academic subjects has contributed to negative attitude of students to skill subjects. In addition, schools have focused attention on improving acquisition of technical and basic skills without addressing the much needed employability skills (Rowley, 2014). Therefore, the problem of this study is that final year senior secondary school students do not seem to have known or acquired skills necessary to be successful in the workplace after graduation. If this anomaly is not suitably addressed, many secondary school leavers who could not immediately proceed for further education in tertiary institutions would be seriously handicapped by not being able to help themselves with small day-to-day needs or contribute to their families and the society. This study was, therefore, considered imperative as it will reveal the status of final year secondary schools business subject students in Anambra State relative to entry level employability skills to enable relevant stakeholders take objective remedial actions.

Purpose of the Study

The main purpose of this study was to assess the entry level employability skills of final year secondary school business subject students in Anambra State. Specifically, the study assessed

1. Communication skills acquired by final year secondary school business subjects students in Anambra North Senatorial Zone of Anambra State.
2. Teamwork skills acquired by final year secondary school business subjects students in Anambra North Senatorial Zone of Anambra State.

Research Questions

The following research questions guided the study:

1. To what extent are communication skills acquired by final year secondary school business subjects students in Anambra North Senatorial Zone of Anambra State?
2. To what extent are teamwork skills acquired by final year secondary school business subjects students in Anambra North Senatorial Zone of Anambra State?

Hypotheses

The following null hypotheses were tested at 0.5 level of significance:

1. Gender does not significantly influence the mean ratings of final year secondary school business subjects students in Anambra North Senatorial Zone of Anambra State on the extent they acquired communication skills.
2. Gender does not significantly influence the mean ratings of final year secondary school business subjects students in Anambra North Senatorial Zone of Anambra State on the extent they acquired teamwork skills.

Method

Descriptive survey design was adopted for the study. According to Nworgu (2006), descriptive survey is the one in which a group of people is studied by collecting and analyzing data from few people, considered to be representative of the entire group. Population of the study was all the 1,145 SS III business subject students in the 69 public secondary schools in Anambra North Senatorial Zone. SS III students were chosen because they were at the verge of finishing their secondary education programme and assumed to have been adequately exposed to these skills in the course of their study. Proportionate stratified random sampling technique was used to draw a sample size of 458 students for the study. A structured questionnaire titled "Entry level employability skills

acquisition questionnaire (ELESAQ)" was used for data collection. The instrument has two main parts; A and B. Part A contained one item on gender of the respondents while Part B contained two clusters of B1 and B2 with 10 and eight items respectively on communication skills and teamwork skills. **P**art B was structured on a five-point scale of Very High Extent (VHE), High Extent (HE), Moderate Extent (ME), Low Extent (LE) and Very Low Extent (VLE).

The instrument was validated by three experts, two in business education and one in measurement and evaluation from the Faculty of Education, Nnamdi Azikiwe University, Awka.*A pilot study involving 20 students from Anambra-Central Senatorial Zone was conducted to ascertain the reliability of the instrument and analysis with Cronbach alpha yielded reliability coefficients of 0.71 and 0.93 for the two clusters with an overall reliability coefficient of 0.82.* The instrument was administered on the respondents personally by the researchers with the help of teachers in each school covered using on the spot completion and retrieval method to avoid loss but some who were not able to collect and return on the spot were later collected by their teachers. Out of 458 copies of the instrument distributed 449 (184 males and 265 females) representing 98.03 percent were correctly filled and used for analysis while nine copies, representing 1.9 percent were incorrectly filled and found unusable. Data collected were analyzed using the arithmetic mean to answer the research questions and standard deviation to determine the homogeneity or otherwise of the respondents' mean ratings while z-test inferential statistics was used to test the null hypotheses at 0.05 level of significance. Decision on the research questions was based on the cluster mean score relative to the real limits of numbers on a five-point scale. A null hypothesis was accepted where the calculated z-value was less than the z-critical value at 0.05 level of significance but rejected where the calculated z-value was equal to or greater than the z-critical value.

Results

Table 1: Respondents' mean ratings on their extent of acquisition of communication skills N = 449

S/N	Communication skills	Mean	SD	Remarks
	Ability to			
1	Listen attentively and understand oral instructions	4.24	1.00	HE
2	Speak clearly and directly	4.30	0.78	HE
3	Read and understand written communication	4.63	0.61	VHE
4	Give clear explanations	4.17	0,81	HE
5	Use numbers effectively	4.17	0.89	HE
6	Ask clear and correct questions	4.06	0.99	HE
7	Write assignments and reports properly	4.40	0.74	HE
8	Make oral presentation as part of class work	4.11	0.89	HE
9	Use social media for communication	4.29	0.98	HE
10	Answer questions correctly and clearly	4.28	0.97	HE
	Cluster Mean	4.27		HE

Table 1 shows that one out of the 10 communications skills listed has mean score of 4.63 showing that the students acquired it at a very high extent. The remaining nine skills have mean scores ranging between 4.06 and 4.40 indicating that the students acquired them at a high extent. The cluster

mean score of 4.27 shows that final year secondary school business subject students in Anambra North Senatorial Zone of Anambra State acquired communication skills at a high extent. The standard deviations for all the items are within the same range showing that the respondents are not wide apart in their mean ratings.

Table 2: Respondents' mean ratings on their extent of acquisition of teamwork N = 449

S/N	Teamwork skills	Mean	SD	Remarks
	Ability to			
1	Work as a member of a team	4.20	1.07	HE
2	Cooperate with class mates	4.63	0.66	VHE
3	Participate in group discussions	4.38	0.47	HE
4	Appreciate the strength of team members	3.90	0.88	HE
5	Contribute ideas in group work	4.31	0.81	HE
6	Get on well with people of different age and gender	3.89	1.16	HE
7	Define role as a member of a team	4.20	0.88	HE
8	Participate actively in group assignments and projects	4.35	0.78	HE
	Cluster mean	4.23		HE

Table 2 shows that one out of the eight teamwork skills has a mean score of 4.63. This means that the students acquired in at a very high extent. The rest have mean scores ranging between 3.89 and 4.38 indicating that the students acquired them at a high extent. The cluster mean score of 4.23 indicates that final year secondary school business subject students in Anambra North Senatorial Zone of Anambra State acquired teamwork skills at a high extent. Standard deviations for all the items are low showing that the respondents were homogenous in their ratings.

Table 3: Summary of z-test analysis of male and female final year business subjects students' mean rating on their extent acquisition of communication skills.

Gender	N	Mean	SD	a	df	z-cal	z-crit	Remarks
Male	184	4.26	0.83					
				0.05	447	0.36	1.96	NS
Female	265	4.23	0.94					

Table 3 shows that the calculated z-value of 0.36 is less than the critical z-value of 1.96 at 0.05 level of significance and 447 degree of freedom. This means that gender did not significantly influence the mean ratings of final year secondary school business subject students in Anambra North Senatorial Zone of Anambra State on the extent they acquired communication skills. Therefore, the null hypothesis was accepted.

Table 4: Summary of z-test analysis of male and female final year business subjects students' mean rating on their extent of acquisition of teamwork skills

Gender	N	Mean	SD	a	df	z-cal	z-crit	Remarks
Male	184	4.38	0.81					
				0.05	447	1.52	1.96	NS
Female	265	4.26	0.83					

Table 4 shows that the calculated z-value of 1.52 is less than the critical z-value of 1.96 at 0.05 level of significance and 447 degree of freedom. This means that gender did not significantly influence the mean ratings of final year secondary school business subject students in Anambra North Senatorial Zone of Anambra State on the extent they acquired teamwork skills. Therefore, the null hypothesis was accepted.

Discussion

The findings of the study revealed that the final year business subject students in Anambra-North Senatorial District acquired communication skills at a high extent. This finding is in contrast with the report of Deleon (1998) that secondary school students possessed communication skills at a moderate extent irrespective of gender. Deleon also noted that communication skills is the foundation on which curriculum is developed and delivered in the classroom and listed some strategies like direct observation, videotaping learner interactions, role play within groups and group work using available technologies for teaching them effectively in schools in order to enhance their acquisition by students. The findings also showed that gender did not have a significant influence in the mean ratings of the students on the extent they acquired communication skills. This finding agrees with the reports of Jackson (2013) and Rowley (2014) that male and female students agreed to have acquired communication skills in school and have perceived them to be very important for success in the workplace. This position is in agreement with Zinser (2003) and Robinson and Garton (2008) who indicated that communication skills is one of the entry level employability skills area perceived as most important for secondary school leavers. In a related view, Bosworth (2004) found out that employers and secondary school teachers rated listening as the most important communication skill secondary school graduates need to possess.

Findings of the study also revealed that final year business subject students in Anambra-North Senatorial District acquired teamwork skills at a high extent irrespective of gender. This finding is in agreement with Auwal (2013) who reported that secondary school graduates both male and female acquired teamwork skills and are competent in performing tasks requiring such skills. The finding also supports the view of Thompson (2011) who noted that gender did not influence acquisition of teamwork skills among secondary school graduates. Thompson also reported that some of the entry level applicants possessed teamwork skills. The finding is also in line with the views of Sloane (2014) and Bernhagen (2015) who asserted that secondary school students build their teamwork skills in or out of the classroom from completing group homework and projects, planning presentations and organizing a sport or party. The high extent of acquisition of teamwork skills as found in this study could be as a result of various classroom activities that encourage collaborative learning.

Conclusion

Based on the results of the study, it was concluded that final year secondary schools business subject students in Anambra-North Senatorial District of Anambra State are likely to secure and do well in employment since they acquired relevant entry level employability skills at a high extent.

Recommendations

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

1. Authority of secondary schools in the area of study and government should encourage the teachers of business subjects to continue with their efforts to help their products overcome the problem of unemployment.
2. Teachers of business subjects in other parts of the state and country should emulate those in the area of the study in effectively inculcating employability skills in students for their future success.
3. Government and secondary school administrations should give teachers autonomy to consciously and deliberately structure their classes in ways that support the acquisition of employability skills by students for their future well-being.
4. Employers of labour should collaborate with secondary schools to provide learning experiences that will foster students' acquisition of employability skills.
5. Policy makers at the federal and state levels should enact policies on the level at which secondary school leavers should possess employability skills to enable them earn a decent living.

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COMPETENCIES REQUIRED OF ACCOUNTING EDUCATION GRADUATES IN OYO STATE COLLEGES OF EDUCATION FOR RELEVANCE IN THE E-WORLD

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Abstract

This study examined the competencies required of accounting education graduates in Oyo state colleges of education for relevance in the e-world. Two research questions and two hypotheses guided the study. Descriptive research design was adopted for the study. The population for the study comprised 35 lecturers and 373 students of business education in Oyo State colleges of education. Simple random sampling was used to select 75 students from the colleges of education under study while the total population of lecturers from the colleges were used. The instrument for data collection was a 28-items questionnaire. The instrument was validated by two experts in business education and achieved a reliability coefficient of 0.84 based on Cronbach Alpha procedure. A total number of 110 questionnaires were administered on the respondents with 100% rate of return. Data collected were analyzed using mean and standard deviation for the research questions, while t-test was used to test the hypotheses at 0.05 level of significance. Findings from this study revealed that both basic and global accounting competencies are highly required of accounting graduates of Oyo State Colleges of Education for relevance in the E-world. It was therefore recommended that the existing curriculum of accounting education should be reviewed to reflect global competencies identified in this study and lecturers teaching accounting courses should be encouraged to go on refresher courses that will enable them to acquire sufficient skills in e-accounting and global competencies.

Keywords: *Competencies, Accounting Education Graduates, E-Accounting, E-world*

Introduction

Accounting is a field of study which importance to the business-world could not be over-emphasised. Accounting is the process of recording, classifying, summarizing, analyzing and interpreting financial transactions and communicating the results thereof to interested users (Chukwu in Azih, 2013). Accounting systems are responsible for recording, analyzing, monitoring and evaluating the financial position of business organization, preparation of documents necessary for the tax purpose, providing information support to many other organizational functional areas (Toshniwal, 2016).

Kavitha (2014) stated that accounting as an information system is the process of identifying, measuring and communicating the economic information of an organization to its users who need the information for decision making. The reports generated by various streams of accounting, such as cost accounting and management accounting, are invaluable in helping management make informed decisions. Accounting process from the time immemorial had largely dwell on manual process with

little touch of electronic process. However, the advent of Information and Communication Technology (ICT) has brought great challenge to all field of human endeavours, accounting profession inclusive. In response to this, professionals in field of accounting have embraced electronic accounting otherwise known as e-accounting.

E-accounting or online accounting is the application of online and Internet technologies to the business accounting function. Similar to e-mail being an electronic version of traditional mail, e-accounting is "electronic enablement" of lawful accounting and traceable accounting processes which were traditionally manual and paper-based (Wikipedia 2018). Electronic accounting according to Yakubu and Gomen (2012) involves the documentation, tracking, recording, archiving and summarizing of transactions and events associated with a business entity as well as presenting related summary information to a business entity's interest groups in an electronic environment. Electronic accounting involves performing regular accounting functions, accounting research and accounting training and education through various computer/internet based accounting tools such as digital tool kits, various internet resources, international web based materials institute and company data bases which are internet based, web links, internet based accounting software and electronic financial spreadsheet tools to provide efficient decision making (Memis, 2011).

In another words, e-accounting or online accounting is the application of online and internet technologies to the business accounting function. The astronomical increase in the number of internet users worldwide had lend great support to the successful adoption of e-accounting by various organizations. This tremendous growth created many openings in varied spheres like; E-marketing, E-shopping, EHRM, E-CRM, E-mail, E-banking among others. So, it can be said that today's world is internet driven world in which everything is enabled.

E-accounting is composition of two words. “E” means electronic in which every record is in electronic form not on paper. “Accounting” is the art of recording, classifying and summarizing transactions in a significant manner. So, in an electronic accounting system, source documents and accounting records exist in digital form instead of on paper. It is an application of online and internet technologies to the business accounting function. E-accounting is new development in area of accounting. There has been an immense growth in this era of information and communication technology in business to support the exchange of data and information within and between organizations. All major institutions and organizations are in the favour of e-accounting. Accounting records related to Bank Reconciliation, Management Information System (MIS), cash management, accounts payable, accounts receivable, pay roll, and credit management, financial statements are totally online. An accountant should not only be interested in record keeping, but in the application of his professional competency or knowledge and skill in presenting accounting information to assist management in decision making.

Olaitan, Alaribe and Eze (2010) described competency as the successful performance of a task through the use of knowledge, skills, attitude and judgement. The *Future Workforce* Report (2000) issued by the Manpower Corporation carried the employers' expectations one step further. Their findings indicated that there were no futures for routine or unskilled labor. Today's economy requires specialization, expert skills and complex communications abilities (Levy & Murnane, 2005). A consensus was found in both historic and recent literature that more jobs will require skills that call for mastery of basic skills. However, Drucker, (1976) asserted that in addition to the orthodox 3R-basic skills (reading, 'riting and 'rithmetic), a profile of “knowledge workers” in the global economy will include analytical skills, creativity, innovation, strong competences in technology, sensitivity to

the issues of multiculturalism, and ability to collaborate with the global business partners to show proficiency in computers, and adept to complex service sector (Levy & Murnane, 2005).

Consequently, accounting graduates are expected to possess both applied and global competencies. Global competence was defined as "the capacity of an individual or a team to parachute into any country and get the job done while respecting cultural pathways". Any graduate that is deficient in either applied or global competency will definitely be at disadvantage in the competitive world (Weisblat and Bresciani 2012). Educational researchers, policy makers, and practitioners concur with the business leaders that advanced skills of "knowledge workers" are key factors in the future economic success. Employers expect colleges to supply their firms with skillfully trained workers who can successfully compete in the global market place.

The noble objective of accounting education in colleges of education which dwells on production of teachers in accounting and accounting staff for different organisations may be unattainable if their products do not possess the required competencies for employment. In view of the foregoing, the research sought to identify the necessary competencies required of accounting graduates in colleges of education to make them relevant in the E-world.

Statement of the Problem

Teaching of accounting in many tertiary institutions in Nigeria is still being dominated by manual and theoretical methods. Graduates from these institutions are not conversant with electronic accounting and this situation places them in a disadvantaged position in the world of technology. Though e-accounting is still at its teething stage in many developing countries of the world, the fact remains that every profession need to be ICT compliant. Graduates of accounting education need to acquire skills and competencies that will make them relevant and marketable in the e-world. Consequently, there is a need to determine the necessary competencies needed by accounting education graduates to make them fit into the electronic driven world.

Purpose of the Study

The main purpose of this study was to determine the competencies required of accounting graduates in Oyo State colleges of education for relevance in the e-world. The study specifically sought to:

1. Ascertain basic accounting competencies required of accounting education graduates in Oyo State colleges of education for relevance in the E-world.
2. Determine global competencies required of accounting education graduates in Oyo State colleges of education for relevance in the E-world.

Research Questions

1. What are the basic accounting competencies required of accounting education graduates in Oyo State Colleges of Education for relevance in the E-world?
2. What are the global competencies required of accounting education graduates in Oyo State Colleges of Education for relevance in the E-world?

Hypotheses

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

Ho_1: There is no significant difference in the mean ratings of lecturers and students on the basic accounting competencies required of accounting education graduates in Oyo State colleges of education for relevance in the E-world?

Ho_2: There is no significant difference in the mean ratings of lecturers and students on the global competencies required of accounting education graduates in Oyo State colleges of education for relevance in the E-world?

Method

Descriptive survey research design was adopted for this study. According to Nworgu (2015), a survey research design is one which a group of people or items is studied by collecting and analyzing data from only a few people considered to be representative of the entire group. The population for this study comprised of 35 Lecturers and 373 Students of Accounting Education in Oyo State. Simple random sampling was used to select 75 students from the colleges of education under study while the total population of lecturers from the colleges were used.

Data were collected through a structured questionnaire on a four point Likert scale of; Very Highly Required (4), Highly Required (3), Not Required (2), and Highly Not Required (1). The instrument was validated by two experts in business education and achieved a reliability coefficient of 0.84 based on Cronbach Alpha procedure. A total number of 110 questionnaires were administered on the respondents with 100% rate of return. Data collected were analyzed using mean and standard deviation for the research questions, while t-test was used to test the hypotheses at 0.05 level of significance. Decision on research questions were made based on the real limit of scale values 1 to 4 on a 4-point scale as follows: Very Highly Required - 3.50 4.00, Highly Required - 2.50 3.49, Not Required - 1.50 2.49, Highly Not Required - 0.50 1.49. The null hypothesis was accepted where the calculated t-value was less than the t-table value at the appropriate degree of freedom, otherwise, the null hypothesis was rejected.

Results

Research Question 1:

What are the basic accounting competencies required of accounting education graduates in Oyo State colleges of education for relevance in the E-world?

Table 1: Mean Responses and Standard Deviation of lecturers and students on the basic accounting competencies required of accounting education graduates in Oyo State for relevance in the E-World.

S/N	Item Statement	X_1 $n_1=75$	SD_1	X_2 $n_2=35$	SD_2	XG	SDG	Decision
Basic accounting competencies required of accounting education graduates are:								
1	Cash book preparation	3.52	0.62	3.22	0.83	3.37	0.73	HR
2	Preparation of Petty Cash Book	3.10	0.47	2.89	0.57	3.00	0.52	HR
3	Posting of transactions into the ledger	3.60	0.77	3.20	0.52	3.40	0.65	HR
4	Journalizing transactions	3.30	0.52	3.00	0.67	3.15	0.60	HR
5	Preparation of accounts payable	3.00	0.69	2.66	0.54	2.83	0.62	HR
6	Computation of accounts receivable	3.25	0.53	3.10	0.72	3.18	0.63	HR
7	Compilation of Debtors and Creditors Registers	3.41	0.84	3.22	0.58	3.32	0.71	HR

8	Extracting Trial Balance from the Ledger	3.65	0.79	3.12	0.55	3.39	0.67	HR
9	Preparation of Final Accounts	3.68	1.02	3.34	0.83	3.51	0.93	VHR
10	Interpretation of Final Accounts	3.10	0.55	3.05	0.54	3.08	0.55	HR
11	Preparing Non-profit Making Organizations Accounts	3.00	0.72	2.90	0.66	2.95	0.69	HR
12	Preparing Manufacturing Accounts	3.23	0.51	3.30	0.68	3.27	0.60	HR
13	Preparing Partnership Accounts	3.26	0.64	3.00	0.71	3.13	0.68	HR
14	Stock Valuation	3.15	0.56	2.73	0.86	2.94	0.71	HR
15	Preparation of accounts for Limited Liability Companies	3.32	0.76	3.40	0.64	3.36	0.70	HR
16	Preparation of Hire Purchase Accounts	3.16	0.66	3.01	0.59	3.09	0.63	HR
17	Preparation of Royalty Accounts	3.22	0.64	3.66	0.83	3.44	0.74	HR
18	Preparation of Consignment Accounts	3.01	0.59	3.49	0.74	3.25	0.67	HR
19	Preparation of accounts for Public Sector	3.20	0.68	3.00	0.83	3.10	0.76	HR
20	Payroll Computation	3.36	0.72	3.57	0.55	3.47	0.64	HR
	Grand Mean/Standard Deviation	**3.28**	**0.66**	**3.14**	**0.67**	**3.21**	**0.67**	**HR**

Key: *x_1= Mean responses of students, SD_1 = Standard Deviation of students, X_2 = Mean responses of lecturers, SD_2 = Standard Deviation of lecturers, N_1= Number of students, N_2= Number of lecturers, XG = Pull or aggregate mean, SDG =Pull or aggregate standard deviation.*

Results from the Table 1 shows that item 9 which has a mean of 3.51 is very highly required. This implies that competency in preparation of final accounts is very highly required of accounting graduates of colleges of education for relevance in the E-world. Other items (1-10 and 10-20) with mean scores of 3.37, 3.00, 3.40, 3.15, 2.83, 3.18,3.32, 3.39, 3.08,2.95, 3.27, 3.13, 2.94, 3.36, 3.09, 3.44, 3.25, 3.10 and 3.47 are highly required of accounting graduates in Oyo State colleges of education for relevance in the E- world. The grand mean of 3.21 attested to the fact that all the basic competencies listed in the questionnaire are highly required of Accounting Graduates of Oyo State colleges of education for relevance in the E- world. The pull standard deviation ranges from 0.52 to 0.93 revealed that the opinions of the respondents are not heterogeneous.

Research Question 2:

What are the global competencies required of accounting education graduates in Oyo State Colleges of Education for relevance in the E-world?

Table 2: Mean responses and standard deviation of lecturers and students on the global competencies required of accounting education graduates in Oyo State for relevance in the E-World.

S/N	ITEM STATEMENT	X_1 N_1= 75	SD_1	X_2 N_2=35	SD_2	XG	SDG	Decision
Global Competencies required by Accounting Graduates of Colleges of Education are:								
1	Use of Spreadsheet Software	3.57	0.89	3.46	0.77	3.52	0.83	VHR
2	Problems solving skills	3.46	0.67	3.55	0.85	3.51	0.76	VHR
3	Word processing	3.00	0.88	3.40	0.67	3.20	0.78	HR
4	Awareness in ethical issues	2.62	0.65	3.00	0.85	2.81	0.75	HR
5	Internet Research	2.58	0.59	2.84	0.76	2.71	0.68	HR
6	PowerPoint presentation software	3.00	0.87	3.25	0.64	3.13	0.76	HR
7	Database software	2.57	0.86	3.10	0.89	2.84	0.88	HR
8	Web Design	2.62	0.67	2.85	0.75	2.74	0.71	HR
9	Technology Security and Control	3.30	0.55	3.17	0.69	3.24	0.62	HR
10	System Analysis	3.00	0.84	2.88	0.57	2.94	0.71	HR
11	Auditing through Computer	3.75	0.96	3.59	0.76	3.67	0.86	VHR
12	Telecommunication Software	2.80	0.83	3.06	0.83	2.93	0.83	HR
13	Microsoft Excel Package	3.80	0.56	3.00	0.68	3.40	0.62	HR
14	Cost Analysis	3.00	0.73	2.89	0.84	2.95	0.79	HR
15	Forensic Accounting	2.55	0.56	2.63	0.77	2.59	0.67	HR
16	Electronic Money Transfer	3.76	0.94	3.55	0.59	3.66	0.77	VHR
17	Web Payment	3.84	0.76	3.64	0.63	3.74	0.70	VHR
18	Risk Management	3.62	0.62	3.53	0.87	3.58	0.75	VHR
	Grand Mean/Standard Deviation	**3.16**	**0.75**	**3.19**	**0.75**	**3.17**	**0.75**	**HR**

Table 2 results indicates that items 1, 2, 11, 16, 17 and 18 with pull mean of 3.52, 3.51, 3.67, 3.66, 3.74 and 3.58 respectively are very highly required of accounting graduates of colleges of education in Oyo State for relevance in the E-world. Other items (3-10 and 12-15) with aggregate mean scores of 3.20, 2.81, 2.71, 3.13, 2.84, 2.74,3.24, 2.94, 2.93, 3.40, 2.95 and 2.59 shows that they are highly required. The cluster means of 3.17 and standard deviation 0.75 indicates that global

competencies are required of accounting graduates in Oyo State colleges of education for relevance in the E-world. The standard deviation of the items ranges from 0.62 to 0.88 showed that the respondents were not very far apart in their opinion.

Test of Hypotheses

Ho_1: There is no significant difference in the mean ratings of lecturers and students on the basic accounting competencies required of accounting education graduates in Oyo State colleges of education for relevance in the E-world?

Table 3: Summary of t-test analysis of the opinion of lecturers and Students on the basic accounting competencies required of accounting education graduates in Oyo State for relevance in the E-World.

Group	N	X	SD	Df	P	t-Cal	t-Critical	Decision
Lecturers	35	3.14	0.67	108	0.05	0.68	1.98	Not
Students	75	3.22	0.66					significant

Key: *N = No. of Respondents, X = Mean, SD = Standard Deviation, Df = Degree of Freedom, P = Level of Significance, t-Cal= t-calculated, t-Critical (table).*

The result in Table 3 reveals that the t-calculated value of 0.68 is less than the t-critical table value of 1.98 at 0.05 level of significance and 108 degree of freedom. The hypothesis is therefore accepted.

Ho_2: There is no significant difference in the ratings of lecturers and students on the global competencies required of accounting education graduates in Oyo State colleges of education for relevance in the E-world?

Table 4: Summary of t-test analysis of the opinion of lecturers and students on the global competencies required of accounting education graduates in Oyo State for relevance in the E-World.

Group	N	X	SD	Df	P	t-Cal	t-Critical	Decision
Lecturers	35	3.19	0.75	108	0.05	0.56	1.98	Not
Students	75	3.14	0.75					significant

Key: *N = No. of Respondents, X = Mean, SD = Standard Deviation, Df = Degree of Freedom, P = Level of Significance, t-Cal= t-calculated, t-Critical (table).*

Result in Table 4 shows that the t-calculated of 0.56 is less than the t-tabulated of 1.98 at 0.05 of significance and 108 degree of freedom. Hence the hypothesis was upheld.

Discussion of Findings

The finding of this study revealed that both lecturers and students from Oyo State colleges of education agreed that all the itemized basic accounting competencies are highly required of accounting graduates in Oyo State colleges of education for relevance in the E-world. This finding is in line with the study of Klibi & Oussii (2013) which showed that professional accountants admit that

accounting graduates must possess a wide range of technical and generic skills in order to succeed their careers within the profession.

This study further showed that respondents concurred that global competencies are equally required of accounting graduates of Oyo State Colleges of Education for relevance in the E-world. This is in agreement with the findings of Weisblat, and Bresciani, (2012) which asserted that Global competencies, together with proficiency in computers and information technology, were critical for college graduates' success in the business environment and for their competitiveness in the global market place.

In addition, it was found that there was no significant difference in the responses of lecturers and students in Oyo State colleges of education on basic and global competencies required of accounting graduates for relevance in the E-world. Thus the null hypothesis was accepted. This is in contrast with the findings of Klibi & Oussii (2013) which indicated that even though there are similarities between student perceptions and employers' expectations, differences remain.

Conclusion

Accounting Education as an arm of Business Education is primarily designed to prepare beneficiaries for teaching accounting courses in educational institutions as well as working as accounting officers in various organisations. To achieve these objectives, there is a need to equip graduates of accounting education with necessary skills. Information and Communication Technology (ICT) has transformed the mode of operation in various professions including accounting. This study established that global competencies, together with proficiency in computers and information technology, were critical for college graduates' success in the business environment and for their competitiveness in the global market place. However, possession of both basic and global competencies is a necessity for accounting education graduates for relevance in the e-world.

Recommendations

The following recommendations were made to guarantee the relevance of accounting education graduates in the e-world:

1. The existing curriculum of accounting education should be reviewed to reflect global competencies identified in this study.
2. Lecturers teaching accounting courses should be encouraged to go on refresher courses that will enable them to acquire sufficient skills in e-accounting and global competencies.
3. Internet facilities, computers and accounting software packages should be sufficiently supplied to accounting departments to enhance effective teaching and learning of necessary skills for their graduates to fit into the e-world.

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THE PERCEPTIONS OF EMPLOYERS TOWARDS EMPLOYABILITY OF BUSINESS EDUCATION GRADUATE IN NIGERIA

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Abstract
Students' interest is more likely to be maintained if they can see the relevance of their studies to their future career. Life beyond university/College inspired this study to investigate the employers' perceptions towards the employability of business education graduates in Nigeria. The research design was survey, based on the study's objectives. Two research questions guided this study. Questionnaire was used to collect the data and descriptive research was used to provide careful descriptions of a phenomenon to generate an accurate description of an event. The internal consistency reliability for the instrument using Cronbach's Coefficient Alpha was estimated to be = 0.94. Therefore, descriptive and inferential statistics were used to organize, analyze, and interpret the data. The result shows that educators and employers believed that the government especially Ministry of Education, had not allocated adequate funds to upgrade and expand business education programs. Also, inadequate facilities and resources inhibited efforts to maintain high quality standards for business education programs. The study recommends among others that the government should seek employers' and private sector's involvement in financing and business education programs. To improve vocational education, emphasis should be laid on establishing and maintaining quality standards like entrance requirements, teachers' certification, accreditation, and standardized assessment for business education programs.

Keywords: *Business education, Employers, Employability and Nigeria*

Introduction

The economic competitiveness of a country depends on the skills of its work force. The skills and competencies of the work force, in turn, are dependent upon the quality of the country's education and training systems. Business education is perceived as one of the crucial elements in enhancing economic productivity while employability is a set of achievements, skills and personal attributes that help graduates to obtain employment and remain successful in their occupations (Mobley, 1998). According to Middleton, Zidrman and Adams (1993), employers assume graduates to have skills and personal attributes such as: team-work, communication, leadership, critical thinking, problem solving and managerial abilities. A graduate's job is not guaranteed unless skills and personal attributes possessed by the graduate are successfully used in the job (McCabe, 2010). In this respect, it important to point out that employer's requirements for graduates' employability varies according to the economic sector and across countries.

The relationship between quality of skills possessed by business education graduates and the job market has been the focus of growing theoretical and empirical investigations in the education literature but the central issue in this study is to examine employers' perceptions about the quality of business education graduates in terms of their hard skills and soft skills. Some related studies reviewed revealed that employers place great emphasis on graduates' soft skills, and their ability to deal empathetically and effectively with job's demands. It is widely known that hard skills are necessary to get a job but often insufficient to keep it. Soft skills assist graduates in progressing and

maintaining their jobs. Yet, some employers are not fully satisfied with the quality of business education graduates. Hence, academics and educational authorities need to work closely with employers to ensure that business education graduates possess skills that satisfy the market's needs. It is; therefore, of paramount importance to explore the main factors that employers expect business education graduates to possess to enhance their employability chances.

The employers' views of how well business education graduates are prepared for the workplace have received widespread attention in the education literature and continued to be a commonly debated theme. Most of these researches have been conducted in various places. The following section offers a brief review of these studies. Mustapha (1999) conducted a comparative evaluation of how the public and private sector employers perceive the employability of universities' graduates. The researcher found that there are significant differences in the perception and rating of the quality and employability of the graduates by the public and private sectors. He observed that whilst the private sector employers consider graduates of Nigeria Universities as high quality; the public sector employers rated the graduates as low quality. Mustapha concluded that curriculum should be reviewed to suit the country's various industries' needs. Imeokparia and Kennedy (2012) noticed that thinking skills of business graduates are not as high as that of personal quality skill and concluded that the current level of skills possessed by Business graduates is satisfactory to secure placement in the work world. Andrews and Higson (2008) explored employer perspectives of business graduate employability in four European countries (UK, Austria, Slovenia and Romania). They found that there are notable similarities in employer perspectives of what may be termed 'core components' of business graduate employability. The core components include the value of hard business-related knowledge and skills, the importance of soft business-related skills and competencies, and the need for prior work-experience.

The concepts of business education are based on a vision and a set of competencies designed to prepare students to become knowledgeable and ethical decision makers as they fulfill their roles as consumers, workers, good citizens and also contribute to the development of this “renaissance” worker. An education for and about business offers students the opportunity to master the fundamental knowledge and skills needed to succeed in business and more importantly, an equal opportunity to succeed in life.

In classrooms nationwide, business educators play a prominent role in preparing students to become responsible citizens, capable of making the astute economic decisions that will benefit their personal and professional lives. Using the concepts described above, business teachers introduce students to the basics of personal finance, the decision-making techniques needed to be wise consumers, the economic principles of an increasingly international marketplace, and the processes by which businesses operate. Business Education is one of the occupation area that are richly provided by vocational and technical education in Nigeria. Business Education refers to a program of instruction that offer various skills in accounting, marketing and Office Technology and Management (OTM). Major topics include office practice, bookkeeping, business mathematics, business communications, secretarial duties, word processing and advertising (Ajisafe, Bolarinwa and Ede 2015). Edokpolor and Egbiri (2017), stipulated that actual goals of business education shall be to:

i) Prepare students for specific career in office occupation
ii) Equip students the requisite skills for job creation on Entrepreneurship;
iii) Expose students to knowledge about business including a good blend of computer technology which incorporate information and communication technology (ICT)

Business education plays a significant role in Nigeria's economic growth and development. It improves personal quality and build the attitude of individual that necessary to personal and employment situation, provide knowledge, skill and competent for an individual to function well in office operation. It also create jobs for themselves and others (Amoor and Udoh 2008).

Issues and Challenges of Business Education in Nigeria

Education in Nigeria, (business education inclusive) has gone below its expectations. The system has derailed from its original intentions because the learning conditions are deteriorating, classrooms are overcrowded, laboratories lack the basic equipment, libraries are nothing but a collection of obsolete materials, incessant strike actions and students' unrest. All these have contributed to a precipitous fall in the standard and quality of education in Nigeria. Apart from these seemingly deficiencies in the sector, there is an attitudinal failure on the part of all stakeholders. However, this situation in the education sector is not irreversible only if there is a positive attitudinal change by all stakeholders (Babalola 2007).

Also, the rapid technological changes in the 21st century posses challenges to education and employment sectors. The new labor market demands have caused many graduates with various certificates to be unemployed. The massive rate of unemployment and the changing face of the economic, social, political, labor market worldwide have led to new education reforms/policies with emphasis on business education geared towards helping the youths and adults to be self-dependent(Babalola and Tiamiyu 2012).

Despite the profound benefits of business education, it is still not fully blown in Nigeria. The problems that hinder the development of business education in Nigeria are rampant political and bureaucratic corruption together with the absence of social consensus on importance macroeconomic policy that will help business education on skills development training for rural and urban youths in the informal economy. There is no gain saying the fact that business education, an aspect of vocational education, is what Nigeria needs most now to help her solve most of her social, economic and developmental problems.

Statement of the Problems

The rising unemployment rate in Nigeria is getting to an alarming stage. Business Education which was considered in few decades ago as lucrative is not left out in the menace. Business Education program has been engulfed by technology, thereby creating gap between institution and industry. This has led to many Business Education graduates roaming about the streets without securing reasonable jobs. The Nigeria policy on education made it clear on the need for functional, relevant, practical and acquisition of appropriate skills and development of competencies as equipment for the individuals to live in and contribute to the development of his/her society. Now that there is economic recession in Nigeria and we need a tool for addressing the economic, political, and social crises that are threatening the political and economic stability of the nations, rising unemployment, lack of skilled workers, high dropout rates, and the changing demographic nature of the work force which has placed the issue of workforce education high on the educational reform agenda; then there is need to investigate the employers' perceptions towards the employability of business education graduates in Nigeria.

Objectives of the Study

The main objective of this research work is to investigate into the perceptions of the Employers towards employability of business education graduates in Nigeria. Specifically, the study aim at :

i) Examining the perceptions of employers towards employability of business education graduates .

ii) Determining the extent to which government responsiveness to the needs of business education programs contribute to the economic development in Nigeria.

The Research Questions

1. What are the perceptions of employers regarding the employability of graduates of business education programs?
2. To what extent does government's responsiveness to the needs of business education programs to contribute to the economic development of Nigeria?

Theoretical framework

Human capital theory provides a framework for examining the impact of acquired variables such as education, learning and experience on career outcomes and it was further developed on the assumption that education can serve as a key determinant of decision choice and providing benefit to specific ventures (Babalola, 2007). Business education is oriented towards different ways of realizing opportunities. This is what makes Business education to provide students with the knowledge, skills and motivation to encourage youth to be self-employed and self-oriented. To inculcate the spirit of perseverance in the youths and adults which will enable them to persist in any business venture they embark on and to create smooth transition from traditional to a modern industrial economy, business education programme must be adequately implemented.

Concept of Employability

Producing employable graduates, forms part of the process of educating that encompasses the full educational spectrum of values from imparting knowledge and understanding to developing skills and attributes. Employability skills is a set of skills, understandings and personal attributes that make graduates more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community and the economy (Babalola 2017). It is a group of essential abilities that involve the development of a knowledge base, expertise level and mindset that is increasingly necessary for success in the modern workplace. In many sectors, recruiters are looking for 'work-ready' graduates with clear evidence of job specific skills in addition to high level graduate attributes. One of the main reasons students choose to study at university/College is to enhance their career prospects. Students, who make an effort to fully participate in the total student experience (academic, co-curricular, extra-curricular, including work experience) benefit from a well-rounded education, contribute fully to the life of the University and community and hopefully have fun in the process.

Employability plays an important role in the implementation of the colleges' Learning and Teaching Strategies. It is part of good learning practice. Students who engage in developing their employability are likely to be independent, reflective and responsible learners. Innovative learning,

teaching and assessment methods which promote students' understanding and help them to engage in 'deep' learning will also enhance their employability.

Methods

This study investigated the employers' perceptions towards the employability of business education graduates in Nigeria. The research design was a survey. The instrument contained five-point Likert-scale items. The following scale ranges will construct as: 4.50 - 5.00 Strongly Agree; 3.50 - 4.49 Agree; 2.50 - 3.49 Uncertain; 1.50 - 2.49 Disagree; and 1.00 - 1.49 strongly Disagree. The internal consistency reliability for the instrument using Cronbach's Coefficient Alpha was estimate to be = 0.94. Therefore, the final version of the instrument considered the adequate degree of content and face validity and internal consistency reliability. Descriptive and inferential statistics ware used to organize, analyze, and interpret the data as frequencies, percentages, rank-orders, means, and standard deviations.

Results

Research Question 1

What are the perceptions of employers regarding the employability of graduates of business education programs?

Table : Factors that inhibit the employers regarding the employability of business education graduates

		Employers	
S/N	**Item**	**M(ME)**	**SD**
1.	The government is committed to restructure business education programs to meet the needs of Nigeria's industrialization.	3.68(.22)	.80
2.	The government provides a clear direction regarding how to initiate partnerships or collaboration between business education institutions and industries.	3.04(.30)	1.09
3.	The technical content of business education curriculum is based on the needs in the labor market.	3.43(.23)	.82
4.	The structure of business education is becoming more flexible in responding to the changing labor market.	3.52(.17)	.63
5.	Public business education institutions would achieve greater efficiency and productivity if managed like business enterprises.	4.11(.26)	.93

Note. (ME) is the margin of error at the 95% confidence level.

The data 5 in Table 1 identified the factors that inhibit the restructuring of business education programs to serve the needs of the labor force. On item 1, it shows that employers (M=3.68, SD=.80) agreed that government is committed to restructuring business education programs. With respect to business and school partnerships (item 2), which is (M=3.04, SD=1.09) unsure about the government's initiatives to link business education institutions with business and industry. The standard deviations for items 1 and 2 were relatively large, indicating that the responses were

dispersed. In terms of the relevancy of the business education curriculum to the needs of the labor market (item 3), (M=3.43, SD=.82) were uncertain about its relevance. On item 4, (M=3.52, SD=.63) the employers agreed that the structure of business education has become more flexible. Interestingly, employers in item 5, (M=4.11, SD=.93) agreed that public business education institutions would achieve greater efficiency if they were managed similar to businesses. The margins of error for items 1- 5 ranged from .17 to .30 for employers. Overall, the employers agreed with regard to the role of government in restructuring business education programs to serve the needs of the labor force.

Research Question 2

To what extent does government's responsiveness to the needs of business education programs to contribute to the economic development of Nigeria?

Table 2: Government's responsiveness to the needs of vocational education and training

		Employers	
S/N	**Item**	**M(ME)**	**SD**
1.	The government responsive to the needs of business education programs to meet up the need of industrialization in Nigeria.	3.55(.19)	.70
2.	The government's policy focused on expanding business education programs.	3.57(.17)	.60
3.	The government allocates sufficient funding to upgrade and expand business education programs?	3.34(.18)	.68
4.	The government provides adequate facilities, equipment and resources to business education institutions.	3.21(.19)	.69
5.	The government is committed to maintaining the high quality standards of business education programs.	3.26(.24)	.86

Note. (ME) is the margin of error at the 95% confidence level.

Table 2 addressed illustrates the means, margins of error, and standard deviations for items 1-5, which addressed the second research question: Regarding item 1, the employers (M=3.55, SD=.70) agreed that the government is responsive to the needs of business education programs. On item 2 also, employers (M=3.57, SD=.60) agreed that the government's policy was focusing on the expansion of business education programs. With respect to public funding (item 3), employers (M=3.34, SD=.68) were uncertain. Regarding the provision of adequate facilities and resources for business education institutions (item 4), employers (M=3.21, SD=.69) were less certain. For item 5, the employers (M=3.26, SD=.86) were uncertain. Large standard deviations for both groups suggest a relatively large variability of responses. The margins of error for items 1 through 5 ranged from .15 to .24 for employers. The overall indicates that the employers agreed that the government was responsive to the needs of business education programs in Nigeria.

Conclusions

The results reveal that the employers believed that business education programs in Nigeria contributed to the economic development of Nigeria and believed that a substantial financial investment in business education programs in Nigeria is justified. Further, they believed that business education programs were more appropriate than academic programs for developing new skills and the ability to use contemporary technologies. This implies that the government and private sector should invest in business education programs in Nigeria.

Furthermore, employers perceived that business education curricula had questionable relevance to the contemporary needs of business and industry. Employers' participation in school-business partnerships was minimal. This suggests that business education institutions should conduct continuous needs assessments to create relevant curriculum. Governmental agencies should also initiate outreach programs to establish school-business partnerships and collaboration with the private sector.

In general, employers were not aware of government initiatives to seek input from business and industry. The implication is that government and its agencies need to be more proactive rather than reactive in responding to human resource needs. This can be accomplished by eliciting input from business and industry and creating meaningful partnerships with the private sector. Employers also believed that the government's Ministry of Education, in particular, had not allocated adequate funds to upgrade and expand vocational programs. Similarly, inadequate facilities and resources inhibited efforts to maintain high quality standards for business education programs in Nigeria. With limited financial resources, government must identify alternatives to encourage the private sector to invest in upgrading business education programs in Nigeria. The issue of quality and standards is another area that needs to be addressed. In this study, employers indicated that to improve vocational education, emphasis should be focused on establishing and maintaining quality standards for business education programs in Nigeria. Quality standards include entrance requirements, teacher certification, accreditation, and standardized assessment.

Recommendations

Based on the results and limitations of this study, several recommendations for policy and practice, are offered:

1. The government should work collaboratively with the private sector to maintain and expand business education programs in Nigeria. In particular, the government should draw upon the resources of employers and solicit private sector investment in business education programs; Federal, state, and local agencies should provide a clear vision and mission for business education programs in Nigeria.
2. The government should provide effective leadership and incentives to the private sector to encourage partnerships and collaboration with business education institutions; A balanced approach should be emphasized in the school curriculum through the integration of technical, employability, and generalizable skills in business education programs. In addition, business education curricula should be flexible and responsive to the present and future needs of the nation.

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EMPLOYABILITY SKILLS DEVELOPMENT AMONG BUSINESS STUDIES STUDENTS IN THE FEDERAL CAPITAL TERRITORY

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Abstract
Employability skills refer to work-readiness, that is, possession of skills, knowledge, attitude and commercial understanding that will enable new graduates to make productive contributions to organizational objectives soon after commencing employment. Failure to acquire these work-readiness skills makes one unemployable. Despite the widespread drive to develop employability skills of students, many students leave school without the requisite skills to succeed in the world of work. The study adopted descriptive survey design with the population focus of all Business Studies Teachers in Secondary Schools in the Federal Capital Territory (FCT). Random sampling technique was used to select seven schools from each of the six area councils in the FCT making a total of 42 schools. From each school, five business studies teachers were purposively selected. Thus, a total of 210 participants were selected across the FCT as the study sample. The instrument used in data collection for the study was an adapted forty-oneitems questionnaire titled "Employability Skills Development Questionnaire" (ESDQ). The items in the questionnaire were assigned a four point modified Likert rating scale worded as: Very Large Extent, Large Extent, Little Extent and Not at all, weighted 4,3,2,1 respectively. Using Chronbach Alpha formula, a reliability coefficient of r = 0.87 was obtained after trial testing of the instrument. Frequency count, percentages, mean and standard deviation were used to analyze the data collected for the study. The findings revealed business studies teachers awareness of the employability skills, systems and technology aspect and students exposure were at little extent. It was recommended among others that government make available funds for the procurement of technology tools for the development of the business students and teachers should ensure that students are exposed to practical activities in the process of developing employability skills in the students.

Key words: *Employability skills development, Business studies students, Federal Capital Territory.*

Introduction

A country's economic strength and vitality, their productivity and international competitiveness, depends on their capacity to build and maintain a quality workforce. The foundation of a quality workforce rests with the ability of the country's school systems to provide the basic reading, writing and mathematical skills as well as an appreciation for the work ethic, which young people must possess to perform effectively in the workplace. As the economy continues to evolve in response to technological developments and the need to compete in a global market, the nation needs a highly skilled and flexible workforce. It is now widely recognized that the skills and knowledge that students need for life and work beyond school are much more than proficiency in the traditional '3Rs.' Apart from the basic skills of reading, writing and numeracy; a broader range of skills and knowledge is now essential for students to make an effective transition from school to work. This includes employability skills.

Employability skills are defined as the foundational academic, personal and teamwork skills that employers expect of workers and which they expect to be developed by the education system

(Conference Board of Canada, 2000).Employability skill is a group of important skills instilled in each individual in order to produce productive workforce. They are non-technical skills and sometimes called transferable skills needed by individuals to make them employable (Science, Technology, Engineering, and Mathematics Network, 2014). Clarke (2007) noted that employability skills consist of basic skills that include: thinking skills, resource skills, information skills, interpersonal skills, system and technology skills and personal qualities. The Secretary Commission on Achieving Necessary Skills (SCANS, 2000) identified seven employability skills related to a certain task, these are: basic skills, thinking, resource, information, interpersonal, system/ technology and personal quality skills. Zinser (2003) stated that employability skills include areas such as managing resources, communication and interpersonal skills, team work and problem-solving and acquiring and retaining a job. Employability skills are those essential skills necessary for getting, keeping, and doing well on a job. These are the skills, attitudes and actions that enable workers to get along with their fellow workers and supervisors and to make sound, critical decisions. Unlike occupational or technical skills, employability skills are common in nature rather than job specific and cut across all industry types, business sizes, and job levels from the entry-level worker to the most senior position (Robinson & Garton, 2008). According to Lorraine and Sewell (2007)employability skills are the skills, knowledge, understanding and personal attributes that enable a person to obtain employment, and to be successful and satisfied in their chosen career. Barnett (2006) viewed employability skills as skills that enable people to obtain suitable employment and at the same time develop their careers during social and technological change. Similarly, Toland (2011) observed that employability skills are non-discipline specific, economically valuable skills required to get initial employment, progress in a job, as well as securing another job when desired. Employability skill is a set of achievement skills, understandings and personal attitudes that make graduates more likely to gain employment and be successful in their chosen occupations, which benefit themselves, the workforce, the community and the economy (Weligamage, 2009). From the stand point of employers of labour, employability skills refer to work-readiness, that is, possession of skills, knowledge, attitude and commercial understanding that will enable new graduates to make productive contributions to organizational objectives soon after commencing employment (Mason, 1999).Failure to acquire these work-readiness skills makes one unemployable, a situation that is worrisome and unacceptable.

Two very important concerns of employers of labour today are employing skilled workers and re-training them if need arises (Robinson, 2000). Thus, young people should take keen interest in ensuring that they add value to their own worth by building themselves in academics, character and other skills needed in the work place (Idaka, 2013).

Commenting on the role of employability skills, Idaka (2013) opined that any country that loses competitiveness in this globalized world as a result of lack of employable skills stands the risk of having foreigners take up job positions meant for her citizens. Overtoom (2000) corroborated Idaka's statement when he explained that employability skill is also crucial in all professions as well as in education. Those who possessed these skills have always been preferred, particularly in the private sector. Robinson et al. (2007) noted that there is a great demand for educated people with

employability skills and specialized technical skills. Workers in the 21st century need skills such as problem-solving and analytic, decision-making, organization and time management, risk-taking, and communication to be employable in the workforce.

Despite the widespread drive to develop employability skills of students, there are still gaps between graduate workplace performance and employers' expectations. Many students leave education without the requisite skills to succeed in the world of work. Many young people are deficient in employability skills, mainly because schools do not sufficiently emphasize such skills and students lack awareness of the skills needed in the world of work. Researches revealed that schools are doing a poor job of developing the career and employability skills of the students, therefore hindering their success in the adult work world. A good number of secondary school students leave school without a solid base of academic and employability skills that will enable them to succeed in a career.

The preparations to acquire employability skills begin when a person is still in the learning process. These skills cannot be developed in students without emphasis on effective instruction by teachers. Audu et al. (2013) affirmed that employability skills must be emphasized in institutions of learning because these skills can accelerate employment among youths and school leavers. Without these skills, students can be considered disadvantaged in competing for employment after graduation from school. The development of employabilityskills call for effective and efficient teaching to ensure the production of desired quality of the graduates with enterprising skills. The quality of the teaching and the utilization of the right method of teaching by the teachers play an important role in the development of employability skills among students.

It is therefore against this background that this study sought to investigate the level of employability skills developed in secondary school students of Business Studies by teachers. To sharpen this study, the following research questions were postulated:

1. What is the level of Secondary School Teachers' awareness of employability skills?
2. What is the extent of employability skills developed among business studies Students in the Federal Capital Territory by teachers in basic skills, thinking resource, information, interpersonal, system/ technology and personal quality.
3. What teaching methods is used by teachers in FCT in developing employability skills among secondary school students

Method

The study adopted descriptive survey design with the population focus of all Business Studies Teachers in Secondary Schools in the Federal Capital Territory (FCT). Random sampling technique was used to select seven schools from each of the Six Area Councils in the FCT making a total of 42 schools. From each school, 5 Business Studies teachers were purposively selected. Thus, a total of 210 participants were selected across the FCT as the study sample. The instrument used in the collection of data for the study was an adapted forty-one items questionnaire titled “Employability Skills Development Questionnaire” (ESDQ). The items in the questionnaire were assigned a four point modified Likert rating scale worded as: Very largeextent, Large extent, Little extent and Not at all, weighted 4,3,2,1 respectively. The items were adapted from Kazilan, F.; Hamzah, R. and Ab. R. Bakar (2009) and Orji (2013).Using Chronbach Alpha formula, a reliability coefficient of r= 0.87 was

obtained after trial testing of the instrument. 210 questionnaires were administered, but 195 were returned and used for the study. Frequency count, percentages, mean and standard deviation were used to analyze the data collected for the study. Any mean below 2.5 is rejected.

Results

Research Question 1:

What is the level of Business Studies Teachers' awareness of Employability Skills?

Table 1: Business Studies Teachers' Level of Awareness of Employability Skills

S/N	Aspect of Skills	Awareness Level		Unawareness Level	
		Frequency	Percentage	Frequency	Percentage
1.	Basic Skills	181	94.3	11	5.7
2.	Thinking Skills	179	93.2	13	6.8
3.	Resource Capability Skills	184	95.8	8	4.2
4.	System and Technology	165	85.9	27	14.1
5.	Interpersonal Skills	179	93.2	13	6.8
6.	Information Skills	187	97.4	5	2.6
7.	Personal Quality	172	89.6	20	10.4

Table 1 presents the level of awareness Business Studies teachers' on employability skills in the Federal Capital Territory. Information skills had the highest frequency with 97.4%, followed by Resource Capability Skills with 95.8% and Basic Skills with 94.3%. Item with the least frequency is 'System and Technology' with 85.9% each. Implication is that teachers awareness level of employability is high.

Research Question 2

What is the extent of employability skills developed among Business Studies Students in the Federal Capital Territory?

	Basic Skills	Mean	StD	Decision
1.	Reading skills	3.54	0.50	Large extent
2.	Writing skills	3.66	0.48	Large extent
3.	Listening skills	3.59	0.62	Large extent
4.	Speaking skills	3.28	0.70	Large extent
5.	Mathematics skills	3.03	0.56	Large extent

Overall Mean = 3.42

Table 2 shows that the item with the highest mean score for aspect of basic skills is 'writing skills' with (Mean = 3.66, SD = 0.48). Respondents also agreed that the extent to which listening skills and reading skills are developed in their students is at large extent level. The (Mean = 3.59, SD 0.62) and (Mean =3.54, SD = 0.50)respectively. The item 'Mathematics skills' has the lowest mean score (Mean = 3.03, SD = 0.56) is mathematics for basic skills. The finding also showed that all items are at large extent. It can be said that for the aspect of basic skills, the extent to which are developed these skills in their students is at large extent.

Table 3: *Mean and Standard Deviations for the Aspect of Thinking Skills*

	Thinking Skills	Mean	StD	Decision
1.	ability to be creative	3.08	1.04	Large extent
2.	ability to make decisions	2.77	1.14	Large extent
3.	Problem solving skill	3.52	0.50	Large extent
4.	Receiving things in the mind's eye	2.93	0.51	Large extent
5.	Ability to learn quickly	3.42	0.63	Large extent
6.	Reasoning ability	3.22	0.57	Large extent

Overall Mean = 3.16

Table 3 shows teachers responses to the extent of development of thinking skills in their students. The item with the highest means score is 'problem solving (mean = 3.52, SD = 0.50). The findings also revealed that teachers developed 'ability to learn quickly' to a large extent.

Table 4: Mean and Standard Deviations for the Aspect of Resource Capability Skills

	Resource Capability Skills	Mean	StD	Decision
1.	Ability to manage Time	3. 39	0.91	Large extent
2.	Ability to manage Finance	3. 34	0.90	Large extent
3.	Materials management ability	2.93	0.93	Large extent
4.	Teaching management ability	3.23	0.62	Large extent
5.	Human resource management ability	3. 36	0.61	Large extent
6.	Risk management ability	2.90	0.63	Large extent

Overall Mean = 3.19

Table 4 shows overall mean for 'Resource Capability Skills'(3.19). The finding revealed that all the items in the category is above the stipulated mean of 2.50. This implies that the respondents developed employability skills in their students to a large extent.

Table 5: Mean and Standard Deviations for the Aspect of System and Technology

System and Technology Skills		Mean	StD	Decision
1.	Understanding Systems	2.41	0.59	Little extent
2.	Observe and improve on the implementation	2.30	0.71	Little extent
3.	Selects Technology	2.25	0.56	Little extent
4.	Applying technology to tasks	2.17	0.75	Little extent

Overall Mean = 2.28

Overall mean is 2.28 which is lower than the stipulated mean of 2.50 which implies that for system and technology skills, teachers to a very low extent did not develop the skills in their students.

Table 6: Mean and Standard Deviations for the Aspect of Interpersonal Skills

	Interpersonal Skills	Mean	StD	Decision
1.	Ability to Participate as a member of a team	3.20	0.90	Large extent
2.	Ability to teach others	2.96	0.80	Large extent
3.	Ability to Serve customers	3.02	0.79	Large extent
4.	Ability to lead	3.51	0.63	Large extent
5.	Ability to Negotiate	2.73	0.82	Large extent
6.	Ability to work with diversity of people	3.21	0.78	Large extent

Overall Mean = 3.11

Table 6 shows that the responses of teachers on the extent to which they developed interpersonal skills in students. The item with the highest mean item for aspect of Interpersonal Skills is 'Ability to lead' with (Mean = 3.51, SD = 0.63). 'Ability to work with diversity of people' has a (Mean = 3.21, SD 0.78) and 'Ability to participate as a member of a team' (Mean =3.20, SD = 0.90). 'Ability to Negotiate' has the lowest mean score (Mean = 2.73, SD = 0.82). The finding here implies that the aspect of 'interpersonal skills is developed in students to a large extent.

Table 7: *Mean and Standard Deviations for the Aspect of Information Skills*

	Information Skills	Mean	StD	Decision
1.	Acquire and evaluate information	3. 36	0.91	Large extent
2.	Organizes and maintain information	2.64	0.73	Large extent
3.	Interprets and communicates information	3.13	0.84	Large extent
4.	Uses computer to process information	2.77	0.78	Large extent

Overall Mean = 2.85

Table 7 shows that the item with the highest mean score for aspect of Information Skills is 'Acquire and evaluate information' with (Mean = 3.36, SD = 0.91). This is followed by 'Interprets and communicates information' (Mean = 3.13, SD 0.84) and 'Use computer to process information' (Mean =2.64, SD = 0.73). The item 'Organizes and maintain information' has the lowest mean score (Mean = 2.64, SD = 0.78). The finding implies that 'Information Skills' development is at large extent developed in business students.

Table 8: Mean and Standard Deviations for the Aspect of Personal Skills

	Personal Quality	Mean	StD	Decision
1.	Responsibility	3.60	0.62	Large extent
2.	Self confidence	3.22	0.87	Large extent
3.	Sociability	2.92	0.47	Large extent
4.	Self-management	3.24	0.69	Large extent
5.	Honesty	3.29	0.89	Large extent
6.	Punctuality and efficiency	3. 37	0.82	Large extent
7.	Adaptable and Flexible	3.22	0.68	Large extent
8.	Self-control	3.27	0.80	Large extent
9.	Good work attitude	3.21	0.95	Large extent
10.	Own ideas and respond to others	2.72	0.83	

Overall Mean = 3.11

Table 8 shows that the item with the highest mean score for aspect of Personal Quality, was 'Responsibility' with (Mean = 3.60, SD = 0.62). Respondents also indicated high level skill developed in students in terms of 'Punctuality and Efficiency' (Mean = 3.37, SD 0.82) and 'Honesty' (Mean = 3.29, SD = 0.62). The item 'Own ideas and respond to others' has the lowest mean score (Mean = 2.72, SD = 0.83). The finding showed that teachers develop employability skills in students to a large extent in the aspect of personal quality skills..

Research Question 3:

To what extent do teachers expose business studies students to employability activities?

Table 9: Extent of Exposure of Business Studies Students to employability Activities

S/N	Item description	VLE	LE	LtE	NA	X
1	Independent research project	85 (420)	60(180)	40(80)	7(7)	3.16
2	Visit to industries	70(280)	52(156)	38(76)	32(32)	2.83
3	Excursions and field trips	35(140)	30(90)	72 144)	55(55)	2.23
4	Lectures/seminars from Business Experts/ industrialists	60(240)	47(141)	50(100)	35(35)	2.69
5	Careers seminars	69(276)	53(159)	32(64)	38(38)	2.80
6	Students talk-shows/debates	68(272)	51(153)	55(110)	19(19)	2.89
7	Student oral/written presentations	79(396)	65(195)	40(80)	8(8)	3.54
8	Laboratory work (word Processing)	20(80)	42(126)	24(48)	106(106)	1.88
9	Writing business reports	68(272)	50(150)	54(108)	20(20)	2.86
10	Make Business Proposal	40(160)	30(90)	72(144)	50(50)	2.31

Keys: VLE = Very Large Extent; LE = Large Extent; LtE =Little Extent; NA = Not at All

Table 9 shows that items 1, 2, 4, 5, 6, 7 and 9 had mean scores above mean criterion of 2.50 as follows: 3.16, 2.83, 2.69, 2.80, 2.89, 3.54 and 2.86 respectively while items 3, 8 and 10 had their mean below criterion of 2.50. This implies that students do not have enough exposure in the area of: 'Excursions and field trips, laboratory work and making business proposal' activities respectively.

Discussion

The findings of study indicated that business studies teachers in the Federal Capital Territory are aware of employability skillsrequired by employers. This finding implies that the teachers are up-to-date in the demands of employers.

In terms of basic skills, the 'mathematics' item is found to have a low mean score. Mathematics is an important element to carry out duty especially production works and works which involved calculations and technological tools. This finding is in line with the submission of De Leon and Borchers (1998), who noted that 'employers in Texas valued mathematic skills as the second most important skill where the skill was not provided by employers, yet it is strictly required in occupations. Also, Mitchell (2001) stated that 80.6% of employers pointed out that they needed workers with basic

mathematic skills. Northern Virginia Community College (2000) carried out a research and stressed that employer gives priority to mathematical skill and basic calculations when working such as the usage of mathematics in computer and calculator. As a result of the valuable importance of mathematics to business studies, teachers should ensure that this skill is developed in students to a very large extent.

On the 'thinking skills', ability to be creative' has the lowest mean score. Ability to be creative is truly significant to make quick decisions logically or to interpret something and making conclusion out of them. The conclusion done should be based on thinking as well as other related considerations as ability to be creative. Logical thinking is similar to critical thinking where the knowledge gained can help one with the ability to be creative. Aspect of 'resource or capability skills' showed that 'financial management' item has low mean score. Any business outfit revolves around finance. Financial management can be said to be the life wire of a business. For any business to thrive, financial management becomes the important feature. This submission agrees with Godfrey (1997) who recommended that financial management and business studies should be included in vocational program in order to expose students to the business and industrial world.

In the aspect of system and technology all the items had mean within the range of little extent. This result is not surprising as most of our schools today are bedeviled with lack of adequate instructional materials like information and communication technology tools. It would be difficult for the teachers to develop system and technology skills in the students where these tools are not available in the schools. This finding is in agreement with the repot of De Leon and Borchers (1998) noted that 80% of employers mentioned that the application of technologies to carry out duties is highly required. In addition, Yahya Buntat (2004) stated that the application of technologies, tools and systems in work is considered important and required by the industry. As such, teachers in business studies are required to develop this skill in their students.

The aspect of 'interpersonal skills', the item, 'ability to teach others' has the lowest mean score. This implies that an employee in a business organization requires the ability to teach others that, sharing knowledge with subordinates and even the boss is very important in any occupations.

In terms of the aspect of informational skills, 'organizes and maintains information' item has the lowest mean score. Ability to organize and maintain information is widely used in management, because information is said to be power. The success of most business organizations depends largely on the ability to manage information and keep what is confidential as such. This skill need to be improved upon by the teachers in the development of employability skills in the students. Zolingen (2000) reported that skillful employees stated that the key to successful work is the ability to protect information.

As for the aspect of personal quality, the item, 'own ideas and respond to others' has the lowest meanscore. The ability to bring out ideas and be able to respond to others either in giving answers to questions or being able to respond to issues about the organization that will better the organization needs to be developed in the business studies students in preparation for the world of work.

The study also revealed that of the 10 business activities to which the business teachers are expected to expose the business students to while in school, three of the activities had their mean score below 2.50 criterion set which implies that the students' exposure is to a little extent.The activities include: laboratory work, excursions and field trips and making business proposals need to be

improved upon to enable the business studies students in training be open to practical aspects of learning. This finding may not be far from inadequate instructional materials and inadequate fund for the procurement of required equipment and needed tools for the required activities.

Conclusions

The study found that business studies teachers to a large extent to develop employability skills in the senior secondary students in the Federal Capital Territory. The seven aspects of employability skills covered in this study, six of the aspects were at large extent of development in the students by the teachers. For the aspect of system and technology, the result showed that the extent of development of the skills in the students was at little extents. On activities to carried out by teachers to expose business studies students to employability skills in the process of teaching, the study found that the students were not engaged in laboratory work, excursions and field trips and making business proposal.

Recommendations

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

1. Business Studies Teachers in the Federal Capital Territory should ensure they maintain and improve on their level of awareness on the employability skills in business studies
2. Adequate provision of technological tools needed for hands-on teaching and learning in the schools that will enable the teachers to develop the required employability skills in the students should be made.
3. Adequate instructional materials should be provided to enable business studies teachers develop employability skills in the students.
4. Funds should be made available to business studies teachers to conduct excursion to business cites and industry.
5. Teachers should intensify the development of employability skills in business studies aspect of mathematics skills.

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ASSESSMENT OF EMPLOYABILITY DEVELOPMENT SKILLS OF NIGERIAN SECONDARY SCHOOL BUSINESS STUDIES CURRICULUM

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Abstract
Employability has been a thorny issue in the Nigerian education landscape. Many graduates at various school levels are faced with difficulty of securing jobs after graduating. Opinions differ as to reasons why school leavers are experiencing this hardship. Many blame the students for preparing poorly for work life, while many others lay the blame at the schools doorstep.In recent times however, attention is shifting away from the inadequacies of students and schools to issues bordering on the relevance and adequacy of curriculum contents in school. Employers of labour are looking beyond graduates with good examination results to those who can work independent of much supervision. The question is, do our subject curriculums contains skills that can make graduates work on his/her own independently? The study identified eight employability soft skills that promotes employability and assessed the level at which Business Studies curriculum promotes them. A researcher designed employability skills assessment questionnaire was administered to students and teachers of Business Studies. Both teachers and students admitted that the Business Studies curriculum contain enough content that can promote all the eight identified employability skill, they concluded that a significant relationship exist between acquiring those skills from Business Studies curriculum and getting employment after graduation from secondary school.

Key words: *Soft skills. Employability, Team work skills, Problem solving skills*

Introduction

The core problem of the rising unemployment crisis in Nigeria is not solely caused by lack of employment opportunities but lack of employability development. Nigeria's population is said to have reached about 167 million people in 2012 (National Bureau of Statistics, 2013) and about half of the population is made up of youth, defined as individuals between 15 and 34 years of age. Between year 2008 2012, about 22 -25 percent of unemployed youth in these age group are graduates of secondary education (NISER, 2013).

It has been observed that the training and educational approaches of secondary schools in Nigeria does not adequately prepare the students for likelihood of successful employability outcomes. A child enters the secondary school as 11-12 years old, and is expected to undergo training over a period of 6 years when he/she becomes 17 18 years old. Expectations of the parent and the students are that such students should have been prepared for a life that can make him move up in a chosen field of endeavour. The Nigerian government seems to have this at the back of its mind when designing the Business Studies curriculum. The government stated that the general objectives of Business Studies are to:

1. provide the orientation and basic skill with which to start an occupation for those who may not have opportunity for further training;
2. provide basic business skills for personal use now and in the future;
3. prepare students for further training in business studies;
4. relate the knowledge and skills to the national economy; and
5. develop basic skills in office occupations(NERDC,2009)

The objectives of Business studies curriculum was to prepare students for self employment for those who could not proceed beyond basic education and more importantly to develop basic soft skill required for office related works. However, too many of our graduates at this level of education emerged with no certification in any area of endeavour. Crompton (2016) was of the view that secondary school curriculum is hampering schools' effort to improve and develop the employability skills of their young ones. Schools values examinations results too much, which is just one indicator out many that defines ones capacity to be a great employee, or even an employer at the expense of basic skills that matters in the work place.

Adesulu(2018), observed that unemployment is a big problem in Nigeria especially given its relatively young population. More than half of Nigeria's' nearly 185 million people are under 30 (NPC, 2013) and unemployment for this subset is at about 33.10 percent. Nigeria unemployment rate averaged 10.63 percent from 2006 until 2017, reaching all time high of 19.70 percent in the fourth quarter of 2009 and a record low of 5.10 percent in the fourth quarter of 2010.

**2018 value is a forecast.*
Figure 1 Nigeria unemployment rate
Sources: Trading Economics, National bureau of Statistics, Nigeria, 2017

NISER (2013) reported that over half of unemployed youth in Nigeria did not have an education past primary school. This group accounted for over 50 percent of all unemployed youth in the country.

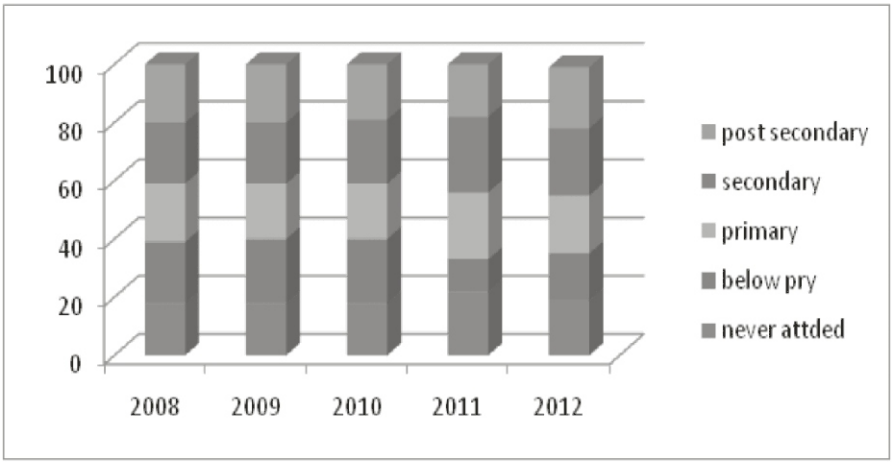


Figure 2 National Youth Unemployment by Education, 2008 -2012
Source: NISER, 2013

Several factors may be responsible for this, but the most critical for secondary school unemployment is deficiency in school curricular and poor teaching which has contributed to the failure of the educational institutions to provide their students appropriate skills to make them employable (Akande, 2014).

The unemployment rate could be reduced if employability inputs are infused into the secondary school curriculum. Regrettably, the closest most students at this level get are school trips to some industries once in a while or career counseling programme where experts are invited to speak about their professions which offer limited benefits to the students (Adesulu, 2018). Matters (2008) reported eight employability framework identified by Australian Chamber of Commerce and Industry (2002) consisting key skills like;

1. communication that contributes to productive and harmonious relationship between employees and customers;
2. teamwork that contributes to productive working relationships and outcomes;
3. problem solving that contributes to productive outcomes;
4. initiative and enterprise that contribute to innovative outcomes;
5. planning and organizing that contribute to long- term and short term strategic planning;
6. self- management that contributes to employee satisfaction and growth;
7. learning that contributes to ongoing improvement and expansion in employee and company operations and outcome; and
8. technology that contributes to effective execution of tasks.

The absence of employability development among graduates of secondary schools constituted a problem for most of the graduates. Employability development is the mastery of those soft generic skills that are necessary for getting, keeping and being successful in any employment sector. These skills and attitudes enable the prospective employee to get along with their colleagues to make critical decisions, solve problem, develop respect and ultimately become a strong representative for the organisation.

Purpose of the Study

Graduate and youth unemployment prevalence in Nigeria has been alarmingly high in recent years. Most government's actions towards ameliorating the problem seems to have failed partly due to poor planning and programming and mostly due to wrong diagnostic of the unemployment and employability problems. The secondary school contributions to employability issues in Nigeria seem to have been overlooked and ignored. Most efforts were concentrated on tertiary educations graduate employability problems.

This study seeks to evaluate the potentials of the current Business Studies curriculum at addressing secondary school graduates unemployment. The major employability skills that employer of labour look for in job seekers as identified by Australian Chamber of Commerce and Industry(2002) were used as the basis for testing the adequacy of Nigerian Business Studies curriculum's capability of impacting these soft skill on the students.

Research Hypotheses

H_0: The business studies curriculum does not significantly influence students employability after graduation.

H_1: The business studies curriculum do not significantly influence teamwork and cooperative skills of students

H_2: The business studies curriculum do not significantly influence enterprise and initiative skills of students

H_3: The business studies curriculum do not significantly influence communication skills of students

H_4: The business studies curriculum do not significantly influence problem solving skills of students

Method

The study is basically a survey research aimed at finding out the potentials of Business Studies curriculum at impacting on the students' employability skills. The study used random sampling technique to select 200 students in the Basic 9 schools. Since the Business Studies curriculum used in the schools is the same, 5 Basic 9 students were selected randomly by lottery method in 50 public schools in Kwara Central Senatorial Zone. In each of the selected school, 1 Business Studies teacher taking the Basic 9 class was purposively selected making 50 teachers.

The instrument for the study was a researcher designed questionnaire titled "Business Studies Employability Skills Questionnaire". It raised questions on the entire eight employability skills framework reported by Matters (2002). It was administered on the sampled students and teachers to know their opinions and perceptions about the potential of the curriculum to adequately impact employability skills on the students. Descriptive statistics of percentage was used to analyze demographic data of the respondents while the main hypothesis was tested using inferential statistics, ranking, Pearson Product Moment Correlation and correlation matrix with the use of Statistical Package for the Social Sciences (SPSS) version 20.0. Decision for each of the hypotheses was taken at 0.05 alpha level of significance to determine whether the hypotheses is rejected or upheld.

Research Question

What is the perception of students and teachers about the potentials of Business Studies curriculum to create employment after secondary school?

Results and Findings

Research Question 1: What **is** the perception of students and teachers about the potentials of Business Studies curriculum to create employment after secondary school?

Table 1: Mean scores and ranked order items of the perception of students and teachers about the potentials of Business Studies curriculum to create employment after secondary school

S/N	Employability and Development Skills in Secondary School Business Studies	Very Certain	Fairly Certain	Certain	Not Certain	Mean	Rank
A	**Communication skills: business Studies Curriculum**						
1	Give adequate skills of reading and writing independently	62 (20.7%)	118 (39.3%)	60 (20.0%)	60 (20.0%)	2.61	4th
2	Teach the use of numeracy effectively	66 (22.0%)	115 (38.3%)	79 (26.3%)	40 (13.3%)	2.69	3rd
3	Teach how to negotiate with people positively	81 (27.0%)	126 (42.0%)	72 (24.0%)	21 (7.0%)	2.89	1st
4	Teach how to persuade customers effectively	84 (28.1%)	118 (39.3%)	61 (20.3%)	37 (12.3%)	2.83	2nd
B	**Teamwork Skill: Business Studies Curriculum**						
5	Teach students on how to work with people of different backgrounds	81 (27.0%)	98 (32.7%)	74 (24.7%)	47 (15.7%)	2.71	3rd
6	Teach how students can identify and define roles in a team	96 (32.0%)	78 (26.0%)	95 (31.7%)	31 (10.3%)	2.80	1st
7	Teach how to apply teamwork skills in different job situations	79 (26.3%)	85 (28.3%)	11 (36.7%)	26 (8.7%)	2.72	2nd
8	Teach how to coach and mentor members of a team	57 (19.0%)	108 (36.0%)	86 (28.7%)	49 (16.3%)	2.58	4th
C	**Problem Solving Skills: Business Studies Curriculum**						
9	Provide different problem solving strategies to students	78 (26.0%)	99 (33.0%)	81 (27.0%)	42 (14.0%)	2.71	3rd
10	Teach and develop practical solutions to real life business/work problem	77 (25.7%)	120 (40.0%)	59 (19.7%)	44 (14.7%)	2.77	2nd
11	Resolved practical problems in teams	63 (21.0%)	115 (38.3%)	86 (28.7%)	36 (12.0%)	2.68	4th
12	Guarantee the development of creative and innovative solutions	93 (31.0%)	12 (40.3%)	59 (19.7%)	27 (9.0%)	2.93	1st

D	**Self Management Skills: Business Studies Curriculum**						
13	Teach how to have personal vision and goals	78 (26.0%)	98 (32.7%)	88 (29.3%)	36 (12.0%)	2.73	2nd
14	Create confidence in own ideas and vision	82 (27.3%)	101 (33.7%)	76 (25.3%)	41 (13.7%)	2.75	1st
15	Develop means of evaluating and monitoring performance	84 (28.0%)	77 (25.7%)	99 (33.05)	40 (13.3%)	2.68	3rd
E	**Planning and Organizing Skills: Business Studies Curriculum**						
16	Teach students how to manage time and priorities	73 (24.3%)	87 (29.0%)	101 (33.7%)	39 (13.0%)	2.65	3rd
17	Teach how to establish project goals and deliver on time	71 (23.3%)	108 (36.0%)	85 (28.3%)	36 (12.0%)	2.71	2nd
18	Teach how to allocate people and resources to different tasks	56 (18.7%)	105 (31.7%)	89 (23.3%)	50 (16.3%)	2.56	4th
19	Teach how to identify risk, how to develop and evaluate alternatives	86 (28.7%)	95 (31.7%)	70 (23.3%)	49 (16.3%)	2.73	1st
F	**Technology Skills: Business Studies Curriculum**						
20	Guarantee student proficiency in basic IT skills	93 (31.0%)	92 (30.7%)	89 (29.7%)	26 (8.7%)	2.84	1st
21	Teach how to use IT to organize data	88 (29.3%)	71 (23.7%)	112 (37.3%)	29 (9.7%)	2.73	2nd
22	Guarantee student application of It as a management tool	77 (25.7%)	103 (34.3%)	75 (25.0%)	45 (15.0%)	2.70	4th
23	Ensure students are willing to learn new IT skills	72 (24.0%)	100 (33.3%)	97 (32.3%)	31 (10.3%)	2.71	3rd
G	**Learning Skills: Business Studies Curriculum**						
24	Create enthusiasm for learners to learn	81 (27.0%)	125 (41.7%)	68 (22.7%)	26 (8.7%)	2.87	1st
25	create opportunities to learn new ideas and technology	70 (23.3%)	107 (35.7%)	73 (24.3%)	50 (16.7%)	2.66	4th
26	Create willingness to learn in any setting-on and off the job	80 (26.7%)	109 (36.3%)	75 (25.05)	36 (12.0%)	2.78	3rd
27	Create different mediums for students to learn	87 (29.0%)	97 (32.3%)	92 (30.7%)	24 (8.0%)	2.82	2nd
H	**Initiatives and Enterprise Skills: Business Studies Curriculum**						
28	Give enough knowledge to translate ideas into action	62 (20.7%)	113 (37.7%)	87 (29.0%)	38 (12.7%)	2.66	3rd
29	Teach students on how to adapt to new situations	82 (27.3%)	105 (35.0%)	74 (24.7%)	39 (13.0%)	2.77	1st
30	Induce creative thinking in the students	86 (28.7%)	95 (31.7%)	77 (25.7%)	42 (14.0%)	2.75	2nd

Table 1 details the percentages and ranked items of the perception of students and teachers about the potentials of Business Studies curriculum to create employment after secondary school. It was indicated that the percentages of Very Certain and Fairly Certain were more that Certain and Not Certain , and this implies that the perception of both the teachers and the students were high based on the potentials of Business Studies curriculum to create employment after secondary school.

However, based on Communication skills: Business Studies Curriculum, item3 with mean score of 2.89 was ranked 1st while item 1 with mean score 2.61 was ranked 4th; based on Teamwork Skills: Business Studies Curriculum, item 6 with mean score of 2.80 was ranked 1st while item 8 with mean score 2.58 was ranked 4th; based on Problem Solving Skills: Business Studies Curriculum, item 12 with mean score of 2.93 was ranked 1st while item 11 with mean score 2.68 was ranked 4th; Self Management Skills: Business Studies Curriculum, item 14 with mean score of 2.75 was ranked 1st while item 15 with mean score 2.68 was ranked 3rd; Planning and Organising Skills: Business Studies Curriculum, item 19 with mean score of 2.73 was ranked 1st while item 18 with mean score 2.56 was ranked 4th; Technology Skills: Business Studies Curriculum, item 20 with mean score of 2.84 was ranked 1st while item 22 with mean score 2.70 was ranked 4th; Learning Skills: Business Studies Curriculum, item 24 with mean score of 2.87 was ranked 1st while item 25 with mean score 2.66 was ranked 4th; Initiative and Enterprise Skills: Business Studies Curriculum, item 29 with mean score of 2.77 was ranked 1st while item 28 with mean score 2.66 was ranked 3rd. for justification of positive and negative responses it is based on mean score of 2.50, which mean means negative responses in less than 2.50 while positive responses is greater than 2.50 and therefore since all the means score were above 2.50, this implies that the perception of students and teachers about the potentials of Business Studies curriculum to create employment after secondary school is also high.

Hypotheses Testing

Main Hypothesis: The Business curriculum does not significantly influence students' employability after graduation

Table 2: Relationship between *B*usiness curriculum and students employability after graduation

Variable	N	Mean	SD	df	Calc. r-value	Critical r-vaue	Decision
Business Curriculum	300	54.644	5.68	298	0.839*	0.095	Rejected
Students employability	300	87.432	7.56				

*Significant; $p<0.05$

Table 2 shows the relationship between business curriculum and students employability after graduation. Based on the analysis of the results, it indicated that the calculated r of 0.839 is greater than the critical r of 0.095 at 0.05 level of significant. Thus the hypothesis is hereby rejected. Meaning that, The Business curriculum does significantly influence students' employability after graduation.

Hypothesis H_1 : The business studies curriculum do not significantly influence team work and cooperative skill of students.

Table 3: Summary of Correlation Matrix Showing the Relationship Between the teachers and student employability and Team work skills after graduation and Business curriculum in Nigeria Secondary school.

Variables	1	2	3
Curriculum	1.000		
Team Work Skill(Students)	0.689**	1.000	
Team Work Skill(Teachers)	0.410**	0.216	1.000

**Significant; p<0.05*

The results from Table 3 reveal that team work skill from student had significant influence from Business Studies Curriculum after graduation from secondary school ($r = 0.689$, $p < 0.05$). This implies that Business Studies Curriculum have significant influence on team work skill of the student after graduation. The table also shows that teachers view on team work skill in Business Studies Curriculum and employability after graduation from secondary school ($r = 0.410$, $p < 0.05$). This implies that team work skill in Business Studies Curriculum have significant influence on of the students' employability after graduation. The hypothesis is rejected implying that team work *and* cooperative skill in Business Studies curriculum do significantly influence students' employability after graduation.

Hypothesis H_2: The business studies curriculum do not significantly influence Initiative and Enterprises skill of students.

Table 4: Summary of Correlation Matrix Showing the Relationship Between the teachers and student employability and Initiative and Enterprises Skill after graduation and Business curriculum in Nigeria Secondary school.

Variables	1	2	3
Curriculum	1.000		
Initiative and Enterprises Skill(Students)	0.219**	1.000	
Initiative and Enterprises Skill(Teachers)	0.883**	0.151	1.000

**Significant; p<0.05*

The results from Table 4 reveal that Initiative and Enterprises skill from student had significant influence from Business Studies Curriculum after graduation from secondary school ($r = 0.219$, $p < 0.05$). This implies that Business Studies Curriculum have significant influence on Initiative and Enterprises skill of the student after graduation. The table also shows that teacher view on Initiative and Enterprises skill in Business Studies Curriculum and employability after graduation from secondary school ($r = 0.883$, $p < 0.05$). This implies that Business Studies Curriculum have significant influence on Initiative and Enterprises skill of the student after graduation. Therefore, the

hypothesis was rejected meaning that Initiative and Enterprises skill in Business Studies curriculum do significantly influence students' employability after graduation.

Hypothesis H_3: The business studies curriculum do not significantly influence Communication Skill of students

Table 5: Summary of Correlation Matrix Showing the Relationship Between the teachers and student employability and Communication Skill after graduation and Business curriculum in Nigeria Secondary school.

Variables	1	2	3
Curriculum	1.000		
Communication Skill(Students)	0.284**	1.000	
Communication Skill(Teachers)	0.915**	0.216	1.000

**Significant; p<0.05*

The results from Table 5 reveal that communication skill from student had significant influence from business studies curriculum after graduation from secondary school ($r = 0.284$, $p < 0.05$). This implies that business studies curriculum have significant influence on communication skill of the student after graduation. The table also shows that teacher view on communication skill in business studies curriculum and employability after graduation from secondary school ($r = 0.915$, $p < 0.05$). This implies that communication skill in business studies curriculum have significant influence on students' employability after graduation. Therefore, the hypothesis rejected meaning that communication skill in business studies curriculum does significantly influence students employability after graduation

Hypothesis H_4: The business studies curriculum do not significantly influence problem solving skill of students

Table 6: Summary of Correlation Matrix Showing the Relationship Between the teachers and student employability and Problem Solving Skill after graduation and Business curriculum in Nigeria Secondary school.

Variables	1	2	3
Curriculum	1.000		
Problem Solving Skill(Students)	0.382**	1.000	
Problem Solving Skill(Teachers)	0.915**	0.051	1.000

**Significant; p<0.05*

The results from Table 6 reveal that problem solving skill from student had significant influence from business studies curriculum after graduation from secondary school ($r = 0.382$, $p < 0.05$). This implies that problem solving skill in business studies curriculum have significant

influence on students' employability after graduation. The table also shows that teacher views problem solving skill as having significant influence on students' employability after graduation from secondary school ($r = 0.915$, $p < 0.05$). Therefore, the hypothesis was rejected meaning that problem solving skill in the business studies curriculum do significantly influence students' employability.

Summary of Findings

1. The perception of both the teachers and the students were high based on the potentials of Business Studies curriculum to create employment after secondary school. This was because the percentages of Very Certain and Fairly Certain were more that Certain and Not Certain
2. There is a strong relationship between Business Curriculum and students' employability after graduation because the calculated r of 0.839 is greater than the critical r of 0.095 at 0.05 level of significance.
3. There is a strong relationship between team work skill in Business Studies Curriculum and employability after graduation from secondary school ($r = 0.689$, $p < 0.05$) at 0.5 level of significance
4. There is a weak but positive relationship between Initiative and Enterprises skill in Business Studies Curriculum and employability after graduation from secondary school ($r = 0.219$, $p < 0.05$) at 0.5 level of significance
5. There is a weak but positive relationship between Communication in skill Business Studies Curriculum and employability after graduation from secondary school ($r = 0.284$, $p < 0.05$) at 0.5 level of significance.
6. There is a weak but positive relationship between Problem Solving skill in Business Studies Curriculum and employability after graduation from secondary school ($r = 0.382$, $p < 0.05$) at 0.5 level of significance.
7. From the view point of teachers all the variables had a strong positive relationship with employability after graduation. Initiative and Enterprise skill (0.883), Communication skill (0.915) Problem solving skill (0.915) while team work had a weak but positive relationship with employability (0.410).

Conclusions

From the findings of the study it can be concluded that students of Business Studies in Kwara State public schools have high opinion and expectation that the curriculum is adequate enough to guarantee employability after graduation.

It can also be concluded that the students believed that team work skills had the highest potential of guarantee employability among the listed employability soft skills. However, Business studies teachers were of the opinion that all the employability soft skill listed in the study are embedded in the curriculum and all have high potential of guaranteeing employability to business studies students after graduation .

Finally it can be concluded that the Nigeria Secondary School Business Studies curriculum has a high potential of securing jobs to secondary school graduate because of its adequacy in the provision of soft employability skills required most often by employers of labour.

Recommendations

It is therefore recommended that subject teachers should adequately teach and emphasize these skills to students during teaching and learning process. Also as new skills emerges, curriculum developers should be intimated promptly to facilitate review that can accommodate the new skills.

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ASSESSMENT OF SUITABLE RISK MANAGEMENT PRACTICES ADOPTED BY OWNERS OF SME IN ANAMBRA STATE FOR INSTITUTIONAL COLLABORATIONS FOR BUSINESS SUCCESS IN E- WORLD

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Abstract

The study ascertained the extent owners of Small and Medium Enterprises adopt suitable risk management practices for institutional collaborations for business success in Anambra state. Descriptive survey design was adopted for the study. The population comprised 2502 owners of SMEs registered with Anambra State Ministry of Commerce, Industry and Technology. A sample of 750 owners was drawn through stratified random sampling technique. One research question guided the study and one null hypothesis was tested at 0.05 level of significance. A validated structured questionnaire with reliability coefficient of 0.76 was used to collect data for the study. Mean and standard deviation were used to answer the research questions while ANOVA was used to test the null hypothesis. Findings of the study revealed that the adoption of suitable risk management practices for business success was low among owners of SMEs in Anambra state. The findings further revealed that years of experience of the SME owners did not significantly affect their mean ratings on the extent they adopt suitable risk management practices in their businesses. It was concluded that there was need for collaborations between the Association of Owners of SME and higher educational institutions through training for acquisition of skills on the identified risk management practices that were not suitably adopted by owners of SME in their businesses for success. It was recommended among others that governments at all levels should make training on risk management practices in the electronic world compulsory among owners of SMEs through workshops, seminars and conferences; and as a requisite for provision and approval of loans to SMEs. This is to ensure effective use of resources provided for success of their businesses.

Keywords**:** *Owners of SMEs, adopt, suitable risk management practices, business success and institutional collaborations*

Introduction

Globalization and economic liberation have increased in recent years, bringing about increase in industrialization and highly competitive business environment. Similarly, on-line information and practices in today's world has increased the risks in business which is aggravated by outburst of technologies. Inability of owners of business to manage these situations therefore spells doom for enterprises. Small and Medium Enterprises (SMEs) have been billed as the building blocks of any economy as they play major roles in employment generation, rural development, youth empowerment, with major contribution to national income and growth. Nigeria is no exception to these roles and Anambra state in particular especially in employment and income generation. Inability

of owners of these enterprises to manage them for success invariably affects the living standard of majority of the populace.

Oguntolu (2008) defined SME as a business set up by operator for the main purpose of providing goods and services. These operators are known as entrepreneurs or owners, people who have the ability to see and evaluate business opportunities, put together the necessary resources to take advantage of them and to initiate appropriate actions to ensure success. They are mostly known to be resourceful, hardworking and possess the ability to utilize business opportunities available to them (Nelson and Neck, 2006). SME owners engage in different types of business activities ranging from construction, agro-allied, information technology, manufacturing to management of educational establishment. Many of these enterprises abound in Nigeria and Anambra state in particular due to favorable economic condition which includes natural resources, large markets and abundant skilled labor force (Obi, 2011).

Unfortunately these enterprises are challenged with slow expansion rate, reduction in business sizes and business close down (Okoli & Ezenwafor, 2015). These problems could be associated with misapplication of management practices in getting people together to accomplish desired goals and objectives using available resources efficiently and effectively. Adoption of suitable management practices among SMEs entails efforts, ideals, ways or strategies taken by owners of SMEs in effective utilization of resources towards achieving organizational objectives, such as in management of risks necessary for improving business performance in the present digital era.

Risk is the possibility of damage or any other negative occurrence that is caused by external or internal vulnerabilities; which may be avoided through preemptive action. Risk is commonly associated with uncertainty, as the event may or may not happen. It is an essential part of business, because enterprises cannot function without taking risk as business grows through risk taking. Thus, risk is related with opportunities and threats, which may harmfully affect an action or expected outcome. The World Health Organization, WHO (2018) noted risk management as the process of weighing policy alternatives to accept, minimize assessed risks for the selection and implementation of appropriate options.

Digital era simply called the e*lectronics world depicts* range of electronics and scientific devices that include technology, systems, components, design, development tools, software, networking, communications tools and instrumentation applied in different spheres of human endeavour. In this study, this encompasses a range of electronic devices and scientific applications in risk management of small businesses. Risk management in the present era is beyond mere arithmetic but application of these scientific processes and devices to identifying risk, assessing risk, and taking steps to reduce risk to an acceptable level. The components of risk management could be summarized as (1) Preliminary risk management activities that comprise the initial process such as the establishment of a risk profile to facilitate consideration of issues within a particular context, and provision of information as much as possible to guide further action. This results to a risk assessment guideline to inform decision making. (2) Evaluation of risk management activities for weighing available options for effective management of risks and other factors. This is to take decision on appropriate use of available sources for optimization of business performances. A cost-benefit analysis could be performed at this stage. Others are implementation of the risk management decision,

monitoring and review by gathering and analyzing data during business activities as a control measure to determine extent to which the set objectives were achieved.

Heldman, (2005) averred that businesses in risk management need to engage in the process of identifying and documenting risks, analysis and prioritizing risks, performing risk audits and review. For SMEs to succeed they must identify key risks, obtain consistent, understandable, mitigating measures by choosing which risk to avoid and reduce threats to an acceptable level while maximizing opportunities. An ideal risk management program assists an enterprise to steer clear of potential risks before they occur throughout the life of a project. Reuvid (2007) also suggested risk management designs in business to include risk identification and assessment, risk mitigation strategies, residual risk transfer, risk reporting, and monitoring. An effective risk management structure allows an organization to understand the risk in any initiative and take informed decisions on whether, and how the risk should be managed. According to Mahmuod and Ahmed (2014), risk management practices significantly influence financial performance.

A successful business is associated with effectiveness, efficiency and sustainability. Ernst and Young in Shimell (2002) noted effective risk management process as a critical attribute of a successful business. The better the process, the more certainty there is of prosperity and potential long-term competitive advantage. Experience of an entrepreneur has been identified as one of the factors to be associated with adoption of suitable risk management practices and business failures. Many owners of SME may lack the needed experience and such could lead to poor business performance (Okafor, 2003). Onias, Manyani, Chairiseri, Chari and Nyakurimwa (2014) also posited that some owners of SME do not adequately adopt risk management frames in their business operations. For Nigerian economy to accelerate and to reap the benefits of SMEs there is a great need to develop the skills of the SME owners for a reform, through institutional collaborations that support training for acquisition of necessary risk management skills for business success. This takes place by means of close cooperation between high education institutions and Association of Owners of SMEs in different states, in developing a framework for effective collaboration for mainstreaming and expanding access to skill training at the institutes. Such actions will significantly improve the capability of owners of SMEs in adopting suitable risk management practices in their business for effective performance in the electronic world. For this reason, serious working collaboration between the two players must be initiated.

However, this collaborative initiative cannot be embarked on without first making a need assessment of the actual situation through empirical proves as the case of suitable risk management practices adopted among owners of SMEs in Anambra state. This is imperative judging from the strategic position of Anambra state as a mercantile state in Nigeria. This study therefore specifically determined the extent to which owners of SMEs in Anambra State adopt suitable risk management practices for business success in the e- world, for institutional collaborations where they are not suitably adopted

Research Question

To what extent do owners of SMEs in Anambra State adopt suitable risk management practices for business success?

Null hypothesis

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

There is no significant difference in the mean ratings of owners of SMEs in Anambra state on the extent they adopt suitable risk management practices for their business based on years of experience (Below 5 years, 5- 10years, Above 10 years).

Method

The study adopted descriptive survey design. A total of 2502 owners of SMEs registered with the state Ministry of Commerce, Industry and Technology. A sample of 750 owners was selected using stratified random sampling. A structured questionnaire titled "Questionnaire on Risk Management Practices for Business Success" (QRMPBS) was used for collection of data. Data were collected with the help of two research assistants who were briefed on the purpose of the study. Out of 750 copies of questionnaire distributed, 602 were collected and all were found usable.

The questionnaire items were structured on a 5-point rating scale, with response categories and weighted as follows. Very High Extent VHE (4.50-5.00), High Extent-HE (3.50-4.49), Moderate Extent ME (2.50- 3.49), Low Extent LE (1.50-2.49), and Very Low Extent-VLE (0.50-1.49).In taking decision, items with mean ratings 4.50-5.00 were regarded as adopted by SMEs at a very high extent, 3.50-4.49 were regarded as adopted by SMEs owners at a high extent, 2.50-2.49 as adopted at a moderate extent. Furthermore, items with mean ratings of 1.50-2.49 were regarded as adopted to low extent while items with mean ratings of 0.50-1.49 were regarded as adopted at a low extent. A null hypothesis was rejected where calculated f- value is less than the critical value of f, and not rejected where the calculated f value is equal or greater than the critical value.

Results

Research Question

To what extent do owners of SMEs in Anambra State adopt suitable risk management practices for business success?

Table 1: Respondents' mean ratings on the extent they adopt suitable risk management practices for business success in Anambra State.

S/N	Items on Risk Management Practices	X	SD	Remark
1.	Developing risk registers	1.75	0.68	Low Extent
2.	Identifying a set of criteria against which the Identified risks can be evaluated	1.88	0.87	Low Extent
3.	Defining a set of key elements for structuring the risk identification and assessment process	1.78	0.69	Low Extent
4.	Identifying of risk events	1.83	0.96	Low Extent
5.	Conducting risk events	2.36	0.96	Low Extent
6.	Identifying risk treatment options	2.36	1.02	Low Extent
7.	Selecting risk treatment option	1.97	0.93	Low Extent
8.	Implementing risk treatment option	1.88	0.87	Low Extent
9.	Regular reviewing of identified risks	1.84	0.94	Low Extent
	Cluster Mean		1.95	Low Extent

Data contained in Table 1 shows that all the items rated are adopted by the business owners at a low extent. This was confirmed by the cluster mean of 1.95. The closeness of the standard deviation scores indicates homogeneity in the respondents' opinion.

Null hypothesis

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

There is no significant difference in the mean ratings of owners of SMEs in Anambra state on the extent they adopt suitable risk management practices for their business based on years of experience (Below 5 years, 5- 10years, Above 10 years).

Table 2: ANOVA analysis of the respondents mean ratings on the extent they adopt suitable risk management practices for their business success based on years of experience

Source of Variance	Sum of Squares	df	Mean Square	F-cal	F-Crit	Remark
Between groups	1204.93	**2**	602.47			
Within groups	16408.4	12	1367.37	0.44	3.89	Not Significant
Total	**17613.33**	**14**	**1969.84**			

Data in Table 3 indicate that the calculated f-value of 0.47 is less than the f- critical value of 3.89. This means that there is no significant difference in the mean ratings of owners of SMEs in Anambra State on the extent they adopt suitable risk management practices for their business success based on years of experience. Therefore, the hypothesis is not rejected.

Discussion of Findings

The finding of the study revealed that owners of SMEs adopted risk management practices to a low extent in all the items rated. In the purpose of this study, the findings therefore discovered the need for institutional collaborations between higher educational institutions and Association of Owners of SME in Anambra state for adoption of suitable risk management practices in the following areas; developing risk registers, identifying a set of criteria against which the identified risks can be evaluated, defining a set of key elements for structuring the risk identification and assessment process and identifying risk events. Others are, conducting risk events, Identifying risk treatment options, selecting risk treatment option, implementing risk treatment option and regular reviewing of identified risks. This is in line with Onias, Manyani, Chairiseri, Chari and Nyakurimwa (2014) who posited that some owners of SMEs do not adequately adopt risk management frames in their business operations. In support, Yusuf and Dansu (2013) recommended that entrepreneurs should consider risk management as an integral part of business management and suggest that registrars should insist on minimum corporate governance standards for SMEs so as to enable them perform well. According to Mahmuod and Ahmed (2014), risk management practices significantly influence financial performance.

It was further revealed that significant difference did not exist in the mean ratings of owners of small and medium scale enterprises in Anambra State on the extent they adopt risk management practices for their business success based on years of experience. This is in agreement with Okolo (2014) who revealed that experienced and inexperienced small and medium scale entrepreneurs equally did not differ on the extent they adopted risk management practices in their businesses.

The findings of the study therefore have far reaching implications for the government and owners of SMEs to embark on private public partnership through institutional collaborations for provision of training to entrepreneurs, for acquisition of knowledge and skills required for suitable adoption of risk management practices in their businesses. To curriculum planners in business education, entrepreneurship studies and other business programmes in tertiary institutions to develop effective curriculum that will provide entrepreneurs with the relevant learning experiences. This also applies to potential entrepreneurs in institutions that would start up small and medium scale businesses after graduation, to adopt efficient risk management practices for business success in the modern digital/electronic world.

Conclusion

Based on the findings of the study, it was concluded that owners of small and medium scale enterprises in Anambra state do not adopt suitable risk management practices in their business. Thus, there is need for collaborations between higher educational institutions and Association of Owners of SMEs in Anambra State in the area of training of their members, for acquisition of skills in suitable risk management practices and its adoption in their businesses for success. This could be a major contributing factor to their minimal business success and incessant fold ups.

Recommendations

From the findings of the study, it was recommended that:

1. Association of Owners of small and medium scale enterprises in Anambra state should embark on collaborations with higher educational institutions for acquisition of training on risk management skills for effective adoption of the risk management practices in their enterprises for business success in the modern electronic world.
2. Governments at all levels should make trainings through workshops, seminars and conferences on risk management practices in the electronic world among owners of SMEs compulsory and as a requisite for provision and approval of loans to SMEs. This is to ensure effective use of resources provided for success of their businesses.

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ACHIEVING QUALITY IN BUSINESS EDUCATION IN A GLOBALISED-WORLD: CHALLENGES AND STRATEGIES

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Abstract

The need for achieving quality in business education cannot be over-emphasized in a globalized world. The world has become a global village in which technology is affecting every aspect of work. Business education which mandate is to produce manpower needed in modern business offices must see the need to improve the quality of manpower that would suit the ever dynamic world of innovation and technology. This paper examined achieving quality in business education in a globalized world: challenges and strategies. It focused on impediment to quality business education, function of good quality education, technological challenges facing business education in the e-world and the strategies. It was concluded that It is a known fact that business education produce manpower needed in many offices today. The business world has been and would continue to be in a digital world. It was concluded that despite the fact that there are many impediments to quality in business education, there is the need for business education curriculum to be design in a way that will suitable for the dynamic e-world. It was recommended that adequate steps should be taken to improve the quality of business education to meet up with the dynamic digital world and that business education curriculum should be overhaul to keep pace with the ever dynamic digital world.

Key words*: *Quality, Business Education, Globalised-world, Strategies and Challenges

Introduction

Business education has been defined in several ways, most of which highlight its vocational nature. It is a form of vocational education that is directed towards developing the learner to become productive in teaching, paid employment and self-employment (Idialu in Amoor, 2010). Business education prepares beneficiaries for gainful employment and sustainable livelihood. It is generally seen as education for and about business. Business education for business is that aspect of vocational education which provides instruction and preparation for positions in office occupations such as secretary, data processor, word processor, computer analyst and accountant. On the other hand, education about business provides knowledge and understanding of the economic, financial, marketing, accounting, management system and other branches of business endeavour. In other words, education about business prepares students to function intelligently as consumers and citizens in a business economy (Ugwuogo, 2013).

Amoor (2010) note that business education plays a significant role in the economic development by providing knowledge and skills to the learners, thereby, enabling them to adequately impart knowledge into others, and handle sophisticated office technologies and information systems. The goal of business education is primarily to produce competent, skillful and dynamic business teachers, office administrators and businessmen and women that will effectively compete in the world of work. It has as its primary aim, the preparation of people for roles in enterprises such roles could be as employees, entrepreneurs and employers or simply as self-employed.

Vocational and technical skills (Business education) and competence has been identified (Rufia, 2013) as critical success factors in the actualization of Nigerian Vision 20:2020 which is about Nigeria becoming one of the first 20 economies in the world by the year 2020. Business education holds the prospect of contributing, through its job creation and self-employment packages, for the attainment of vision 20:2020. A gainfully employed individual contributes to GDP per capita, reduces poverty and unemployment which are some of the indices of development. A well trained business educator can successfully be engaged into the following areas:

i) Teaching profession from secondary to university level depending on qualification
ii) Business enterprise as a promoter, manager, marketer, account clerk, secretary, word processor, sales representative, broker etc.
iii) Proprietorship of private schools- primary, secondary, tertiary, computer training institute and so on.

There is no gain saying the fact that business education, an aspect of vocational education, is what Nigeria needs most now to help her solve most of her social, economic and developmental problems. (Ugwuogo, 2012).

Business education involves teaching students the fundamentals, theories and processes of business. Education at this stage occurs at several levels including secondary education and higher education with the greatest activity occurring in the latter. Business education typically prepares students for an occupation in business or a business related field or a teaching career in academics (Dhaka, 2011). Esene (2012) defined Business education as education for and about business or training in relevant skills in office occupation. The goals of business education according to Asuquo (2005) are as follows:

1. Toprovide opportunity job preparation or vocation studies for students in order to make them render effective and efficient services in office, distributive and service occupations.
2. To prepare students, based on interests and aptitudes with the skills, knowledge and attitudes needed to enter into a business occupation, advance and profit in it.
3. To provide opportunities for students to develop an understanding of the business and economic system of the nation so as to enable them to participate actively as producers and consumers of goods and services.
4. To develop in students the basic awareness of the contribution which business and office employees make to the nation's economy.
5. To develop and improve the personal qualities and attitudes of students as required in personal and employment situations.
6. To serve as a guide for individual students for suitable placement in business and office employment.
7. To enable students have career consciousness and economic understanding of the free enterprise system.
8. To prepare students for leadership position in both public and private lives.

Business education is offered in both secondary schools and tertiary institutions. At the tertiary level, business education is offered in colleges of education and universities. Courses are taught in Accounting, Management, Office Technology and management and marketing. Students are

expected to have relevant skills and knowledge, attitude to enable them perform effectively in their private businesses and public offices.

Chibuike, (2013) noted that if institutions that have the business education programme must achieve their goals, they must put in place quality enhancing strategies that will ensure the production of quality graduates for national development. Such quality enhancing strategies include adequate funding, effective monitoring and evaluation, review of programme, recruitment of quality staff, and use of quality course materials, effective assessment and development of staff as well as standardization of requirements for intake of quality students. Quality assurance refers to the planned and systematic activities implemented in a quality system so that quality requirement for a product or service will be fulfilled.

Concept of Quality in Education

In studies of quality and equality issues in education in third world countries, it is pointed out that there is as yet no consensus on the definition of the term "quality". More importantly, notions of quality change over time and are tied to societal values. Another important point that has been raised relates to the relative paucity of meaningful data that could provide indicators of quality.

For many people, casual and expert observers, political authorities, parents and communities, teachers and education administrators, "education quality" is defined by national examinations. In their role of measuring quality, they actually specify what it is that they want. The logic of such an orientation is quite straightforward. Education systems set objectives and those objectives are then operationalised in the curriculum and teachers' guides. The mastery of the curriculum is measured by national examinations. Hence the best indicator of high quality in education is a high score on the national examinations. When students perform well on national examinations, then it is reasonable to conclude that they have had a high quality in education (Daniel and Nobuhide, 2010). In this regard, when families see that the poor quality of schooling will not provide their children with the skills or diplomas they are sent to acquire, they stop sending their children to school. However, the focus on examination results especially in developing countries can be detrimental to the quality of teaching and learning as teachers tend to rely on rote learning preparation of children for tests and examinations.

Many studies continue to show that efforts to engage with quality are fraught with difficulties, not least of which a consideration of what quality is. Equally problematic are efforts to effectively achieve, improve and measure quality. Consequently, as much as is written about quality, a reading of literature can be quite confusing as numerous and conflicting definitions of quality are presented, depending on how the term is conceptualized. The normative nature of the concept provides some explanation for this particular situation.

Although the concept of quality education is still contentious, it is clear from a lot of research that good quality education facilitates the acquisition of knowledge, skills and attitudes that have intrinsic value and also helps address important human goals. Evidence is now clear-cut on the links between good education and a wide range of economic and social development benefits. Better school outcomes as reflected in student scores are related to higher income in later life. Empirical work has also demonstrated that high quality schooling improves national economic potential that are strong and significant to social benefits (Daniel and Nobuhide, 2010).

Part of the returns to school quality come through continuation in school. Consequently, students who do better in school, as evidenced by either examination grades or scores on standardized achievement tests tend to go further in school or university. In this regard, higher student achievement keeps students in school longer, which leads, among other things, to higher completion rates at all levels of schooling. Using simple measures of basic cognitive skills, studies show that skills are separately important in determining earnings, apart from the effect of schooling attained. Although there is still data paucity, which suggests the need for caution in interpreting the results due to other extraneous factors, there are strong evidences associated with increase in test scores suggesting a substantial return to higher levels of cognitive skills and the probability of higher levels of school quality (Daniel and Nobuhide, 2010).

Quality in this context therefore can be realized according to Apuega and Torubeli (2015) as follows:

Quality of Student intake or Enrolment

The type of student to be admitted for business education related programmes matters a lot for quality to be maintained. Apuega and Torubeli(2015) observed that some institutions have their ways of attracting students they lower their standard by adopting unconventional procedure like internal sale of forms for admission other than the nationally accepted UMTE procedure. Others equally admit students without the minimum entry qualification. This trend no doubt, is bound to have adverse effect on the process of implementation 0f the curriculum

Staff Quality and Quantity

Admittedly, no nation can rise above the quality of its teachers as the National Policy on Education (2004) acknowledged. This implies that the caliber of lecturers employed to train business education students at all institutions is crucial.

Facilities, Curriculum and Minimum Standard

According to Apuega and Torubeli(2015), the link between availability of facilities, programme curriculum and minimum standard is very strong. No curriculum can be adequately covered without adequate facilities to work not to talk of standard. The expansion of the Business education curriculum at all level implies that adequate facilities should be put in place to ensure its full coverage. Such facilities includes good libraries and books, ICT facilities, classrooms and office accommodations, technical workshops and laboratories, vehicles to facilitate mobility amongst others. These facilities are very essential to fast track the attainment of quality in the teaching and learning environment. When such facilities are put in place, it will motivate teachers to put in their best to enhance productivity and ultimately promotes quality service delivery in business education.

Funding

In Nigeria, investment on education has suffered a considerable neglect. Despite the fact that education is a huge capital investment enterprise, there has been poor budgetary allocation to the education sub-sector. It is sad to note that our leaders have not recognized the importance of education due to the lack of political commitment in terms of funding.

As a policy to the funding of education, government around the world committed themselves to UNESCO convention by earmarking 25 percent of state budget to education. Regrettably, Apuega and Torubeli**,** (2015**)** lamented that the non-compliance of the UNESCO convention by the Nigerian government has hampered teachers' professional development and welfare. Over the years, budgetary allocation to education has continued to witness an abysmal rate. It is not surprising that monies budgeted for education are not always released particularly to the various institutions. Under the face of meager financial resources, there is the tendency for academic quality to be compromised due to deplorable financial state to implement programmes.

Implementation of Educational Policies

Nigeria has experimented different educational system aimed at producing an economically and politically virile nation. It operated a 6-5-4 system, a 6-3-3-4 system and currently, a 9-3-4 system under the UBE programme. In assessing the educational programmes, Salisu and Olusanya in Arikawei and Torubeli (2015) noted that none of the systems is absolutely better than the other. The gap in policies is however on the process of implementation.

Impediments to Quality in Business Education

Business education provides the knowledge, skills, attitudes and understanding needed to perform in the business world as a producer and or consumer of goods and services that business offers. It includes virtually all the knowledge which holds prospect for gainful employment. The realization of lofty aims of business education depends on how much the following challenges are tackled in the e-world

1. **Unqualified Teachers:** Teachers are critical stakeholders in curriculum implementation. The employment of unqualified teachers to teach business courses is a great disservice to quality of business education graduates. It is a well-known fact that most of the higher institutions that offer business education programme suffer from shortage of qualified teachers (Amoor in Ugwuogo, 2012). Business education has become a dumping ground sort of for graduates from different disciplines employed in the name of business educator.
2. **Obsolete Technologies:** Manual typewriters are still largely in use. Some available modern ICTs are grossly inadequate
3. **Under Utilization of Computers:** The department is not taking full advantage of shared printer, shared logic/resources and networking.
4. **Large Class Size:** The high teacher-student ratio affects quality of delivery of practical courses like word processing, data processing, shorthand and others
5. **Poor Funding:** Many administrators fail to understand that business education programme is capital intensive. It is a well-known fact that one of the major problems bedeviling education in Nigeria today is inadequate funding and business education is no exception
6. **Curriculum Development:** "Curriculum is simply about taking a subject, preparing it for classroom use, and following through so that it makes a lasting impact on students (Mednick in Mohammad, 2015). Null (2011). Curriculum designers should consider objectives, plans as well as methods, materials and assessment procedures. Especially, the Business Education curriculum should meet the educational needs of most students and the present e-world.

7. **Environmental Challenges:** The general environment that surrounds Business education has seen drastically changes over the last several years. Causes of these changes include the emergence of global market which is more connected and integrated, the political system and the revolutionary changes in the field of information and communication technologies(the e-world) (Hallinger and Snidvongs2008)
8. **Graduate Competency:** The term competency refers to knowledge, skill and attitude that enable one to effectively perform activities of a given occupation or function to the standard expected in employment. Competency is the combination of skills, abilities and knowledge needed to perform a specific task. In business and professional life, competencies are used for employee selection, the basis for compensation, performance measurement, training needs assessment, training outcomes assessment and strategic planning. It is believed that having knowledge alone is not sufficient in today's society; business education students need to adapt to change and to apply their knowledge to solving problems. Competencies like: communicating; managing people and tasks; and, managing innovation and change, other competencies include: critical thinking, interpersonal skills and computer skills.(Mohammad, 2015)

Technological Challenges facing Business Education in the E-world

Despite increasingly widespread of technologies in virtually every aspect of learning, significant challenges are preventing effective implementation of technology in Business education. In the view of David (2013) some of these challenges are systemic and some related to the technologies themselves, teachers and education leaders share in the blame as well. He listed the following as technological challenges in Business Education:

1. **Professional Development.** Key among all challenges is the lack of adequate, ongoing professional development for teachers who are required to integrate new technologies into their classrooms yet who are unprepared or unable to understand new technologies.All too often, when schools mandate the use of a specific technology, teachers are left without the tools (and often skills) to effectively integrate the new capabilities into their teaching methods. The results are that the new investments are underutilized, not used at all, or used in a way that mimics an old process rather than innovating new processes that may be more engaging for students.
2. **Resistance to Change**. Resistance to technology comes in many forms, but one of the key resistance challenges identified is "comfort with the status quo. Teachers often see technological experimentation as outside the scope of their job descriptions.
3. **Delivering Informal Learning.** Rigid lecture-and-test models of learning are challenges to students in other to experiment and engage in informal learning. Opportunities for such informal learning can be found in non-traditional classroom models, such as flipped classrooms, which allow for a blending of formal and informal learning.
4. **Failure of Personalized Learning**. There is a gap between the vision of delivering personalized, differentiated instruction and the technologies available to make this possible. Teachers seem to seethe need for personalized learning, they are not being given the tools they need to accomplish it, or adequate tools simply do not exist.

5. **Failure to use Technology to Deliver Effective Formative Assessments.** Assessment is an important driver for educational practice and change, and over years there is a rise in the use of formative assessment in educational practice. However, there is still an assessment gap in how changes in curricula and new skill demands are implemented in education; schools do not always make necessary adjustments in assessment practices as a consequence of these changes.

Strategies to achieving Quality in Business Education

The vision statement of NPE (2004) at secondary and tertiary levels is to provide trained manpower in applied science, technology (Ghouri, Khan, Malik, and Razzaq, 2010) and business (Okolocha, 2012) particularly at craft, advanced craft and technical levels; provide the technical knowledge and vocational skills necessary for agricultural, commercial and economic development and to give training and impart the necessary skills to individual who shall be self-dependent economically. At the tertiary level, graduates are expected to acquire both physical and intellectual skills, which will enable them to be self-dependent and useful members of the society. To meet the policy goals of NPE, and the challenges facing the business education in Nigeria, Business education should adhere to the following strategies:

i) **Institute Flexible, Workable and Adaptable Programme:** For Business education to address the technological changes currently taking place worldwide, there should be readiness to amend and revise some of its curricula where necessary.Business education should strive to adopt strategies to produce graduates who are innovative and adaptable to changes in the world of technology. Business Education graduates should strive to be innovator of ideas. This implies that Business education graduates should be able to adapt to the dynamic technologies. Effective strategies can be developed at all administrative and decision levels for the purposes of maintaining or improving Business Education quality. Strategies may need to vary by particular social and economic context and by the developmental level of the targeted education institutions. Such conditions do not eliminate the possibility of useful national policies related to quality (Okolocha, 2012).

ii) **Developing and Implementing a Well-Designed Curriculum Suitable for Innovation*:*** Perhaps one of the simplest and least expensive actions that could be taken over the next decade to improve education quality is to ensure that all teachers have and know how to use a well-designed curriculum and correlative textbooks for what they teach. One approach to the implementation and coordination of new curricula and related changes is through a national instructional strategy prepared policy made in education Included would be a set of guidelines and action plans related to the use of instructional time, development of instructional materials, and instructional support roles.(David & Don in Mark (2013)

iii) **Strengthening Research, Innovations and Development*:*** Research is ahead of practice. Although much is now known about conditions and factors that build and sustain quality education, education policies and practice are too rarely informed by the insights research can bring. National research centers can provide leadership in mapping and implementing research and development programs to improve education quality. They can

also disseminate information on strategic implications of existing research and exemplar practices on education quality, assist in developing school-level instruments to monitor school quality, and participate in development of national and cross-national efforts to improve education indicators.

Conclusion

It is a known fact that Business Education produce manpower needed in many offices today. The business world has been and would continue to be in a digital world. Despite the fact that there are many impediments to quality in business education, there is the need for business education curriculum to be design in a way that will suitable for the dynamic e-world.

Recommendations

In view of the foregoing, the following recommendations are made:

1. There is the need for cross fertilization of ideas and enhance technology transfer by business education stakeholders that will promote exchange of ideas in technology which would further develop business education programmes in a global world.
2. Policy makers in Business Education should ensure that the curriculum is reviewed to meet with the changing digital world.
3. Government should ensure that education policy (relating to Business education) be run uniformly throughout the country, educational issues should not be politicized or compromised in a digital world.
4. Living in an innovative times, policy makers should allow business education the freedom to excel in a digital world
5. Adequate steps should be taken by all stakeholder in Business Education in maintaining, enhancing and improving the quality of business

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EMPLOYABILITY SKILLS DEVELOPMENT OF FINANCIAL ACCOUNTING STUDENTS IN SECONDARY SCHOOLS IN ANAMBRA STATE

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Abstract

The study determined the employability skills development of financial accounting students in secondary schools in Anambra State. Three research questions guided the study and three null hypotheses were tested at 0.05 level of significance. A descriptive survey research design was adopted for the study. The population consisted of 296 financial accounting teachers in secondary schools in Anambra State. A sample size of 89 teachers was determined using a stratified random sampling technique. A structured questionnaire was used for data collection. The instrument was validated by three experts. The reliability of the instrument was ensured using pilot test technique. Data collected were analyzed using Cronbach Alpha formula which yielded reliability index of 0.85. Data related to the research questions were analyzed using mean and standard deviation while analysis of variance (ANOVA) was used to test the three null hypotheses at 0.05 level of significance. Findings of the study revealed that financial accounting teachers agreed that skill-based competition, active listening activities and digital literacies develop students' employability skills in financial accounting in secondary schools in Anambra State to a great extent. Findings also indicated that there was no significant difference among the three groups in terms of their mean ratings on the extent skill-based competition, active listening activities and digital literacies develop students' employability skills in financial accounting in secondary schools in Anambra State based on years of teaching experience. Based on the findings, it was concluded that the development of employability skills among secondary school students is important for the future of the nation and financial accounting teachers need to employ effective strategies to enhance students learning experience. It was recommended among others that professional bodies such as the Association of Business Educators of Nigeria (ABEN) and examination bodies such as National Business and Technical Education Board (NABTEB), West African Examinations Council (WAEC) and National Examinations Council (NECO) should organize seminars, workshops and in-house training for teachers and textbook authors on employability skills development of financial accounting students.

Keywords: *Employability skill, financial accounting and secondary schools*

Introduction

Education is regarded as an instrument per excellence for sustainable national development and global competitiveness. Education is a basic necessity of life and an important factor which brings about changes both individually and nationally. Education enables people to compete favourably with the best of the world and it has a long-standing connection with the economy. According to Agi and Yellow (2013), education is critical to the development of human resources, impartation of appropriate skills, knowledge and attitude. It is a basis for transformation, industrialization and a highway to knowledge. In Africa, where growth and development are essential for poverty

alleviation, education particularly secondary education becomes a critical factor for any meaningful development (FRN, 2013).

Secondary education is the education given to a child between the ages of 11-18 years. In Nigeria, secondary schools are regarded as the principal vocational institutions intended to prepare students for entry into various trade areas through the acquisition of skills. It is the form of education children receive after primary education and before tertiary stage. In order to realize fully the contributions of education to the achievement of national educational goals, emphasis is placed on the broad goals of secondary education. The broad aims of secondary education according to Federal Republic of Nigeria (FRN) (2013), are the preparation of students for useful living within the society and for higher education. It also provides technical knowledge and vocational skills; inspire desire for self-improvement and achievement. Secondary education comprised junior secondary level tagged Upper Basic (JSS1-3) and senior secondary level (SSS1-3). Stakeholders in education including employers of labour are concerned about the students' acquisition of skills relevant to today's world of work. Major areas of skill acquisition in secondary education include business studies, basic technology, practical agriculture, home economics and computer studies at the junior secondary level (Okoye & Udoudo (2015). At the senior secondary level, each of the integrated subjects was split into many distinct subjects such as vocational subjects like commerce, typewriting, office practice, shorthand, home management, food and nutrition, clothing and textile, book keeping and financial accounting,

Financial accounting as one of the vocational subjects offered at the senior secondary school level, helps in the acquisition of vocational skills, knowledge, attitudes, values and competencies towards solving problems and the satisfaction of real needs in life (Ubulom & Ogwunite, 2017). According to Ndinechi and Obidile (2013), financial accounting is concerned with the acquisition of knowledge for recording, analyzing, interpreting and summarizing the financial data of an organization or enterprise. It is fundamentally a programme that involves the acquisition, conservation and recording of business transactions. Financial accounting is an area of study needed to equip the youths with knowledge, skills and attitude necessary for efficient financial calculation required for occupational competence, and economic activities of organizations are measured, recorded and communicated to interest parties for analysis and interpretation (Umunna in Ezeani, 2012). This is rooted on the need to keep the records of business transactions. The objective of studying financial accounting at the senior secondary school level includes the enablement of senior secondary school students to appreciate the basic rules, functions and principles of accounting. The subject also helps to lay proper foundation for further study of accounting and allied courses at higher levels and to enable the students understand basic accounting principles, practices and their applications to modern business activities (Abbey & Okorogba, 2017).

In every business establishment, be it government establishment (parastatals), private companies, banks and other financial institutions, the importance of accounting cannot be overemphasized. The role of accounting activities in the operation of business enterprises include the recording of financial data, analyzing financial data, preparation of accounting statements and communicating financial information to employers. The 21st century economy needs highly trained and skilled human capital. Though students may have acquired necessary subject specific skills, it is not often sufficient for them to be recruited. Employers are expressing dissatisfaction with secondary school graduates' overall work-related skills and preparedness for jobs. Education columnists (Parker, 2011; Dixon, 2013), while lamenting graduates' unpreparedness to compete for existing jobs, indicted schools for not teaching students basic skills that lead to critical thinking. Secondary school leavers

need to learn, alongside academic studies, character and life skills which consist of developing self-esteem, self-confidence, interpersonal skills that will help them to cope with the real world of work. This concern for school graduates' skillfulness and readiness for the world of work has led to the concepts of "employability" and "employability skills" which cuts across different fields of studies and careers.

Educational institutions are required to turn out qualified graduates to meet the needs of employers and national development through the inculcation of employability skills. The goal of accounting education is to provide students with hands-on, technical training that prepares them for the rapidly evolving 21st century workforce. While technical skills and subject-specific knowledge are important to employers, employability skills are essential to students' professional development. Employability skills are the core, transferrable skills that are needed in nearly every job (Dave, 2017). These core skills for employability are both important for employers' recruitment and they enhance an individual's ability to secure a job, retain employment and move flexibly in the labour market as well as engage in lifelong learning. According to Toland (2011), employability skills are non-discipline specific, economically valuable skills required to get initial employment, progress in a job, as well as secure another job when desired.

Employability skills are as critical to getting a job as anything students could learn in the classroom. Teaching these skills in the classroom and providing authentic work experiences where the graduates can showcase what they learned is very important to the graduates' development. When students learn how to conduct themselves in the 21st century workplace, they will be adequately equipped to succeed in a broad range of careers??not just their fields of interest. Some of these core employability skills include conflict resolution, accepting criticisms, working with a team, workplace etiquette, proper use of workplace electronics, interviewing skills, resume writing and workplace communication (Dave, 2017). According to Learner (2012), eight nationally agreed employability skills are: communication; planning and organizing; teamwork, problem solving; self-management; initiative and enterprise; technology; and learning skills.

The importance of employability skill development today cannot be over emphasized because gone are the days when jobs were available everywhere both in the private and public sectors of the economy and employers go about looking for potential graduates for employment. The question of choice of job or the type of employer one would like after graduation is now a thing of the old. White collar jobs are scarcely available. Thus many graduates are desperate to get any job to keep body and soul together. Indeed there is a paradigm shift in the labour market. In the current competitive job market, obtaining and retaining a job requires the right employability skills (Shafie & Nayan, 2010). Shafie and Nayan claimed that employers require not only technical skills. They also require work ethics, interpersonal skills, initiative, dependability, teamwork, self-management, and other soft skills. The lack of soft skills domain is a problem. In the local setting, some students graduate without developing the expected level of soft skills as self-management, work ethic, and professional attire. New recruits require an eclectic combination of relevant soft skills, which supports the need for a focused attention on the nature of soft skills secondary school students should possess. Employability skills focus on graduates' abilities to adapt and use their personal and academic skills to create more tangible educational outcomes that associate graduate employability with employment.

Helping students develop employability skills is critical in today's economic realities. Researchers, employers and education providers are devising strategies to promote soft, transferable

or employability skills. McGrath in Orji (2013) asserted that students' employability skills will be improved by maintaining a working relationship/interaction between schools and employers, understanding of industrial realities, work placement for staff and students, as well as adapting new approach to teaching and learning that highlight core skills and attitudes, job seeking skills and a repackaged set of technical and occupational skills. Students may develop employability skills through learning activities. The opportunities to engage in a range of learning activities (both curricular and extra-curricular activities) contribute to students' employability. These activities can help students develop leadership, critical thinking, and teamwork abilities (Dania, Bakar & Mohamed, 2014). This study focused on developing students' acquisition of employability skills through active listening activity, digital literacy and skill-based competition.

Listening is an activity that individuals engage in cognitive, affective, and psychomotor-based ways and, defined as a linguistic skill which should be carried out strategically and sophisticatedly in any mode of communication (Canpolat, Kuzu, Yildirim & Canpolat, 2015). In listening, students are not passive receivers who remain silent and submissive while information is communicated, but are active receivers who present their thoughts and emotions in ways both verbal and nonverbal. In formal educational environments, the quality of student listening affects learning considerably. Students who are uninterested in a lesson listen reluctantly, wanting time to pass quickly and the class to end as soon as possible. In such a situation, students become passive and will not use listening strategies that promote productive and permanent learning. When students willingly participate in lessons by listening to instructors, asking questions, and holding discussions, they practice active listening that allows them to achieve more productive and more permanent learning.

In classroom environment, the ideal form of listening is active listening where the listening produce thoughts and share those thoughts by expressing them in verbal and nonverbal ways. The observable external signs of active listening include physically displaying emotion, cooperating with members of the group of listeners, physically expressing approval or disapproval of what is said, exhibiting behaviors directed toward listening, asking questions about what is being said, and contributing appropriate explanations and comments (Akyol, 2012). Employability skill is enhanced when students actively listen and engage in a range of learning activities (including personal development planning). Employability skills are most effectively taught through active, participative learning, offering opportunities for work experience and by encouraging reflection.

Developing digital literacy means giving students the opportunity to use digital technologies when it is appropriate and useful and it means encouraging active, creative and critical uses of digital technologies which can develop digital literacy whilst at the same time helping students to further their subject knowledge (Hague & Payton, 2010). Developing digital literacy in the classroom can allow students to apply their existing knowledge with digital technology to learning in school and in the process be supported to think more critically and creatively about what it is they are doing. Digital literacies can help students understand how technology can be used appropriately in the workplace (Barret, 2017). Digital technologies provide multiple opportunities for team work and collaborations using an online web-based application that allows text based documents, spreadsheets and presentations to be uploaded, accessed from any computer with a connection to the internet and collaboratively edited (Gillen & Barton, 2010). This would allow a group of students to work on the same document even if they are not all in the same physical space at the same time. When students

participate in collaborative group work they need to be able to explain their ideas and enter into negotiations when those ideas do not align with others in the group. Learning how to collaborate can therefore also help students to develop skills of debate, flexibility, cooperation, compromise and listening.

Competition enables students to work in a team, gain invaluable skills, become self-motivated and gain confidence. Competition can stimulate learning by enhancing student engagement and encouraging student motivation (Garcia, Tor & Schiff, 2012). By harnessing their natural competitive nature, student centered learning can be increased and active learning entrenched. Having students learn through competitions based on real life situations, helps the students to experience how to solve problems, as well as content and thinking strategies. It is evident through research that allowing students to undertake project-based learning through competitions, further enhances their engagement and increase motivation. According to Hughes, Warrender and Warner (2013), students who engage in skills based competitions set a high benchmark not only for themselves, but employers they wish to work for and those other students applying to the same type of role.

Skills based competition benefits everyone from the learner, the educator, management and employers. The significant thing about competitions is that it involves every type of student from the intellect to the challenged students. It not only shows off their strengths, but is also an enabler for learning new things, and are attributes that are in high demand in the world after academics. Competition can develop employability skills of a high standard (Hughes, Warrender &Warner, 2013). Undergoing such activities enables students to gain business knowledge, work experience, working as a team, motivation, self esteem, learning new things and fun and confidence booster/better morale. When students test their skills in real-world, high-pressure environments, they become passionate about getting better and develop an appreciation for hard work. By integrating competitions into the financial accounting curriculum, it will not only motivate the students but will enable them to learn in the style they learn best which is a very good tool for educators or assessors.

The influencing factors to employability skills development of financial accounting students in secondary schools in Anambra State may be years of teaching experience. The previous knowledge, experience and expertise ideas of educators may determine the instructional strategy effective for employability skills development (Mang, Campbell, Ross & Boyd, 2013). According to Olisa (2009), experienced educators can carefully select effective instructional strategies that would help students acquire employability skills. As regards to the teaching of financial accounting in secondary schools in Nigeria, this variable is likely to affect the mean ratings of respondents. Therefore the effects of this variable on the mean ratings of the respondents were determined.

The Human Capital theory by Schultz (1961) points out that knowledge, skills and competencies are a form of capital. Human capital is skills and knowledge that individuals acquire through investments in schooling, on-the-job training, and other types of experience. Schultz compares the acquisition of knowledge and skills to acquiring the means of production. The relevance of human capital theory to the study is that education increases individuals' productivity, which consequently enhances job performance. As such, secondary education should provide graduates with employability skills and abilities relevant to job performance, and thus the more highly educated financial accounting secondary graduates are, the more successful they will be in labour markets in terms of both incomes and work opportunities. Most of the studies on employability have been rooted in higher education; few or none have really paid attention to secondary school leavers' employability.

Yet, education providers are expected to respond to employability imperatives at all levels (McGrath, n.d.). This study fills the gap by focusing attention on employability skills at the senior secondary school level. Employability skills are even more needful in developing countries where secondary school students' drop-out rate is high and the prospect for further education is slim.

Statement of the Problem

Employability skills are the skills, knowledge, understanding and personal attributes that enable a person to obtain employment, and be successful and satisfied in a chosen career. The development of employability skills among students is important for the future of the nation. As a result of new developments in the world of work, one cannot remain static in one specific organization. People move from one organization to another based on their employability skills. In recent times, industries are demanding skilled labour force in view of increasing and emerging technological practices. This has further created a vacuum in secondary schools for the proper training of students (Udofia, Ekpo, Nsa and Akpan, 2012). In view of this, Egbo (2011) asserted that Nigerian students are completely absent in international examinations and progress in reading literacy study. This signifies that, Nigerian students are not receiving the type of education that will prepare them for life in a competitive world that demands innovation, creativity and critical thinking. In addition, this development has equally diminished the chances of students (especially secondary school financial accounting students) being employed in emerging industries as well as hindering the acquisition of employability skills for futuristic needs. In order to meet these challenges, the students must be trained and developed to acquire new but improved life-long skills and knowledge. The problem of this study is that secondary school financial accounting students lack adequate employability skills for competing in the labour market.

Purpose of the Study

The main purpose of the study was to determine employability skills development of financial accounting students in secondary schools. Specifically, the study sought to determine the extent:

1. active listening activity develops students' employability skills in financial accounting in secondary schools in Anambra State.
2. digital literacy develops students' employability skills in financial accounting in secondary schools in Anambra State.
3. skill-based competition develops students' employability skills in financial accounting in secondary schools in Anambra State.

Research Questions

The following research questions guided the study:

1. To what extent does active listening activity develop students' employability skills in financial accounting in secondary schools in Anambra State?
2. To what extent does digital literacy develop students' employability skills in financial accounting in secondary schools in Anambra State?
3. To what extent does skill-based competition develop students' employability skills in financial accounting in secondary schools in Anambra State?

Hypotheses

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

1. There is no significant difference in the mean ratings of financial accounting teachers on the extent active listening activity develops students' employability skills in secondary schools in Anambra State based on years of experience.
2. There is no significant difference in the mean ratings of financial accounting teachers on the extent digital literacy develops students' employability skills in secondary schools in Anambra State based on years of experience.
3. There is no significant difference in the mean ratings of financial accounting teachers on the extent skill-based competition develops students' employability skills in secondary schools in Anambra State based on years of experience.

Method

The design adopted in this study was the descriptive survey. The area of the study was Anambra State. The population of the study comprised 296 financial accounting teachers from six education zones in 257 public secondary schools in Anambra State. A sample size of 89 financial accounting teachers was used for the study. The stratified random sampling technique was used because according to Uzoagulu (2012), when a study consists of layers or levels in a population and each layer has some unique characteristics which make it different from the other layers, the characteristics have to be recognized in the study. The instrument for data collection was a questionnaire developed by the researchers based on the reviewed literature and research questions guiding the study. The instrument was validated by two experts in business education. To establish the instrument's reliability, copies of the questionnaire were administered on a sample of twenty financial accounting teachers in Asaba, Delta State who were not included in the population of the study. The application of Statistical Package for Social Sciences (SPSS) version 20 using Cronbach Alpha reliability method on the obtained data yielded a score of 0.88.

The data collected in relation to the research questions were analyzed using descriptive statistics of mean and standard deviation. Decision on the questionnaire items was based on the real limits of numbers. Any employability skills with mean rating between 4.50-5.00 developed students employability skill to a very high extent, an item with mean rating of 3.50-4.49 developed students employability skill at a high extent and an item with 2.50-3.49 developed students employability skill at a moderate extent. Furthermore, an item with mean ratings of 1.50-2.49 and 0.50-1.49 developed students employability skill to a low and very low extent respectively. ANOVA was employed to test the null hypothesis at 0.05 level of significance. Where the calculated p-value is less than the stipulated level of significance (0.05), it meant that there was significant difference and the hypothesis was rejected. Conversely, where the calculated p-value is equal to or greater than the stipulated level of significance (0.05), it meant that there was no significant difference and the hypothesis was not rejected.

Results

Research Question 1

To what extent does active listening activity develop students' employability skills in financial accounting in secondary schools in Anambra State?

Table 1: Respondents mean ratings on the extent active listening activity develop students' employability skills in financial accounting in secondary schools in Anambra State. N= 89

S/N	Active Listening Activities	Mean	SD	Decision
1.	Helps students to actively participate in group work/projects	4.31	0.47	High extent
2.	Builds relationship with immediate peers during group and project work	4.50	0.50	Very high extent
3.	Helps develop professional skills that can be transferred to the real world	4.29	0.46	High extent
4.	Deepen students understanding of a specific topic	4.09	0.54	High extent
5.	Helps develops connections with classmates	4.19	0.60	High extent
6.	Help students review the material presented in the class	4.21	0.41	High extent
7.	Promotes discussion	4.41	0.50	High extent
8.	Develops students analytical skills	4.21	0.61	High extent
9.	Enhances students motivation	3.90	0.31	High extent
10.	Develops emotional intelligence skills	4.09	0.54	High extent
	Cluster Mean	**4.22**		**High extent**

As shown by the cluster mean of 4.22 in Table 1, financial accounting teachers responded that active listening activities develop students' employability skills in financial accounting in secondary schools in Anambra State to a high extent. The item by item analysis shows that item 2 with mean rating of 4.50 is active listening activity that develop students' employability skills in financial accounting to a very high extent while items 1, 3, 4, 5, 6, 7, 8, 9 and 10 with the mean ratings ranging from 3.90 to 4.41 are active listening activities that develop students' employability skills in financial accounting to a high extent. The standard deviations for all the items are within the same range indicating that respondents are homogeneous in their mean ratings.

Research Question 2

To what extent does digital literacies develop students' employability skills in financial accounting in secondary schools in Anambra State?

Table 2: Respondents mean ratings on the extent digital literacies develop students' employability skills in financial accounting in secondary schools in Anambra State. N= 89

S/N	Digital Literacy	Mean	SD	Decision
11.	Provides good search engines which student can explore	4.14	0.49	High extent
12.	Promotes students writing skills	3.96	0.62	High extent
13.	Promotes team cohesion	4.59	0.45	Very high extent
14.	Develops analytical skills	3.93	0.50	High extent
15.	Develops problem solving skills	3.85	0.71	High extent
16.	Develops critical thinking skills	4.06	0.70	High extent
17.	Develops communication skills	3.73	0.56	High extent
18.	Develops social and emotional intelligence skills	4.75	0.44	Very high extent
	Cluster	**4.13**		**High extent**

As revealed by the cluster mean of 4.13 in Table 2, financial accounting teachers responded that digital literacies develop students' employability skills in financial accounting in secondary schools in Anambra State to a high extent. The item by item analysis shows that items 13 and 18 with mean ratings ranging from 4.59 to 4.75 are digital literacies that develop students' employability skills in financial accounting to a very high extent while items 11, 12, 14, 15, 16 and 17 are digital literacies that develop students' employability skills in financial accounting to a high extent. The standard deviations for all the items are within the same range indicating that respondents are homogeneous in their mean ratings.

Research Question 3

To what extent does skill-based competition develop students' employability skills in financial accounting in secondary schools in Anambra State?

Table 3: Respondents mean ratings on the extent skill-based competition develop students' employability skills in financial accounting in secondary schools in Anambra State. N= 89

S/N	Skill-based competition	Mean	SD	Decision
1.	Develops students work experience	4.54	0.58	Very high extent
2.	Develops experience in team work and project execution	4.11	0.66	High extent
3.	Motivates students	4.03	0.59	High extent
4.	Develops self-esteem skills	3.89	0.70	High extent
5.	Helps to boost students morale	4.73	0.57	Very high extent
6.	Develops problem solving skills	3.95	0.64	High extent
7.	Develops project-based learning	4.17	0.65	High extent
8.	Stimulates innovation and creative thinking	4.25	0.62	High extent
9.	Stimulates and strengthen industry/school cooperation	3.82	0.74	High extent
10.	Stimulate competition driven learning	3.67	0.78	High extent
11.	Develops critical thinking skills	4.16	0.62	High extent
12.	Develops interpersonal skills	3.74	0.70	High extent
	Cluster Mean	**4.09**		**High extent**

As indicated by the cluster mean of 4.09 in Table 3, financial accounting teachers responded that skill-based competition develop students' employability skills in financial accounting in secondary schools in Anambra State to a high extent. The item by item analysis shows that items 19 and 23 with mean ratings ranging from 4.54 to 4.73 are skill-based competition that develop students' employability skills in financial accounting to a very high extent while items 20, 21, 22, 24, 25, 26, 27, 28, 29 and 30 with the mean ratings ranging from 3.67 to 4.25 are skill-based competition that develop students' employability skills in financial accounting to a high extent. There is homogeneity in items amongst business educators' responses indicating a consensus of opinion.

Testing the Hypotheses

Null Hypothesis 1

There is no significant difference in the mean ratings of financial accounting teachers on the extent active listening activities develops students' employability skills in secondary schools in Anambra State based on years of experience.

Table 4: Summary of analysis of variance on mean ratings of the respondents on the extent active listening activities develop students' employability skills in financial accounting in secondary schools in Anambra State.

	Sum of Squares	df	Mean Square	F	P-value
Between Groups	.082	2	.053	.82	0.87
Within Groups	3.630	86	.025		
Total	**3.867**	**88**			

As shown in Table 4, there is no significant difference among the three groups in terms of their mean ratings on the extent active listening activities develops students' employability skills in secondary schools in Anambra State based on years of experience (0-5 years, 6-10 years and above 10 years). The F-ratio (2, 88) is 2.82 and *P-value* (0.87) is greater than the stipulated 0.05 level of significance. Therefore the null hypothesis is not rejected.

Null Hypothesis 2

There is no significant difference in the mean ratings of financial accounting teachers on the extent digital literacies develops students' employability skills in secondary schools in Anambra State based on years of experience.

Table 5: Summary of analysis of variance on mean ratings of the respondents on the extent digital literacies develop students' employability skills in financial accounting in secondary schools in Anambra State.

	Sum of Squares	df	Mean Square	F	P-value
Between Groups	.096	2	.048	2.63	.075
Within Groups	3.820	86	.018		
Total	**3.915**	**88**			

Data in Table 5 shows that there is no significant difference among the three groups in terms of their mean ratings on the extent digital literacies develops students' employability skills in secondary schools in Anambra State based on years of experience (0-5 years, 6-10 years and above 10 years). The F-ratio (2, 88) is 2.63 and *P-value* (0.75) is greater than the stipulated 0.05 level of significance. Therefore the null hypothesis is not rejected.

Null Hypothesis 3

There is no significant difference in the mean ratings of financial accounting teachers on the extent skill-based competition develops students' employability skills in secondary schools in Anambra State based on years of experience.

Table 6: Summary of analysis of variance on mean ratings of the respondents on the extent skill-based competition develop students' employability skills in financial accounting in secondary schools in Anambra State.

	Sum of Squares	df	Mean Square	F	P-value
Between Groups	.065	2	.033	1.61	0.24
Within Groups	4.207	86	.021		
Total	**4.269**	**88**			

As shown in Table 6, there is no significant difference among the three groups in terms of their mean ratings on the extent skill-based competition develops students' employability skills in secondary schools in Anambra State based on years of experience (0-5 years, 6-10 years and above 10 years). The F-ratio (2, 88) is 1.61 and *P-value* (0.24) is greater than the stipulated 0.05 level of significance. Therefore the null hypothesis is not rejected.

Discussion of Findings

Findings of the study also indicated that financial accounting teachers agreed that active listening activities develop students' employability skills in financial accounting in secondary schools in Anambra State to a high extent. This finding is in consonance with that of Canpolat, Kuzu, Yildirim and Canpolat (2015) who stated that listening is an activity individuals engage in the cognitive, the affective and psychomotor domains. When students willingly participate in lessons by listening to instructors, asking questions, and holding discussions, they practice active listening that allows them to achieve more productive and more permanent learning. Akyol (2012) opined that employability skill is enhanced when students actively engage in a range of learning activities such as participating in group/project works. This helps students develop professional skills that can be transferred to the real world. The test of the second hypothesis revealed that there was no significant difference among the three groups in terms of their mean ratings on the extent active listening activities develops students' employability skills in secondary schools in Anambra State based on years of experience. Therefore, the null hypothesis was not rejected.

Findings of the study also revealed that financial accounting teachers agreed that digital literacies developed students' employability skills in financial accounting in secondary schools in Anambra State to a high extent. This finding is similar to that of Barret (2017) who stated that

developing digital literacy is important as it supports students to be confident and competent in the use of technology in a way that will enable them to develop their subject knowledge by encouraging their curiosity. It also supports students creativity, giving them a critical framing for their emerging understandings and allowing them to make discerning use of the increasing number of digital resources available to them. Hague and Payton (2010) also affirmed that with digital literacies, students develop critical thinking skills that allow them to question and determine the reliability of information they find on the internet. It can help students understand how technology can be used appropriately in the workplace. Also, the result of the third hypothesis indicated that there was no significant difference among the three groups in terms of their mean ratings on the extent digital literacies develop students' employability skills in secondary schools in Anambra State based on years of experience. Therefore, the null hypothesis was not rejected.

Findings of the study revealed that financial accounting teachers agreed that skill-based competition develops students' employability skills in financial accounting in secondary schools in Anambra State to a high extent. This finding corroborates that of Garcia, Tor and Schiff (2012) that skill-based competition stimulates learning by enhancing students' engagement and encouraging student motivation. By focusing on real life situations competition will prepare students for similar encounters outside education. Similarly, Hughes, Warrender and Warner (2013) affirmed that allowing students to take part in competitions, enables them to develop skills, be within those surroundings become comfortable and understand what to expect around employers. This should lay a solid foundation that through competitions students would get real life business approach. Furthermore, the result of the first hypothesis revealed that there was no significant difference among the three groups in terms of their mean ratings on the extent skill-based competition develops students' employability skills in secondary schools in Anambra State based on years of experience. It followed therefore, that the null hypothesis was upheld.

Conclusion

The development of employability skills among secondary school students is important for the future of the nation. Employability skill development is an essential element of students learning experiences. To meet the educational needs of the new global organization, financial accounting teachers need to employ effective strategies in their teachings because the consequences of lack of effective strategies for teaching employability skills may be devastating as this may result in poor or zero skills acquisition among secondary school graduates.

Recommendations

Based on the findings and conclusions of the study, it is recommended that:

1 Professional bodies such as the Association of Business Educators of Nigeria (ABEN) and examination bodies such as National Business and Technical Education Board (NABTEB), West African Examinations Council (WAEC) and National Examinations Council (NECO) should organize seminars, workshops and in-house training for teachers and textbook authors on employability skills development of financial accounting students.

2. Government should assist in providing modern facilities and instructional materials to secondary schools so as to ease the transmission of employability skills to students.

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STRATEGIES FOR IMPROVING EMPLOYABILITY SKILLS ACQUISITION OF BUSINESS EDUCATION STUDENTS

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Abstract
The study determined the strategies for improving employability skills acquisition of business education students in tertiary institutions in Anambra State. Two research questions guided the study and two null hypotheses were tested. Descriptive survey research design was adopted for the study. The entire population of 96 business educators in the area was studied without sampling. A structured questionnaire titled "Strategies for improving employability skills" which was validated by three business education experts was used for data collection. Cronbach Alpha reliability method was used to establish the internal consistency of the items which yielded coefficient index of 0.85 which was deemed reliable for the study. The researchers administered the instrument with the help of three research assistants. Data collected were analyzed using mean and standard deviation to answer the research questions while ANOVA was used to test the hypotheses at 0.05 level of significance using Statistical Package for Social Sciences (SPSS) version 21. Findings revealed that the respondents rated social and emotional intelligence and problem-based learning strategies to a high extent in improving employability skills acquisition of business education students in tertiary institutions in Anambra State. The test of hypotheses revealed that there was no significant difference in the mean ratings of business educators on the extent social and emotional intelligence and problem-based learning strategies improves employability skills acquisition of business education students in tertiary institutions in Anambra State based on years of teaching experience. It was concluded that the adoption of these instructional strategies will facilitate the acquisition of employability skills among business education students in order to be efficient in meeting today's workplace needs. The study recommended among others that, the Ministry of Education in partnership with National Universities Commission, Tertiary Education Trust Fund, and the National Commission for Colleges of Education should provide adequate and consistent training and re-training programmes for capacity building for business educators to enable them keep abreast with trends in the changing demands of the society.

Keywords: *Strategy, employability skills and business education*

Introduction

Business education is an educational programme that prepares students for entry into and advancement in jobs within business and prepares them to handle their own business affairs to function intelligently as consumers and citizens in a business economy. Business education equips its recipients to achieve total development. Esene (2012) defined business education as education for and

about business or training in relevant skills for office occupations. Business education as a vocational subject is designed to prepare students for the world of work both as employees and as employers. According to Dhaka (2011), business education typically prepares students for occupations in business and business related fields. Recipients of business education are capable of being gainfully employed in various offices or become self-employed. Onyesom and Okolocha (2013) defined business education as the intellectual and vocational preparation of students for earning a living in the contemporary industrial and business environment. Onokpaunu (2016) posited that business education is that aspect of general education that prepares students' for employment and advancement in a broad range of office occupations, accounting profession, marketing occupations, teaching profession and entrepreneurship ventures.

Today, higher educational institutes are facing different challenges to equip graduates with correct competencies and attitudes required by the corporate world (Ume-Amen, 2014). The world of employment has changed dramatically. Technology is impacting practices and experiences while societies are becoming more global and multicultural. With the rise of globalization, employability is becoming one of the main goals of education systems. This is due to the dual challenges of competing in a world market and rapid technological advancements, which necessitate a redesign of the workplace and requires a behaviour and orientation toward work that go beyond step-by-step task performance (Overtoom in Saad & Majid, 2014). Therefore, in this challenging environment, the role of higher education institutions is not only to produce graduates with specific areas of specialization, but more importantly, to develop graduate employability skills that match the demands of industry. As such, universities are under intense pressure from the stakeholders, especially industry, to equip graduates with more than just academic skills (Saad & Majid, 2014). Skills have become increasingly important in the globalized world. The shifting demand for skills has necessitated the availability of highly-skilled labour

Skills development is essential for increasing the productivity and sustainability of enterprises and improving working conditions and the employability of workers. Vocational and technical skills are essential, but employers are seeking applicants with more. Employers want employees who can continue to learn and adapt, read, write and compute competently, listen and communicate effectively, think creatively, solve problems independently, manage themselves at work, interact with co-workers, work in teams or groups, handle basic technology, lead effectively as well as follow supervision. These core skills for employability are both important to employers' recruitment and enhance individuals' ability to secure jobs, retain employment and move flexibly in the labour market as well as engage in lifelong learning.

According to Schreuder and Coetzee (2011) employability refers to an individual's capacity and willingness to become and remain attractive in the labour market. It also refers to the individual's capability to be successful in a wide range of jobs. It is about being capable of getting and creating and keeping fulfilling job and having the knowledge, understanding, skills, experience and personal attributes to move self-sufficiently within the labour market and to realize one's potentials through sustainable and fulfilling employment experiences throughout the course of one's life. Employability is having a set of skills, knowledge, understanding and personal attributes that make a person more

likely to choose and secure occupations in which that person can be satisfied and successful. Employability skills refers to the basic skills and capabilities that are needed from an individual to enable him get, operate and function in any job. The skills are complementary to technical skills that are required for a particular job. Employability skills are basically not related to technical or academic performance but are more attached to traditional notion of intelligence and emotional intelligence (Down, 2012).

The acquisition of employability skills is a means of increasing the productive power of nations. Consequently, the Nigerian society should recognize the fact that every citizen should be equipped to contribute effectively to the welfare of the country. The acquisition of such skills is important because when efficient and skilful hands are employed in any field of human endeavour, high productivity is usually achieved. Economically, maximum skills acquisition by business education students and others will help to enrich the Nigerian society and in this way, make possible sustainable development. Okorie and Ezeji in Udo and Bako (2014) opined that a rich nation is one that is capable of meeting the economic, social, moral and political needs of the citizenry. Nigeria as a nation will enjoy sustainable development if business education students in particular and all other students in general acquire maximum skills and competencies in their specialties.

The training of the students is based on the production of skilful individuals who are proficient in the production of goods and services that are not only relevant to themselves but to the society (Udofia, Ekpo, Nsa & Akpan, 2012). The acquisition of a life-long skills calls for effective and efficient teaching strategies and the utilization of improved and standard instructional facilities, to ensure the production of desired quality of graduates with enterprising skills. Aliyu (2013) opined that teaching is a process of imparting knowledge in the classroom. However, effective teaching and learning depends on the ability of the teacher to motivate learners to pick interest in learning through different strategic instructional strategies. Strategies are laid down framework of plans and actions of an organization geared towards achieving its set objectives in the short and long run (Nwazor & Onokpaunu, 2016). Nwazor and Onokpaunu further maintained that in the context of education, strategies entail how institutions of learning equip students with the desirable competitive advantage beyond mere classroom performances to deal with the problems of the society. The quality of the teachers and the utilization of the right strategies by the teachers play an important role in improving employability skill acquisition of the students. The teaching of business education requires the use of instructional strategies that will encourage learning by doing thereby leading to the development of key employability skills. In a business education classroom, employability skills are best acquired when the classroom replicates key features of real work conditions and instructional activities that are similar to those performed by workers in the workplace. The teaching of employability skills give students the capability to cope with the wide range of demands and experiences they will meet in the workplace. This makes business education more important now than ever before because it is an educational programme centred on the entire affairs of the workplace.

Business education students need employability skills in order to be effective in their chosen field of work. Therefore, the teaching method adopted by a business educator in teaching and learning is very imperative for improving and developing the employability skills of business education

students. Olufunwa, Waziri and Olorunmolu (2013) noted that if institutions that have business education programme must achieve their goals, they must put in place quality enhancing strategies that will ensure the production of quality graduates for national development. The acquisition of employability skills in tertiary institutions throughout Nigeria is a long process. The acquisition may also take place through extracurricular activities such as sports, clubs, and associations. These activities can help students develop leadership, critical thinking, and teamwork abilities. Chan and Murphy (2010) found that key skills cannot be developed or learned by reading books alone. Knowledge of the key skills should be strengthened through instruction and demonstrations, and by providing opportunities for students to practice. Employability skills give students the resources to cope with the wide range of demands and experiences that may be met in the workplace.

Prior researches reveal nine key strategies for which there is evidence of successful outcomes in improving students' employability skills acquisition. One is work experience and another is providing modules in entrepreneurship (Barrow, Behr, Deacy, McHardy & Tempest, 2010; Jing, Patel & Chalk, 2011). Another is coordinating a capstone project for students, combination of careers advice and specific employment skill development (Keller, Parker & Chan, 2011). *Teach them and they will get jobs* approaches are ineffective; the concept of employability must be made explicit for students, employers and educators (Kinash, Crane, Schulz, Dowling & Knight, 2014). Graduates also became more employable when their educators supported them to develop graduate portfolios, profiles, records of achievement and supporting graduates to engage electronic social networks for ongoing communication and awareness of job vacancies. Another effective strategy is to establish mentorship networks between successfully employed graduates and currently enrolled students (Oliver, 2013; Jing, Patel & Chalk, 2011). This study focused on social and emotional intelligence learning and project based learning strategies for improving employability skills acquisition.

Social and emotional intelligence learning (SEL) is defined as the process through which students acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions (Collaborative for Academic, Social, and Emotional Learning (CASEL), 2016). There are five competencies that come out of this definition and they are as follows: (*1) self-awareness: the ability to understand one's emotions and how they influence behavior; (2) self-management: the ability to calm one's self down when upset, to set goals and work toward them, and to manage and control emotions; (3) social awareness: the ability to recognize what is appropriate in certain settings and empathize with others; (4) responsible decision making: the ability to make decisions that take into account social standards, consequences, and context and (5) relationship skills: the ability to communicate well, to listen and respond appropriately, and to negotiate conflict* (CASEL, 2016). This type of learning is essential to development, because students of all ages must be able to identify and regulate their emotions. Without regulation, students may respond impulsively to a variety of stimulation without being able to identify why. Emotions are the driving factors for human actions and being able to identify them is vital to function as a productive citizen (Martinez, 2014). If students, or individuals of any age, do not possess social and emotional intelligence skills they may act aggressively, submissively, passively,

nonchalantly, anxiously, or a wide range of other emotions, during a situation that may involve a different response in order to work in the individual's best interest .

According to the American Institutes for Research (2014), the techniques teachers have at their disposal are to encourage social and emotional intelligence learning during class time through classroom discussions, balanced instruction, self-reflection and self-assessment and cooperative learning. By using these techniques and incorporating SEL's core competencies, students' attitudes and beliefs towards themselves and school in-general will improve. An improvement in social-emotional skills creates a school climate with the capacity to retain academic, social, and emotional benefits for students such as: improved self-concept, fostering a bond with one's school, improved classroom behavior, as well as reductions in depression, stress and social withdrawal (Weissberg & Cascarino, 2013). By honing in on skills like social awareness students have the ability to internalize and envision a more tangible future by acknowledging how their school can assist them in attaining their desired goals. Through responsible decision-making and goal-setting, bringing their desired future to fruition becomes more realistic for students. This encourages belief in one's learning ability, while also boosting confidence levels, reducing depression and self-discouragement, and serving as another reason for students to want to attend school and perform well. In order for students to achieve success in school, career, and life, they must be taught social and emotional skills just as they learn reading, mathematics and science through instruction and practice. Social and emotional learning (SEL) curricula provide a key to workforce development by explicitly teaching the social and emotional skills employers seek for and the economy needs. So, through learning social-emotional skills, students are equipped with saleable skills and are helped to progress as productive citizens.

Project-based learning (PBL) is a learning method based on constructivism, which was first proposed by John Dewey at the end of the 1890s (Douglas & Stack, 2010). Project based learning is a student-centered pedagogy that involves a dynamic classroom approach in which it is believed that students acquire a deeper knowledge through active exploration of real-world challenges and problems, increasing the possibility of long-term retention of skills and concepts (Hye-Jung & Cheolil, 2012). Students learn about a subject by working for an extended period of time to investigate and respond to a complex question, challenge, or problem. It is a style of active learning and inquiry-based learning. The core idea of project is that real-world problems capture students' interest and provoke serious thinking as the students acquire and apply new knowledge in a problem-solving context. The teacher plays the role of facilitator, working with students to frame worthwhile questions, structuring meaningful tasks, coaching both knowledge development and social skills, and carefully assessing what students have learned from the experience. Typical projects present a problem to solve or a phenomenon to investigate.

The project-based learning is an educational enterprise in which students solve practical problems over a period of several days or weeks. It may involve building a rocket, designing a playground, or publishing a class newspaper. The project may be suggested by the teacher, but they are planned and executed as much as possible by the students themselves, individually or in groups. Project work focuses on applying specific knowledge or skills, and on improving student involvement and motivation in order to foster independent thinking, self-confidence, and social responsibility (Kilpatrick, 2015). Project based learning actively engages students in the learning process for

effective mastery of the subject matter and promotion of a positive attitude towards the subject. In a project based class, students take a participative role by leading discussions and teachers become facilitators. In this regard, teachers facilitate students discussion and interject only when necessary, allowing students to put the language to use and explore aesthetics of learning materials (Yusuf, 2016).

The influencing factors to employability skills development of financial accounting students in secondary schools in Anambra State may be years of teaching experience. The previous knowledge, experience and expert ideas of educators may determine the instructional strategy effective for employability skills development (Mang, Campbell, Ross & Boyd, 2013). Experienced teachers routinize much of their practices, making them habitual and automatic, built on tacit and situated knowledge (Ehimetalor, Osu-Nwufo, Makeri-Yahaya & Oladunjoye, 2009). Inexperienced teachers, on the other hand, approach their practice consciously while avoiding cognitive overload. Experienced educators can carefully select effective instructional strategies that would help students acquire employability skills.

The changing trend in the labour market profiles have increased the complexity of skills required by today's workforce and threatened the position of graduates that are ill-equipped with knowledge of broader skills. Considering the importance of employability skills across all sectors and job types in Nigeria, the ability of applicants to have acquired basic skills, and familiarity with computer usage, may open up a wide range of employment opportunities and increase their marketability in the workplace. As a result of the new demands of the labour market, there has been a consistent global call for tertiary institutions to equip students with employability skills by integrating the skills into their curricula. This will enable students to adequately acquire and develop the employability skills needed throughout the course of their studies. Therefore, the focus of this study was to determine the employability skills required by employers of business education graduates for effective performance in business organizations.

Statement of the Problem

Some graduates of business education are unable to find something doing because they lack the necessary employability skills required for white-collar jobs or for self-employment ventures. Despite the importance of broader skills on the employability of fresh graduates in Nigerian labour market, it is unfortunate that responses of employers of labour reveal that recent graduates are not yet ready to enter and face the complexities and challenges of the world of work in the era of modern technology (Tymon, 2011). This is because the graduates are seemingly deficient in transferable skills required of the workforce in the era of modern technology. These difficulties include defining skills, measuring outcomes, achieving authentic learning and the transfer of acquired skills in graduates from the classroom to the workplace, thus leading to low productivity. This scenario prompted the researchers to determine the strategies for improving employability skills acquisition of business education students in tertiary institutions in Anambra State.

Purpose of the Study

The purpose of this study was to determine strategies for improving employability skill acquisition of business education students in tertiary institutions in Anambra State. Specifically, the study sought to determine whether:

1. Social and emotional intelligence learning is a strategy for improving employability skills acquisition of business education students.
2. Problem-based learning is a strategy for improving employability skills acquisition of business education students.

Research Questions

The following research questions guided the study:

1. To what extent is social and emotional intelligence learning a strategy for improving employability skills acquisition of business education students in tertiary institutions in Anambra State?
2. To what extent is problem-based learning a strategy for improving employability skills acquisition of business education students in tertiary institutions in Anambra State?

Hypotheses

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

1. Business educators do not differ significantly in their mean ratings on the extent social and emotional learning is a strategy for improving employability skills acquisition of business education students in tertiary institutions in Anambra State based on years of teaching experience.
2. Business educators do not differ significantly in their mean ratings on the extent problem-based learning is a strategy for improving employability skills acquisition of business education students in tertiary institutions in Anambra State based on years of teaching experience.

Method

The descriptive survey research design was adopted for the study. According to Nworgu (2015), a survey research design is the one that is aimed at collecting data and describing in a systematic manner the characteristics, features or facts about a given population. The study was conducted in tertiary institutions in Anambra State. The population of this study comprised 96 business educators. There was no sampling. The instrument for data collection was a researcher designed questionnaire. All copies of the questionnaire distributed were returned and used for data analysis. The questionnaire was structured based on the research questions guiding the study and the literature reviewed. The instrument was constructed based on five-point scale of Very High Extent (VHE), High Extent (HE), Moderate Extent (ME), Low Extent (LE) and Very Low Extent (VLE). The questionnaire developed for this study was subjected to face validation by two experts in business education. Cronbach Alpha was used to ascertain the internal consistency of the instrument. This yielded coefficient index of 0.85 which was deemed reliable for the study. The researchers administered 96 copies of the instrument with the help of three research assistants. Data collected in the study were analyzed using descriptive statistics of mean to answer the research questions and standard deviation to determine the homogeneity or otherwise of the respondents views. ANOVA was used to test the null hypotheses at 0.05 level of significance. Statistical Package for Social Sciences (SPSS) version 21 was used in the analysis of data.

Results

Research Question 1

To what extent is social and emotional intelligence learning a strategy for improving employability skills acquisition of business education students in tertiary institutions in Anambra State?

Table 1: Mean ratings of the respondents on the extent social and emotional intelligence learning is a strategy improving employability skills acquisition of business education students in tertiary institutions. N = 96.

S/N	Social and Emotional Intelligence	Mean	SD	Decision
1.	Help students to manage emotion properly	4.37	0.49	High extent
2.	Help students to solve problems cooperatively	4.50	0.50	Very high extent
3.	Enables students to practice empathy and caring	4.56	0.50	Very high extent
4.	Enabling students to make positive decisions	4.51	0.50	Very high extent
5.	Developing students strong and positive relationship with both peers and adults	4.37	0.49	High extent
6.	Reinforces students positive behavior such as self-control	4.55	0.50	Very high extent
7.	Ability to make accurate self judgement	4.39	0.49	High extent
8..	Helps students to relax and focus on learning	4.61	0.49	Very high extent
9.	Helps in resolving conflict	4.32	0.47	High extent
	Grand Mean	**4.46**		**High extent**

As displayed in Table 1, the grand mean of 4.46 revealed that business educators agreed that social and emotional intelligence learning is a strategy for improving employability skills acquisition of business education students in tertiary institutions in Anambra State to a high extent. The item by item analysis shows items 2, 3, 4, 6 and 8 with mean ranging from 4.51 to 4.61 indicates that social and emotional intelligence learning is a strategy for improving employability skills acquisition of business education students in tertiary institutions to a very high extent., while items 1, 5, 7 and 9 with mean ranging from 4.32 to 4.39 indicates that social and emotional intelligence learning is a strategy for improving employability skills acquisition of business education students in tertiary institutions to a high extent. The standard deviations for all the items are within the same range indicating that respondents are homogeneous in their mean ratings.

Research Question 2

To what extent is problem-based learning a strategy for improving employability skills acquisition of business education students in tertiary institutions in Anambra State?

Table 2: Mean ratings of the respondents on the extent problem-based learning is a strategy for improving employability skills acquisition of business education students in tertiary institutions. N = 96.

S/N	Social and Emotional Intelligence	Mean	SD	Decision
10.	Develop expertise in using practical work	4.61	0.49	Very high extent
11.	Motivate students by stimulating interest and enjoyment	3.93	0.75	High extent
12..	Provides opportunities to engage students in collaborative work	4.61	0.49	Very high extent
13..	Developing students ability to do things on their own	3.86	0.72	High extent
14..	Developing students skills through laboratory training for research	4.62	0.49	Very high extent
15.	Engages students and equips them with critical thinking	4.24	0.59	High extent
16.	Engages students in solving real world problems	3.91	0.63	High extent
17.	Engages students to perform actively in the class	4.05	0.66	High extent
	Grand Mean	**4.23**		**High extent**

The data analysis in Table 2 shows the grand mean of 4.23 which revealed that business educators agreed that problem-based learning is a strategy for improving employability skills acquisition of business education students in tertiary institutions in Anambra State to a high extent. The item by item analysis shows that items 10, 12 and 14 with the mean ratings ranging from 4.61 to 4.62 indicates that business educators agreed that problem-based learning is a strategy for improving employability skills acquisition of business education students in tertiary institutions in Anambra State to a very high extent, while items 11, 13, 15, 16 and 17 with the mean rating ranging from 3.86 to 4.24 indicates that business educators agreed that problem-based learning is a strategy for improving employability skills acquisition of business education students in tertiary institutions in Anambra State to a high extent. The standard deviation showed that there is homogeneity amongst responses indicating a greater consensus of opinion.

Testing the Hypotheses

Null Hypothesis 1

Business educators do not differ significantly in their mean ratings on the extent social and emotional learning is a strategy for improving employability skills acquisition of business education students in tertiary institutions in Anambra State based on years of teaching experience.

Table 3: Analysis of variance on mean ratings of business educators on the extent social and emotional intelligence learning is a strategy for improving employability skills acquisition of business education students in tertiary institutions.

As shown in Table 3 there is no significant difference among the three groups in terms of their

mean ratings on the extent social and emotional learning is a strategy for improving employability skills acquisition of business education students in tertiary institutions in Anambra State based on years of teaching experience (0-5 years, 6-10 years and above 10 years), as the F-ratio (2, 93) was .149 and *P-value* (.862) was greater than the stipulated 0.05 level of significance. Therefore the null hypothesis was not rejected.

Null Hypothesis 2

Business educators do not differ significantly in their mean ratings on the extent problem-based learning is a strategy for improving employability skills acquisition of business education students in tertiary institutions in Anambra State based on years of teaching experience.

Table 4: Analysis of variance on mean ratings of business educators on the extent problem-based learning is a strategy for improving employability skills acquisition of business education students in tertiary institutions

	Sum of Squares	df	Mean Square	F	P-value
Between Groups	.002	2	.001	.149	.862
Within Groups	.471	93	.006		
Total	**.473**	**95**			

As shown in Table 4, there is a significant difference among the three groups in terms of their mean ratings on the extent problem-based learning is a strategy for improving employability skills acquisition of business education students in tertiary institutions in Anambra State based on years of teaching experience (0-5 years, 6-10 years and above 10 years), as the F-ratio (2, 93) was 0.096 and P-value (.909) was greater than the stipulated 0.05 level of significance. Therefore the null hypothesis was not rejected.

Discussion of Findings

Findings of the study revealed that business educators agreed that social and emotional intelligence learning is a strategy for improving employability skills acquisition of business education students in tertiary institutions in Anambra State to a high extent. This orientates learners towards self-awareness, self-management and social awareness. The findings is in consonance with that of Martinez (2014) that emotions are the driving factors for human actions and being able to identify them is vital to function as a productive citizen. The findings also agrees with that of Weissberg and Cascarino (2013) who stated that an improvement in social-emotional skills creates a school climate with the capacity to retain academic, social, and emotional benefits for students such as: improved self-concept, fostering a bond with one's school, improved classroom behavior, as well as reductions in depression, stress and social withdrawal. In order for students to achieve success in school, career, and life, they must be taught social and emotional skills just as they learn reading, math, and science through instruction and practice. The test of hypothesis revealed that there was no significant difference in the mean ratings of business educators on the extent social and emotional learning is a strategy for improving employability skills acquisition of business education students in tertiary institutions in Anambra State based on years of teaching experience. It followed therefore, that the null hypothesis stated was upheld. The findings agree with Mang, Campbell, Ross and Boyd (2013)

that the previous knowledge, experience and expertise ideas of educators may determine the instructional strategy effective for employability skills development.

Findings of the study also indicated that business educators agreed that problem-based learning is a strategy for improving employability skills acquisition of business education students in tertiary institutions in Anambra State to a high extent. The findings of this study is similar with the findings of Hye-Jung and Cheolil (2012) who asserted that project-based learning is a student-centered pedagogy that involves a dynamic classroom approach in which it is believed that students acquire a deeper knowledge through active exploration of real-world challenges and problems, increasing the possibility of long-term retention of skills and concepts. In support of this, Yusuf (2016) affirmed that project-based learning actively engages students in the learning process for effective mastery of the subject matter and promotion of a positive attitude towards the subject. The test of the second hypothesis revealed that there was no significant difference in the mean ratings of business educators on the extent problem-based learning is a strategy for improving employability skills acquisition of business education students in tertiary institutions in Anambra State based on years of teaching experience. Therefore, the null hypothesis is not rejected. This disagrees with Ehimetalor, Osu-Nwufo, Makeri-Yahaya and Oladunjoye (2009) who stated that experienced educators can carefully select effective instructional strategies that would help students acquire employability skills.

Conclusion

Based on the findings of this study, it is concluded that social and emotional intelligence learning and problem-based learning are strategies which will be effective for improving employability skills acquisition of business education students. Following the path of these instructional strategies may lead to a remarkable improvement in the teaching and learning of business education in tertiary institutions in Anambra State.

Recommendations

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

1. The Ministry of Education in partnership with National University Commission (NUC), the Education Thrust Fund (ETF) and the National Commission for Colleges of Education (NCCE) should provide adequate and consistent training and retraining programmes for capacity building for business educators to enable them keep abreast with trends in the changing society.
2. Business educators should endeavour to diversify in their use of instructional strategies in order to improve students' employability skills acquisition.

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EXTENT OF IMPLEMENTATION OF THE BUSINESS STUDIES CURRICULUM AT THE SECONDARY SCHOOL EDUCATION FOR EMPLOYABILITY SKILLS DEVELOPMENT

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Abstract

The study investigated extent of implementation of the mandate of business studies curriculum at the secondary school level for employability skills development in Delta state. The purpose of the study was to determine the business subjects taught in secondary schools, instructional equipment/materials available for teaching and learning and the teaching techniques adopted by business study teachers to achieve the mandate of business studies curriculum. A descriptive survey research design was adopted for the study. Three research questions and two null hypotheses guided the study. The population of the study was 254 business teachers in public secondary schools in the eight local government areas that make up Delta South senatorial District. A sample size of 190 was used for the study. A 49 items questionnaire built in three clusters addressing the three research questions was used for data collection. A total of 187 administered questionnaires were retrieved out of 190 administered and used to analyze the outcome of the study using descriptive statistics of mean and standard deviation, while t-test statistical tool was used to test the null hypotheses at 0.05 levels of significance. The findings of the study revealed that most business subjects added to the business component of business studies at the secondary school are not taught; also equipment and material resources available were lowly rated, while respondents rated techniques used in teaching business subjects high. It was recommended that public secondary schools administrators should include the business subjects newly added to the business studies component among subjects taught, and that equipment and material resources should be provided to achieve the mandate of business studies curriculum at the secondary school education for employability skills development in Delta state.

Introduction

Secondary education in Nigeria is given in two stages, the Junior and Senior Secondary education. According to the Federal Republic of Nigeria (2013), Junior secondary education is the education which a child receives immediately after primary education, students proceeds to the Post Basic Education also known as Senior Secondary Educartion after passing the Basic Education Certificate Examination (BECE).

Education according to Fafuwa in Offorma (2016) is the human act of informing and strengthening of the powers of the body and mind; a process for transmitting culture for the knowledge to ensure social control and guarantee rational direction of society. He further adds that the purpose of education is to develop attitudes, abilities and behaviours considered desirable by society. Education is a process for transmission, preservation and improvement of the culture of a people. It is a process through which human beings become morally good members of their society. The central purpose of education is virtue or character training. At the Junior secondary education

level in Nigeria, Business Studies is one of the subjects taught among the subjects listed in the National policy on education (NPE). While section 3 sub section 38.2.4, of the NPE as stated in FRN (2013) presented business studies as: Stores management, Accounting, Commerce, Office practice and Insurance.

The senior secondary school level students are encouraged to take at least one trade of their choice within or outside the business studies components of the trade subjects. The business studies subjects presented as trade subjects in section 3, sub section 38.2.5 of NPE are: Stenography, Data processing, Store keeping, Marketing and Salesmanship.

The teaching and learning of these subjects is based on what is expected of the secondary school leaver to achieve before graduation for skills development. Therefore, the mandates of business studies curriculum at the secondary school education are expressed through the objectives of business studies subjects' curriculum at both the junior and senior secondary education level. The subjects listed under the business studies components have their curriculum which reflects the depth, appropriateness and interrelatedness of curricula contents. The topics under each theme were analyzed to enable the learner start from the simple to complex ideas. The guided discovery method of learning was adopted in prescribing activities for each of the topics to promote learning and practical skill development (Nwufo, 2016).

The objectives of business studies according to Akpan (2015) are:

- To provide the orientation and basic skills with which to start an occupation for those who may not have opportunity for further training.
- To provide basic business skills for personal use now and in the future.
- To prepare students for further training in business studies.
- To relate the knowledge and skills to national economy.
- To develop basic skills in office occupations.

Wanza (2012) stated that business studies subjects also enable the learner to acquire knowledge and awareness of business vital terminologies when discussing business issues, understand business and its environment, appreciate the role of business in the society and to acquire necessary entrepreneurial skills and knowledge. The acquisition of business skills however, depends on the right manpower and adequate provision of teaching materials and equipment. Also of importance is the teaching, learning and evaluation techniques employed by teachers for students to acquire the necessary skills.

Curriculum is the educational proposal of any nation that guide the schools in the growth and development of its young ones. Tanner and Tanner in Otteh and Akuma (2011) and Udesen (2016) defined curriculum as planned and guided learning experiences and learning outcomes formulated through the systematic reconstruction of knowledge and experiences under the auspices of the school, for the learners' wilful growth in personal-social competence. For the business studies students to achieve the desired knowledge and skills, business studies teachers must be committed to impact knowledge and skill on their students taking cognizance of performance objectives, activities for both teachers and learners, appropriate evaluation processes and availability of teaching and learning materials.

Skills according to Ezeabii, Nwokike and Jim (2017), is the ability to perform expertly well with dexterity and tact through what one has learnt and practiced in training. Skills are usually

associated with particular occupational areas. Business studies teachers, both male and female are saddled with the responsibilities of impacting skills and knowledge on their students in order to achieve the mandate of business subjects as designed by the Nigerian Education Research and Development Council and presented by the Federal Ministry of Education to secondary schools regardless of whether the school is situated in the rural or urban areas. Hornby (2015) defined mandate as an official order given to perform a particular task, or an authority given to a representative. It is therefore necessary to determine the extent of implementation of the mandate of business studies curriculum for skills development in Delta State.

Statement of the Problem

The basic reason for the teaching and learning of business studies subjects in both junior and senior secondary school curriculum is to prepare students to function intelligently in the world of work, and also to meet entry level employment needs in the competitive world. Most recently new subjects have been introduced/offered under the "business" component of the new secondary education structure. This constitutes a challenge to its implementers. Also inadequate teaching equipment and materials and shortage of manpower to cope with the ever increasing students population are some factors assumed to be the major problems in implementing the mandate of business studies curriculum at secondary school level of education in Delta State. In the light of the above, the study determined the extent of implementation of the mandate of business studies curriculum at the secondary school level of education in public secondary schools in Delta South Senatorial District of Delta State.

Purpose of the Study

The major purpose of the study was to determine the extent of implementation of the mandate of business studies curriculum at the secondary school level of education in Delta State, specifically, the study ascertained;

1. Business subjects taught in secondary school level of education to achieve the mandate of business studies curriculum in Delta state.
2. Instructional equipment/Material resources available for achieving the mandate of business studies curriculum in secondary school level of education in Delta State
3. Teaching Techniques used by business subjects' teachers in secondary school level of education, for achieving the mandate of business studies curriculum in Delta state.

Research Questions

The following research questions guided the study:

1. What are the business subjects taught in secondary school level of education in order to achieve the mandate of business studies curriculum in Delta State?
2. To what extent is instructional equipment/material resources available for achieving the mandate of business studies curriculum in Delta State?
3. What are the teaching/techniques used by business studies teachers to achieve the mandate of business studies curriculum in secondary schools in Delta State?

Research Hypotheses

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

1. There is no significant difference in the mean ratings of male and female teachers on the instructional equipment/materials available for teaching and learning of business subjects in order to achieve the mandate of business studies curriculum in Secondary schools in Delta State.
2. Urban and rural business subjects teachers do not differ significantly on their mean ratings on business subjects taught in secondary schools in order to achieve the mandate of business studies curriculum in Delta State.

Method

The study adopted the survey design and was conducted in Delta South Senatorial District in Delta State. Delta South Senatorial District has 121 Public Secondary Schools. The population of the study consisted of 254 business studies teachers. A sample size of 190 was used for the study. The Instrument used for data collection was a structured questionnaire. The questionnaire titled 'extent of implementation of mandate of Business Studies Curriculum at the Secondary School questionnaire' (EIMBSCQ) was designed to obtain information from business subjects teachers on subjects taught in secondary schools, extent of instructional equipment /material resources available for teaching and learning business subjects, and techniques used by business studies teachers in impacting knowledge in their students. The response pattern adopted for the questionnaire was a four point scale of Strongly Agree (SA), Agree (A), Disagree (D), and strongly Disagree (SD) regarding data for research question one while Very High Extent (VHE), High extent (HE), Low Extent (LE) and Very Low Extent (VLE) for information concerning research questions two and three. The questionnaire was validated by three experts who were requested to vet the instrument base on the language, clarity relevance and the possibility of the questionnaire to collect the required data and extent of its coverage. The comments of experts were incorporated to enrich the instrument.

The internal consistency of the instrument was determined by the use of split half method and data generated thereof were subjected to Pearson product moment correlation analysis which yielded a coefficient value of 0.84, 0.60 and 0.80 respectively. These values was considered high enough for the instrument to be reliable. Copies of the questionnaire were administered by the researcher with the help of six (6) research assistants. Mean and standard deviation was used to answer the research questions while the null hypotheses were tested using t-test statistic at 0.05 level of significance. The decision rule was based on the condition that any questionnaire items with a mean score of 3.50 to 4.00 SA/VHE, 2.50 to 3.49 A/HE, 1.5 to 2.49 D/LE, and 1.00 to 1.49 SD/NE. Similarly, null hypotheses were rejected if the calculated t-value exceeds the table value. Where the calculated t-value is less than the critical value, hypotheses was accepted.

Results

Research Question 1:

What are the business studies subjects taught in secondary schools in Delta state?

Table 1: Mean and standard deviation of respondents on the business studies subjects taught in Secondary Schools.

S/N	Items on Business Subjects Taught	X	SD	Remarks
1.	Stores Management	2.18	0.90	Disagree
2.	Accounting	3.69	0.82	Strongly Agree
3.	Commerce	3.92	0.77	Strongly Agree
4.	Office Practice	3.80	0.50	Strongly Agree
5.	Insurance	1.26	0.93	Strongly Disagree
6.	Stenography	1.19	0.95	Strongly
7.	Data Processing	1.33	0.91	Strongly Disagree
8.	Store keeping	1.38	0.92	Strongly Disagree
9.	Marketing	3.30	0.84	Agree
10	Salesmanship	1.25	0.93	Strongly Disagree
	Grand Mean	**2.33**	**0.85**	**Disagree**

The results in Table 1 reveal that items 2, 3, and 4 are rated strongly agreed by business studies teachers, with mean scores of 3.69, 3.92 and 3.80 respectively. Item 9 was rated Agreed with a mean score of 3.30. All other items are rated strongly disagreed. However with a grand mean of 2.33, It can be concluded that Business studies teachers in public secondary Schools in Delta State are of the opinion that business studies subjects taught in Delta State do not effectively support the effective implementation of the mandate of business studies curriculum in secondary schools.

Research Question 2:

To what extents are instructional equipment /material resources are available for teaching and learning of business subjects?

Table 2: Mean and standard deviation of business subjects' teachers on the extent instructional equipment /materials are available for teaching and learning business subjects.

S/N	Items on Instructional Equipment/Materials	X	SD	Remarks
11.	Classrooms	3.61	0.78	Very High extent
12.	Office for staff	3.2.5	0.92	High Extent
13.	Desk and lockers for students	3.25	0.92	High Extent
14	Computers/keyboard	1.38	0.92	Very Low Extent
15.	School Library	2.50	0.94	High Extent
16.	White board maker/chalkboard	2.70	0.90	High Extent
17.	Bulletin bonds	1.38	0.93	Very Low Extent
18.	CD/DVD player	1.20	0.75	Very Low Extent'
19.	Radio Cassette Players	1.28	0.96	Very Low Extent
20.	Office practice Laboratory	2.48	0.94	Low Extent
21.	Real objects such as cheques Currency, newspapers, magazines	1.40	0.92	Very Low Extent
22.	Office Practice Laboratory	2.48	0.94	Low Extent
23.	Photocopiers	1.46	0.90	Very Low Extent
24.	Projecting Machine	1.20	0.78	Very Low Extent
25.	Stop Watches /wall clocks	1.28	0.82	Very Low Extent

26.	Printers	1.30	0.90	Very Low Extent
27.	Laptops	1.38	0.96	Very Low Extent
28.	Calculators	2.26	0.94	Low extent
29.	Television set	1.10	0.80	Very Low extent
30.	Internet facility	1.36	0.96	Very Low Extent
31.	Technician for maintenance	1.20	0.88	Very Low Extent
	Grand Mean	**1.85**	**0.89**	**Low Extent**

Table 2 shows that item 11 is rated Very High Extent. I items 12, 13, 15, and 16 are rated High Extent. Items 20, 22, and 28 are rated Low extent. Other items are rated Very Low Extent. With a grand mean of 1.85 which is Low Extent, it can be concluded that business teachers rated instructional equipment /materials available for teaching and learning as low extent. This means that the available equipment and materials do not support effective implementation of business education at the secondary school level in Delta State.

Research Question 3

What are the techniques used by business subjects teachers to teach in order to achieve the mandate of business education at the secondary school level?

Table 3. Mean and standard deviation on the teaching techniques used by business subject teachers to achieve the mandate of business education.

S/N	Items on Teaching Techniques	X	SD	Remarks	
33.	Demonstration and explanation		3.88	0.74	Very High Extent
34.	Audio Visual and Audio Aids		2.33	0.98	Low Extent
35.	Use of Brochures		1.66	0.82	Very Low Extent
36.	Discussion		3.80	0.90	Very High extent
37.	Individual Instruction		3.16	0.19	High Extent
38.	Questionnaires		3.07	0.89	High Extent
39.	Role playing		2.57	1.24	High Extent
40.	Field trips to business offices		1.57	0.88	Very Low Extent
41.	Television and Radio		1.60	0.84	Very Low Extent
42.	Guest speakers		2.48	0.93	Low Extent
43.	Group Study /project work		1.48	0.96	Very Low Extent
44.	Question Method		3.52	0.76	Very High Extent
45.	Assignments		3.60	0.76	Very High Extent
46.	Case Study		2.50	0.94	High Extent
47.	Team Teaching		2.34	1.33	Low Extent
48.	Text book Assignment		3.82	0.77	Very High Extent
	Grand Mean		**2.69**	**0.92**	**High Extent**

The results in Table 3 reveal that business subjects teachers rated items 33, 36, 44, and 45 as Very High Extent. Items 37, 38, 39 and 46 are rated High Extent, while items 34, 42, 47, and 49 were rated Low Extent. All other items are rated Very Low extent. However with a grand mean of 2.69. It

can be concluded that business subjects' teachers' response showed that the techniques used in teaching the subjects to achieve the mandate of implementation of business studies curriculum at the secondary school of education is rated high.

Hypothesis 1

There is no significant difference in the mean ratings of male and female business subject teachers on the business subjects taught in secondary schools in Delta State in order to achieve the mandate of business studies curriculum.

Table 4: Summary of t-test analysis of male and female business subject's teachers on their mean response on business subjects taught in public secondary schools.

S/N	Sources of Variation	Mean	SD	Level of Significant	DF	t-cal	t-Crit.	Decision
1.	Male	138	0.33	0.05	119	1.20	1.960	Accepted
2.	Female	49	0.48					

From table 4, the calculated t-value of 1.20 at 0.05 levels of significance with a degree of freedom of 119 is less than the critical table value of 1.960. Therefore the null hypothesis which states that there is no significant difference in the mean rating of male and female business subject teachers on the business subjects taught in public secondary school in Delta State is accepted. This means that both male and female business subjects' teachers do not differ significantly on the business subjects taught in public secondary schools in Delta State.

Hypothesis 2

Urban and Rural business subject teachers will not differ significantly on their mean ratings on the instructional equipment /materials available for teaching and learning of business subject in Delta State in order to achieve the mandate of business studies curriculum in public secondary schools.

In order to test null hypothesis two, t-test statistical tool was used at 0.05 level of significance.

Table 5: Summary of t-test analysis of Urban and Rural business subject teachers on instructional equipment/material resources available for implementing the mandate of business studies curriculum in public secondary school.

S/N	Sources of Variation	Mean	SD	Level of Significant	DF	t-cal	t-Crit.	Decision
1.	Urban	65	0.80	0.05	119	0.75	1.960	Accepted
2.	Rural	122	0.61					

From Table 5, the t-calculated value of 0.75 is less than t- critical value of 1.960 at 0.05 levels of significance and 119 degree of freedom. The null hypothesis is therefore accepted. This indicates that urban and rural business subjects' teachers do not differ significantly on the equipment/materials resources available for implementing the mandate of business studies curriculum in public secondary schools.

Discussion

The result of the study relating to the first research question on subjects taught in secondary schools indicated that only four business study subjects are taught consistently in public secondary schools in Delta State. They include accounting, commerce, office practice and marketing, while business subjects such as stores management, insurance, stenography, Data processing, store keeping and salesmanship are either not taught or sparingly taught. However with a grand mean of 2.33, (Disagree), respondents are of the opinion that business subjects taught do not support effective implementation of the mandate of business studies curriculum in public secondary schools in Delta State.

Hypothesis one, which was tested at 0.05 levels of significance indicated that male and female subject teachers do not differ significantly on business subjects taught in public secondary schools. The findings of this study was supported by Ekpeyoung (1993) that business subjects taught in secondary schools were insufficient and that to achieve the mandate of business studies curriculum, more business subjects needed to cater for the students should be taught.

The results of the findings regarding research question two, on instructional equipment and materials showed that items such as classrooms, office for staff, desk and lockers for students, school library, white board maker/chalkboards were rated high extent. Other items were either lowly rated or rated no extent. With a grand mean of 1.85, business subjects teachers believed instructional equipment/material resources were lowly provided and do not support effectively the implementation of business studies at the secondary school level of education in Delta State. Hypothesis two, which is on mean ratings of instructional equipment and materials and tested at 0.05 levels of significance showed that both urban and rural business subject teachers do not differ significantly in the mean ratings on instructional equipment and materials available for teaching and learning of business subjects taught in public secondary schools.

The findings of this research are supported by Attah in Esene and Okoro (2008) who noted that no effective teaching and learning can take place without equipment and materials for learning. Also Ulifun in Azih (2008) pointed out that learning would be less meaningful without the use of teaching facilities and students would grope in darkness for long before they can get a grasp of what the teacher says.

The findings of the study relating to research question three, indicated that business subject teachers rated techniques used for teaching such as demonstration and explanation, discussion, question method and textbook assignment as very high extent, while techniques such as, individualized instruction questionnaires are rated high extent, all other items are rated Low extent or very low extent. However with a grand mean of 2.69, it was concluded that business subjects teachers rated techniques used by them to achieve the implementation of business studies curriculum at the secondary school level of education as high extent.

The findings of this study is supported by Utoware and Eneogwe (2017) in their research which indicated that standard business strategies for effective teaching of business education includes lecture, discussion, role playing, questioning, demonstration, assignment and problem solving. The finding is not in agreement with Dube and Moffat (2009) who reported that techniques used by business educators were incompatible with the goals of trying to prepare learners (business education) students

Conclusion

Findings of this study showed that implementation of the mandate of business education at the secondary school level of education has some challenges as most of the subjects are not taught, therefore students are not aware of them. This scenario does not educate the students enough in preparing them for higher ground either at work or in choosing a programme of study in business education. Also, since available equipment and resources to train students are inadequate, effective teaching of business subjects may not be achieved and this is a setback on business education as a programme and students may not achieve the required knowledge and skills for the world of work. The effective teaching of business subjects with appropriate techniques at the secondary school level would prepare school leavers for entry level employment in the society and equally prepare students to gain admission into higher institutions for further studies in business education.

Recommendations

1. The addition of business subjects to the business study component is a welcome development, therefore public secondary school administrators should include the newly introduced business subjects among the business subjects taught.
2. Instructional equipment/material resources for teaching should be provided to aid in implementing mandate of business studies curriculum in public secondary schools.
3. Business subject teachers in all area of business education should be recruited and engaged in order for schools to introduce the new business studies subjects in secondary schools.
4. Business studies curriculum implementation require adequate funding, it is therefore necessary to make special provision regarding funding for effective implementation of business studies curriculum in public secondary schools.
5. Strategies for achieving effective implementation of business studies curriculum in secondary school should be put in place. This could be in form of monitoring the activities of public secondary schools concerning business subjects taught and the techniques employed in teaching by supervisors or monitoring team. It is suggested that the monitoring team should include business education practitioners, so as to ensure compliance with implementation.

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BUSINESS EDUCATION: A TOOL FOR POVERTY ALLEVIATION

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Abstract

This paper examined the impact of Business Education in alleviating poverty among graduates of business education. Poverty is a global phenomenon and Nigeria unfortunately happens to be a victim of this ugly situation as it is one of the poorest countries of the world. It is believed that poverty can be greatly influenced by the type and level of education acquired by the individual, as it is a tool for economic empowerment. This paper also discussed factors that if not addressed and improved upon will contribute to a greater poverty level being experienced by the learners. Identification of viable business opportunities was also discussed. It is recommended that government should take issues of providing more functional equipment in schools, strengthening the teaching staff and funding of business education very seriously.

***Keywords**: Business Education, Poverty Alleviation, Economic empowerment*

Introduction

Poverty is a global phenomenon and Nigeria unfortunately happens to be a victim of this ugly phenomenon as it is one of the poorest countries of the world. There is the strong belief that poverty can be greatly influenced by the type and level of education acquired by individuals as functional education is a tool for economic empowerment. The poverty situation in Nigeria has become so serious that it is regarded as one of the major developmental challenges to her economic and social growth. Poverty is antithetical to human right (Zanna, 2000). Research has it that about 50% of Nigerian population is living in poverty. With these Nigerians cannot, with any degree of comfort, afford the basic needs for human living (viz food, clothing and shelter). Moreover, Nigerian leaders on their part have made various efforts and attempts to check and arrest these unprecedented situations. Fabulous sums of money have been spent over decades to alleviate the degree of poverty in the country.

Todaro and Smith (2003) also observed that in the developing world, more than 1.2 billion people live on less than $1per day at purchasing parity and more than 2.8 billion (that is half the world population) live on less than $2 per day. These sets of impoverished people often suffer from malnutrition and poor health; and live in environmentally degraded areas or dilapidated urban slum. Osuyi (2005) posited that nearly one third (1/3) of the developing world is very poor, including 48% of the those in Asia, 33% of these in middle East and North Africa and 25% of those in Latin America. According to the United Nations Report (1999), the Nigerian Human Development Index (HDI) was only 0.416, which placed Nigeria among the 25 poorest nations in the world.

This assumption has made successive Nigerian governments to initiate some measures to reduce or eradicate poverty and its impact on the people. These measures as identified by Idowu, Gberevbie, Moses, Duruji and Bankole (2013) include: setting up of the directorate of food, road and rural infrastructures (DFFRI); better life for rural women (BLRW); national directorate of employment (NDE); bank of industry (BOI); family support programme (FSP); the national poverty eradication programme (NAPEP), subsidy-reinvestment and empowerment programme (Sure-P), national economic empowerment and development strategies (NEEDS) among others. The list of poverty interventions already carved out in Nigeria is inexhaustible. Implementation of these programmes seems not to tackle poverty. Sustaining it is what tackles poverty (Aliyu 1999a). According to Aliyu (1999b), several poverty alleviation programmes in Nigeria have failed due to overlapping functions among institutions which led to unhealthy rivalry and conflicts between the public institutions charged with poverty alleviation programmes. The Federal Government of Nigeria in the year 2013 started a programme known as the framework for the integration of out-of-school children from the South-East and South-South States into the Basic education programme. One of the objectives of this programme was to empower the youths from these areas with functional skills for self-reliance and ability to contribute to the development of the society. If implemented, the initiative was expected to reduce the out-of-school syndrome occasioned by the get rich-quick attitude of youths. The initiative would among other things ensure human capacity development and poverty reduction. (UBE, 2013). However, these laudable programmes were never fully implemented by government, therefore there were not impactful in alleviating poverty as initially planned.

In one of the four key strategies of NEEDS, (that is, implementing a social charter which emphasis welfare, health, education, employment, poverty reduction, empowerment, security and participation), business education has a vital role to play in poverty alleviation in this country. With about 50% percent of the population as children, education is seen under the National Economic Empowerment and Development Strategy (NEED) as most important bridge to the future and a powerful instrument of empowerment (Aliyu, 2000). Business education as the instrument of empowerment possesses the basic preparation for two of the most important endeavours known to mankind, business and education.

Clarification of Business Education

Business education plays a prominent role in preparing students to become responsible citizens, capable of making astute economic decisions that will benefit their personal and professional lives. Business teachers introduce students to the basics of personal finance, decision-making techniques needed to be wise consumers, the economic principles of an increasingly international marketplace, and the processes by which businesses operate. In addition, they provide a solid educational foundation for students who want to successfully complete their business education programmes which will enable them to be versatile in the business environment.

Ezeani (2012) and Olise (2014), opined that business education produces responsible, productive and self-reliant citizens. Ezeani and Olise further stated that due to the quality of business education graduates in terms of skill acquisition and creation of jobs, it the importance of business education in inculcating in the recipients knowledge, values, attitudes and skills needed in the business world cannot be overemphasized. According to Igboke (2000), business education is a

dynamic field of study geared towards preparing youths and adults for and about business. It is a preparation for a career in business where instruction is designed to prepare youths and adults for actual practice in the world of business. On the other hand, education about business involves preparation of youths and adults for intelligent and effective consumption of economic goods and services offered to society in a free enterprise economy.

It could be deduced from the definitions above that business education is an education for and about business. It combines both theoretical and practical knowledge. In the same vein, it exposes the recipients to the economic system of the country and equips the recipients with lifelong skills that would enable them to make reasonable judgments as producers (entrepreneurs), employer or consumers of goods and services. Finally, Obi and Otamiri (2010) summarized the objective of business education to include:

1 to produce efficient and effective management, secretarial, accounting and marketing managers.
2. to produce lecturers who will handle business and related courses in our universities and colleges.
3. to propagate the development of business thought and philosophy in business and management.
4. to prepare people for self-employment in situations where there is no available paid employment.
5. to expose the students via the available courses to the limitless horizon of the business world and prepare them for roles as qualified administrators and managers in business organizations.
6. to develop in the students requisite skills and expertise in management of both private and public enterprises and arm them with the analytical ability needed to meet the growing challenges of present and future Nigerian and international environment.

A career in business education includes knowledge in the technical education commercial education, entrepreneurship education and vocational education. This is to enable the beneficiary to be competent enough to contribute greatly to national acquisition of business skills, understanding and attitudes to enable the recipients identify problems and to proffer lasting solution to such problems in order to have a beneficial effect on both himself and the society at large (Ojo, 2005).

Business education enables the recipients to develop employment and entrepreneurial skills, Okenwa (1999), perceived entrepreneurship as the willingness and ability of individuals to seek out employment opportunities, establish and run an enterprise successfully. Others are pooling of various scarce resources for production and distribution of goods and services, organization and management of the human and material resources for the attainment of the objectives of the enterprise.

Business education leadsto gainful employment and productivity thereby alleviating poverty. Moreover, the World Bank Report (1995) clearly stated that education is a major instrument for promoting economic growth and reducing poverty and specifically, indicated the linkage between business education and poverty alleviation. Business education goes a long way in enhancing the capacity of the individual in conducting business, be it in engineering, medical, legal or other forms of business endeavours.

The growth of business education in the country seem not encouraging owing to so many factors. These factors if not addressed and improved upon will contribute to a greater poverty level being experienced by the learners. Oloidi, (2000) outlined the problems of business education:

1. Lacks of modern equipment for proper training of the students. Most of the available equipments are obsolete and do not meet needs of the time.
2. Dearth of staff in the business education departments. Most of those trained prefer working in companies to teaching. This is because of poor societal perception of teachers in the country in particular.
3. Few lecture halls/classrooms for the business education courses. If available, there are few or no desks for the students. In its totality, the learning environment is not conducive.
4. Little or no emphasis is made on the place of business education in the current UBE programme. As such, people are not willing to enroll for the programme of study and as such fail to acquire the skill needed for them to be self-reliant and employable.
5. The Nigeria society has poor regard for vocational education programme (with business education being an integral part of it). Most Nigerians view this form of education as education for the never do wells or drop outs. This is evident on the very low population of students receiving vocational education nation-wide. Most of the States in the country till date have not and are still not willing to set up separate boards for the management of vocational and technical education in States. This is because they have little or no value and regard for vocational education.
6. The government finds it extremely difficult to release reasonable fund to this programme. Consideration is not given to the acquisition of machines, tools and materials for practicals which will enhance students' skill acquisition. This therefore makes it difficult for the students to acquire the proper skills.

Identification of Viable Business Opportunities

Business education equips the recipients with skills that would enable them to identify viable investment opportunities in the society. Through this, they would be able to see opportunities where others see chaos. It would also equip them with skills that would make it possible for them to use the SWOT (strengths, weaknesses, opportunity and threats) analysis to function well as entrepreneurs. With this background in mind, it could be observed that business education could promote entrepreneurship by promoting people to strive toward the utilization of the identified opportunities through taking calculative risks (Gidado & Akaeze, 2014).

Skills for Financial management: Accounting education is an integral part of business education. It is thus, a potent tool for promoting financial prudence and business success. According to Adamu (2009), the inability of some small and medium-scale entrepreneurs to keep financial records negatively affects the growth of their businesses, ability to secure loans from financial institutions and determination of cost and profit. The knowledge of business education would therefore help toward proper keeping of financial records. It would also guide the entrepreneur in cost analysis, inventory control and profit determination.

Utilization of Proper Marketing Skills: The Inculcation of marketing skills is among the focus of business education. According to Gidado (2011), marketers conduct surveys leading to the identification of people's needs and wants and develop products that would meet those needs and wants. This implies that business education could promote entrepreneurship through making entrepreneurs to properly perform their entrepreneurial functions. This is because the knowledge of marketing would prompt them to make good use of the seven-ps of marketing namely; product, price, promotion, place, people, process and physical evidence. It is expected that this would lead to the development of sound product idea which would be translated into an acceptable product mix which

will make an entrepreneur to procure products that will be appealing to the customers. Finally, acquisition and utilization of the right marketing skills will promote entrepreneurship by leading to proper and acceptable pricing of the product, making it available at the right place and time as well as using the right promotional technique(s) to stimulate customers to buy the product.

Skills for Proper business management: Management is crucial to the success of any entrepreneurial effort. As deduced from Aruwa (2006), managerial incompetence of some Nigerian entrepreneurs is among the problems of entrepreneurship in Nigeria. Business education can therefore help in ameliorating this problem and thus become a tool for promoting entrepreneurship. This is because attaining proficient skills in economics and management skills would make both current and potential entrepreneurs to successfully manage their ventures through the processes of planning, organisizing, directing and controlling the available human and material resources. Similarly, their knowledge of economics is expected to make them to be rational and also ensure proper allocation and utilization of the available resources.

Avoidance of Business Failure: It is the desire of every entrepreneur to ensure that his business survives over a long period of time. But some business ventures do not last long. According to Gana (2001), once a business ceases to be in operation, it is said to have failed. Based on the nature of business education, it has the potentials of helping entrepreneurs to avoid business failure. This owes to the fact that it equips its recipients with skills for identifying the symptoms of business failure. Some of these symptoms include; declining sales, deteriorating working capital, declining profit and high debt ratio. With this information in mind, the entrepreneurs stand the chance of avoiding the failure of their businesses.

Conclusion

Business education is a practical oriented programme. Thus, it is a tool for poverty alleviation. In this study it was discussed that business education is a vital tool that equips students with the needed knowledge and skills to be self reliant. In another vein, business education students can also be productive individuals who will become factors or drivers of the economy by applying the skills and ability learnt in the classroom situation into becoming entrepreneurs. The government at all levels through appropriate agencies should actively create policies that will positively enhance the participation of graduates who are equipped with business competence (skills and knowledge) to actively engage in entrepreneur business by providing facilities such as accessibility and minimal interest rate on loans, provision of adequate infrastructure and conducive business environment to operate in. Undoubtedly, business education is the proper education for poverty alleviation.

Recommendations

1. Enough infrastructures should be put in place with modern and adequate facilities provided, for conducive teaching and learning exercise.
2 Government at all levels should mount campaigns on the essence of business education for self-reliance, prestige and national development by introducing the course, business studies in all junior secondary schools in the whole federation, so that students can start appreciating the course at the early stage of their education.
3. More functional equipment should be provided in every institution offering business education. This will enhance proper training of the students towards the acquisition of the right skills.

4. Governments, communities, business organizations and philanthropists should key into business education in Nigeria by funding it properly in order to meet the objectives o f ensuring self-reliance and poverty alleviation.
5. More and adequately trained teaching staff should be recruited and well remunerated so that they can put in their best.

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IDENTIFICATION OF STRATEGIES FOR PREPARING BUSINESS EDUCATION STUDENTS FOR GLOBAL COMPETITIVENESS

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Abstract

The study was aimed at identifying the strategies for preparing business education students for global competitiveness. Two research questions guided the study and two null hypotheses were tested at 0.05 level of significance. A descriptive survey research design was adopted for the study. The population consisted of 58 business education lecturers teaching at tertiary institutions in Imo State. A structured questionnaire was used for data collection. The instrument was validated by three experts and the reliability of the instrument was ensured using pilot test technique. Data collected were analyzed using Cronbach Alpha formula which yielded reliability index of 0.91. Data related to the research questions were analyzed using mean and standard deviation while analysis of variance (ANOVA) was used to test the null hypotheses at 0.05 level of significance. Findings arising from the study revealed that business education lecturers' in tertiary institutions in Imo State agreed on the strategies for preparing business education students for the global competitiveness and that they also agreed on the professional developments of teachers for preparing business education students for global competitiveness. Findings also indicated that there was no significant difference among the three groups in terms of their mean ratings on the strategies for preparing business education students for the global competitiveness and professional development of teachers based on years of teaching experience. Based on the findings, it was concluded that business education lecturers should therefore make effective use of these strategies for proper delivery with the ultimate aim of improving the entrepreneurial competencies of business education students. It was recommended among others that the government should ensure consistent training and retraining of business education lecturers to ensure that they are abreast of trends in the changing society.

Keywords: *Business education, global competitiveness, strategies, preparing, tertiary institutions*

Introduction

Education at all levels is a major factor for national development and a means for the empowerment of citizens towards nation building. This is particularly the case of today's globalized information and knowledge based economy (Ekpiken & Ukpabio, 2015). Similarly, business education is one of the technical and vocational courses offered in tertiary institutions in Nigeria. It is seen as a programme of study offered to learners in order to prepare them as producers and wise consumers of business products. This is to say that business education prepares students for work and world of work. Federal Republic of Nigeria (2013) stated in the National Policy on Education that there is need for functional education to be relevant, practical and acquisition of appropriate skills and development of competencies as equipment to the individual to live in and contribute to the development of his society.

Onojetah (2014) defined business education as a vocational discipline that prepares its recipients with skills that will enable them to contribute significantly to the economic development of

a nation. In this regard, a graduate of any business education programme is expected to possess both intellectual and vocational abilities which will help him/her to earn a living in a contemporary and ever changing business environment. By and large, business education equips individuals with skills that can help them gain employment or create jobs.

In order to achieve the above points, Okoye (2017) stated that training institutions should employ effective strategies during the programme instructions so as to produce highly innovative, efficient and competent minded business education graduates. The business dictionary defined Strategy as a method or plan chosen to bring about a desired future, such as achievement of a goal or solution to a problem. Strategies, according to Heinz (2005), is the determination of the (or the fundamental purpose) basic long-term objectives of an enterprise, followed by adoption of courses of action and allocation of resources necessary to achieve these aims. Okoye citing Nwazor and Okwuanaso (2000) also advocated that Strategies entails skills in managing an affair or matter in hand, and tactics for achieving an objective.

In this context, strategy refers to the method, ways, techniques, activities, behaviours adopted by the teacher to deliver his lesson. Similarly, Utoware and Eneogwe (2017), said that Strategies are tactics for achieving an objective. Ugwuanyi (2012) postulated strategy as a broad basic plan of action by which individual(s) or organization(s) intend to reach its/their goals. The instructional strategies are used by lecturers to shape learning environment and represent professional conceptions of teaching, learning and the learners. In order to prepare the students for a future of work, it is believed that business education teachers and other educational stakeholders should focus on real-world problems and processes, support inquiry-based learning experiences, provide opportunities for collaborative project approaches to learning and focus on teaching students how to learn (above "what" to learn). These innovative strategies include work-based learning, problem-based learning, digital learning, project based and design based learning.

Work-based learning (WBL)

Work-based learning is an educational strategy that provides students with real-life work experiences where they can apply academic and technical skills and develop employability skills. Work-based learning experiences occur in a work setting, typically at an employer's worksite. Work-base learning should be integrated into the entire curriculum from basic school through graduate level rather than viewed as an isolated unit of instruction studied at a particular time and level. According to Baba (2013), for functional education to be achieved, there should be some form of school work based learning incorporated in some studies as part of national economy development strategies.

Problem-based Learning

Problem-Based Learning (PBL) is an instructional strategy that challenges students to "learn to learn", working in groups to seek solutions to real world problems. The process replicates the commonly used systemic approach to resolving problems or meeting challenges that are encountered in life and will help prefer students for their careers. (Merlot, 2014). Kehinde (2017) allured that in teaching business education courses, the course contents reveal that there is need to move beyond the traditional method which is lecture method to a more proactive, practical, and functional and result oriented. Strategy, according to Kehinde (2017) observed that in conventional approaches to learning, faculty members provide students with theories and concepts to situation. AwutuEfebo (2003) and Ojo (2011) further explained that despite its' limitations the traditional method of teaching has the following benefits:

1. It is suitable for large classes communication
2. Students are exposed to unpublished or not readily available materials
3. It complements certain individual learning preferences
4. It helps to cover a large number of topics

Problem-based learning is highly context specific. Students learn how contents are taught through skills and its application in real world as example of what they would see when they become practitioner of their discipline. Also, In PBL, students are presented with authentic scenario from which they must identify a problem that merits solving, a problem solving approach to develop and analyse alternative solutions recommended and define an optimal solution. There is no right or wrong answers, rather there are reasonable solutions based on the ability to think critically, Charles, Baker, Chaves and Fisher (2006). Also, Mike (2012), stated the pedagogical value in PBL, which includes exposing students to real world challenges, higher thinking skills, interdisciplinary learning, independent learning, information mining skills, team work and communication.

Through problem based learning, students learn how to solve problems that are ill-structured, open ended and ambiguous. It also engages students intriguing real and relevant intellectual inquiry and allows them to learn from life situations.

Discussion Strategy

Osuala (2009) stated that discussion method is a good way to help students of general business to understand current events, analyze and relate facts to real-life situations. It is also an effective way of reviewing knowledge of facts, increasing understanding and developing learning to a mastery level. He marshalled out three approaches used in discussion which includes: adversary approach: this method is suitable for teaching of business law and economics. Thus, in order to help the student develop the need to defend principle, a policy or an opinion, the teacher assumes the role of "Devil's Advocate" and pretends to disagree with the principle or policy, or refutes the facts under discussion.

Panel discussion: the panel discussion is a planned informal reporting on a topic by a group of students who have researched a topic. For example, the students, can investigate into Personal Accident Insurance" and discuss their findings with the members of class.

Small Group Discussion

This is a good technique for teaching the slow student in any general business subject. It enables the student to interact with small group.

Similarly, Okwuanaso and Nwazor (2000) opined that strategy is for effective class-group teaching. Starting point is to rearrange the seats so that students see one another (circle or half circle). Also, the topic should be known before hand, example where it is a negotiation. In discussion, everyone should have opportunity to speak and finish before the next person commences. Discussion strategy helps to improve students' communication, interpersonal and thinking skills.

Project-based Learning

Levy (2017) stated that Project-Based Learning or PBL is a form of experiential learning that exposes students to real-world problems that requires a blend of skills and knowledge to tackle. PBL experiences are sourced and designed within companies and organizations that welcome the insights of students with discipline-specific knowledge. Project-Based Learning is a student-centered approach, meaning that it is a learning approach that goes beyond the "one size fits all" style of learning and brings in formats that appeal to a variety of learning styles and learning needs. Within this

model, it is the role of the teacher to help the student build a scaffolding of knowledge, but then it is up to the student to initiate a real and intentional application of the knowledge. Once they have been able to practically learn through this process, they bring what they have discovered back into the classroom and apply it back to their academic studies.

Project-based Learning is particularly useful in business education due to the high degree of knowledge and skill transferability between jobs in the real world. Students in higher education business programs are equipped with a strong theoretical understanding on certain business areas such as Management, Accounting, Finance, and Marketing, and they can identify natural fits and applications for their knowledge and skill sets in clearly-defined, client-based, experiential learning projects. In business education, Project-based Learning works best when students are tackling open-ended, realistic, complex challenges that require theoretical knowledge, business acumen, critical thinking skills, and personal experiences.

Design-based Learning

Design based learning from Wikipedia definition is also known as Design-based instruction, meaning an inquiry-based form of learning, or pedagogy, that is based on integration of design thinking and the design process into the classroom at the K-12 and post-secondary levels. Design-based learning environments can be found across many disciplines, including those traditionally associated with design (e.g. art, architecture, engineering, interior design, graphic design), as well as others not normally considered to be design-related (science, technology, business, humanities). Design-based learning has been shown to have the most impact in the areas of math and science (Darling-Hammond et, al., 2008). Popular design-based learning activities include robotics competitions wherein student teams design, build and then pilot their robots in a series of competitive challenges. Research has found that students who participate in learning by design projects have a more systematic understanding of a system's parts and functions that control groups (Hmelo, Holton, & Kolodner, 2000). Furthermore, as an example, Design based Learning (DBL) methodology suggests that "creative expression" should not be conned to the visual, performing and language arts, but integrated with the rest of the curriculum, and that the use of design and multimedia should not stop at term project PowerPoint presentations.

Digital Learning

Digital learning means any instructional practice that effectively uses technology to strengthen a student's learning experience and encompasses a wide spectrum of tools and practices, including: (a) Interactive learning resources software, or simulations, that engage students in academic content. (b) access to online database and other primary source documents (c) online and computer-based assessments, (d) learning environments that allow for rich collaboration and communication. (e) Hybrid or blended learning which occurs under direct instructor supervision at a school or other location away from home. Asele (2013) noted some of the various types of digital tools commonly used in teaching and learning business education include audiocassette tapes, radio, videotapes, CD-ROM, internet/web-based training, audio conferencing, video conferencing, audio graphics, interactive television, and wireless technology. Other ICT tools for teaching/learning business education include multimedia system, multimedia projector/PowerPoint, E-library/Virtual library, Blog, Database, Asynchronous web based software (black/white board), synchronous web based software, Voice over internet protocol (VOIP), E-mail, learning portal among others. These ICT skills when acquired by business education graduates will save companies time and money by providing workers with word processing, spreadsheet, database management and digital skills needed to function optimally in a contemporary organizations.

Professional Development of Business Education Lecturers for Preparing Students for Global Competitiveness

Teachers will need to meet the demands of the global economy by exemplifying and embedding in instruction, the mastery of these skills, also known as the 21st century skills such as (critical thinking, technological skills, leadership skills, collaboration and teamwork, creativity, ICT and entrepreneurial skills) through infusing these strategies that they are encouraging their students to excel in. Teachers will have to take conscious efforts to communicate and collaborate with each other and with students, become flexible with managing new classroom dynamics; be able to support and enable independent student learning, and be willing to adapt their teaching styles to accommodate new pedagogical approaches to learning. In essence, teachers will need professional development and strong support systems by the government.

Professional development refers to planned and organized processes that actively engage educators in cycles of continuous improvement guided by the use of data and active inquiry around authentic problems and instructional practices (Coggshall, 2012). The primary purpose of professional development is instructional improvement; thus, the content of the learning is around the content knowledge, skills, and dispositions teachers need to help students perform at high levels. Professional learning is typically collaborative and is embedded in teachers' daily work throughout the school year. Professional learning is aligned with teachers' professional goals as well as with school and district improvement goals and priorities. Professional learning is sustained through follow-up, feedback, and reflection to support transfer to teachers' schools and classrooms. From the 21st century skills, the learning environments are systems that

a. Creates learning practices, human support and physical environments that will support the teaching and learning of 21st century skill outcomes
b. Supports professional learning communities that enable educators to collaborate, share best practices and integrate 21st century skills into classroom practice.
c. Enables students to learn in relevant, real world 21st century contexts (eg. through project based or other applied work)
d. Allows equitable access to quality learning tools, technologies and resources
e. Provides 21st century architectural and interior designs for group, team, and individual learning
f. Supports expanded community and international involvement in learning, both face-to-face and online.

Teacher's professional development is an on-going process of inquiry into and reflection on their practice and programs designed to enhance their professional knowledge, skills and attitudes. This process of growth and development provides opportunities for teachers to examine and challenge their assumptions about their role and experiment with teaching strategies. It also develops a deeper understanding of their subject content, the students they teach and how their students learn (Jensen, 2014). The outcomes of effective professional development align with student content standards, teacher performance standards and goals of high-priority initiatives to build coherence between teacher learning and student success.

The influencing factors to the strategies for preparing business education students for global competitiveness in Imo State can be teaching experience. These variables are likely to affect their mean ratings on the strategies that could lead to effective teaching of their courses. Therefore the effects of this variable on the mean ratings of the respondents will equally be determined. Jimoh-Kadiri (2012) noted that less experienced teachers (who have taught for less than six years) may not be competent enough in using some teaching strategies. In this study the research categorizes teachers

experience into three. The researcher view a less experienced teacher as one who has been teaching between 1-5 years, while moderately experienced teacher is a teacher who has been teaching between 6-10 years and a highly experienced teacher who has been teaching above 10 years. However, these views and teaching strategies are either theoretical assumptions and have not been empirically proven to be effective in teaching vocational skills. It is against this background that the researcher intends to empirically determine the strategies for preparing business education students for global competitiveness in Imo State.

Statement of the Problem

Business education in this era of new technology requires competent business educators who are well equipped with current skills, knowledge and attitudes required in the business world. Business educators are expected to always make proper and adequate use of approved teaching strategies, instructional facilities and materials for effective teaching of the courses. Despite national aspiration for vocational education and various efforts by key educational stakeholders to improve students' performance, the conventional strategy of imparting knowledge in business education has not done so much in internalizing the learning outcomes required of business education students. As a result of this students will not acquire the desired skills that will enable them function well in the field of work. Emeasoba and Igwe (2016) observed that the teaching strategies adopted by most business educators are more of theory than practice and inquiry, and therefore, no longer relevant for teaching in the present information technology era. To ensure proper acquisition of skills by business education students, teachers should identify effective strategies of teaching and make appropriate use of them during lesson delivery. When business education students are given performance based education rather than certificated based, they acquire innovative skills that will make them independent and employable both in the local and globalized market.

Purpose of the study

The main purpose of the study was to ascertain the strategies for preparing business education students for global competitiveness in Imo State. Specifically, the study sought to:

1. Identify strategies for preparing business education students for the global competitiveness.
2. Determine the professional development of teachers for preparing business education students for global competitiveness.

Research Questions

The following research questions guided the study:

1. What are the strategies for preparing business education students for the global competitiveness?
2. What are the professional developments of teachers for preparing business education students for global competitiveness?

Hypotheses

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

1. There is no significant difference in the mean ratings of business education lecturers on the strategies for preparing business education students for the global competitiveness based on years of teaching experience.

2. There is no significant difference in the mean ratings of business education lecturers on their professional development for preparing business education students for global competitiveness based on years of teaching experience.

Methods

Descriptive survey research design was adopted for the study. The researcher considered this design appropriate for this study since it collected data from business educators in selected tertiary institutions in Nigeria as a basis for generalization. The population of the study consisted of 58 business education lecturers in Imo State. Data for the study was collected using questionnaire. The questionnaire was validated by three business educators. Their comments enhanced the content validity of the instrument. To establish the internal consistency of the research instrument, a pilot test was conducted and Cronbach Alpha reliability method was used to test data collected using the application of Statistical Package for Social Sciences (SPSS) version 21. The analysis yielded a co-efficient score of 0.91. The questionnaire was structured on a five-point scale, with response categories as “Strongly Agree”; “Agree”; “Moderately Agree” “Disagree” and "Very Strongly Disagree”. The administration of the instrument was carried out personally by the researcher with the aid of two research assistants. Data collected regarding the research questions were analyzed using descriptive statistics (mean and standard deviation) while the analysis of variance (ANOVA) was used to test the hypotheses. In testing the null hypotheses, where the calculated p-value is less than the stipulated level of significance (0.05), it meant that there was a significant difference and the hypothesis was rejected. Conversely, where the calculated p-value is equal to or greater than the stipulated level of significance (0.05), it meant that there was no significant difference and the hypothesis was not rejected.

Results

Research Question 1

What are the strategies for preparing business education students for the global competitiveness?

Table 1: Mean ratings on the strategies for preparing business education students for global competitiveness. N= 58

S/N	Strategies	Mean	SD	Decision
1.	Work-based learning strategy	3.86	0.57	Agree
2.	Problem-based learning strategy	4.50	0.48	Strongly agree
3.	Discussion strategy	4.04	0.52	Agree
4.	Project-based learning strategy	0.59	0.49	Strongly agree
5.	Design-based learning strategy	4.30	0.46	Agree
6.	Digital learning strategy	4.63	0.48	Strongly agree
	Grand Mean	**4.32**		**Agree**

As indicated by the grand mean of 4.32 in Table 1, business education lecturers in Imo State agreed on the strategies for preparing business education students for the global competitiveness. The

item by item analysis shows that items 2, 4 and 6 with the mean ratings ranging from 4.50 to 4.68 are strategies rated as strongly agreed, while items 1, 3 and 5 with the mean ratings ranging from 3.86 to 4.30 are strategies rated as agreed. There was homogeneity in items amongst business education lecturers' responses.

Research Question 2

What are the professional developments of teachers for preparing business education students for global competitiveness?

Table 2: Mean ratings of business subject teachers on teachers' professional learning as an effective strategy for teaching of business subjects. N= 285

S/N	Teachers Professional Development	Mean	SD	Decision
7.	Empower teachers to develop their knowledge and skills actively and experientially.	4.11	0.70	Agreed
8.	Training and retraining through research, seminars, workshops and conferences	4.00	0.44	Agreed
9.	Provide an authentic learning environment so that teachers engage in concrete tasks within realistic scenarios.	4.20	0.40	Agreed
10.	Promote cooperative and collaborative learning.	4.09	0.54	Agreed
11.	Assess students' learning to identify their next stage of learning.	4.19	0.75	Agreed
12.	Effective mentoring and coaching helps teachers diagnose their students' learning needs	4.30	0.78	Agreed
13.	Teachers improve by observing each other's classrooms, identifying and solving problems as they arise.	4.20	0.75	Agreed
14.	The process helps teachers to evaluate their own teaching.	4.50	0.67	Strongly agreed
15.	Teacher appraisal and feedback has a positive impact on teachers' job satisfaction and self-efficacy.	4.00	0.63	Agreed
16.	Classroom observation and feedback provides constructive and immediate feedback for teachers.	3.87	0.74	Agreed
	Grand Mean	**4.15**		**Agreed**

The grand mean of 4.15 displayed in Table 2 indicates that business education lecturers in Imo State agreed on the professional developments of teachers for preparing business education students for global competitiveness. The item by item analysis shows that items 1, 2, 3, 4, 5, 6, 7, 9 and 10 with mean ranging from 3.87 to 4.30 are teachers' professional development rated as strongly agreed. Item 8 with mean 4.50 is rated as agreed. There was homogeneity in items amongst responses indicating a greater consensus of opinion.

Testing of Hypotheses

Hypothesis 1

There is no significant difference in the mean ratings of business education lecturers on the strategies for preparing business education students for the global competitiveness based on years of teaching experience.

Table 3: Summary of analysis of variance on mean ratings of business education lecturers on the strategies for preparing business education students for global competitiveness

	Sum of Squares	df	Mean Square	F	P- value
Between Groups	.004	2	.002	.422	.656
Within Groups	1.286	55	.004		
Total	**1.290**	**57**			

As shown in Table 3 there is no significant difference among the three groups in terms of their mean ratings on the strategies for preparing business education students for the global competitiveness based on years of teaching experience (0-5 years, 6-11 years and above 11 years), as the F-ratio (2, 55) was .422 and *P-value* (.656) was greater than the stipulated 0.05 level of significance. Therefore the null hypothesis was not rejected.

Hypothesis 2

There is no significant difference in the mean ratings of business education lecturers on their professional development for preparing business education students for global competitiveness based on years of teaching experience.

Table 4: Summary of analysis of variance on the mean ratings of business education lecturers' on their professional development for preparing business education students for global competitiveness based on years of teaching experience.

	Sum of Squares	df	Mean Square	F	P-value
Between Groups	.000	2	.000	.002	.998
Within Groups	3.690	55	.013		
Total	**3.690**	**57**			

As shown in Table 4 there is no significant difference among the three groups in terms of their mean ratings on their professional development for preparing business education students for global competitiveness based on years of teaching experience (0-5 years, 6-11 years and above 11 years), as the F-ratio (2, 55) was .002 and *P-value* (.998) was greater than the stipulated 0.05 level of significance. Therefore the null hypothesis was not rejected.

Discussion

Findings of the study revealed that business education lecturers' in tertiary institutions in Imo State agreed on the strategies for preparing business education students for the global competitiveness. This finding is in consonance with that of Bala (2013); Kehinde (2017) and Levy (2017) that innovative teaching strategies such as work-based learning, problem-based learning and project-based learning are forms of experiential learning that exposes students to real-world problems that requires a blend of skills and knowledge and challenges students to "learn to learn", working in groups to seek solutions to real world problems. Also Asele (2013) stated that digital learning is any instructional practice that effectively uses technology to strengthen a student's learning experience and encompasses a wide spectrum of tools and practices to fully prepare students for world of work. Findings from the test of first hypothesis indicated that there was no significant difference among the three groups in terms of their mean ratings on the strategies for preparing business education students for the global competitiveness based on years of teaching experience. Therefore, the null hypothesis was not rejected.

Results of the study indicated that business education lecturers in Imo State agreed on the professional developments of teachers for preparing business education students for global competitiveness. The findings of the study corroborates that of Coggshall (2012) who stated that professional development empowers teachers to develop their knowledge and skills actively and experimentally, in a variety of learning environments such as learning strategies, encompassing direct instruction, deduction, discussion, drill and practice, induction and sharing among others. Professional development is aligned with teachers' professional goals as well as with school and district improvement goals and priorities.

This is supported by the view of Cole (2012) that effective professional learning focuses on concrete classroom applications of general ideas; it exposes teachers to actual practice rather than to descriptions of practice; it involves opportunities for observation, critique and reflection; it involves opportunities for group support and collaboration; and it involves deliberate evaluation and feedback by skilled practitioners with expertise about good teaching. Professional development focuses on developing the core attributes of an effective teacher. It is directed towards providing teachers with the skills to teach and assess for deep understanding and to develop students' meta-cognitive skills. Findings from the test of second hypothesis revealed that there was no significant difference among the three groups in terms of their mean ratings on their professional development for preparing business education students for global competitiveness based on years of teaching experience. Therefore, it followed that the null hypothesis was not rejected.

Conclusion

From the findings of the study, it was concluded that work-based learning, problem-based learning, learning discussion, project-based learning, design based learning and digital learning strategies are effective strategies for teaching in tertiary institutions in Imo State. Effectiveness of business education is largely related to the teacher's skills and his (or her) knowledge of using different teaching strategies. Business education lecturers should therefore make effective use of these strategies for proper delivery with the ultimate aim of improving the entrepreneurial competencies of business education students.

Recommendations

Based on the findings and conclusions of the study, it is recommended that:

1. Business education lecturers should adopt the use of innovative instructional strategies in educating their students on business ethics, business presentation, risk management practices, management practices and regulatory practices of business organizations in the country. This can be done through online collaboration with established industry experts.
2. Government should ensure consistent training and retraining of business education lecturers to ensure that they are abreast of trends in the changing society.

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STRENGTHENING BUSINESS EDUCATION CURRICULUM THROUGH STUDENT VOICE INCLUSION

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Abstract
The idea of strengthening business education curriculum through students' voice inclusive practices for sustainable human capital development came about as a response to business education students' lack of employability skills amid claims that students are not integrated in shaping the curriculum that affects their lives directly. Students' voice in curriculum development has been associated with positive outcomes in business education students' employability after graduation. This study determined the ways of strengthening business education curriculum through student voice inclusive practice for sustainable human capital development in tertiary institutions in Nigeria. The study was guided by two research questions and two hypotheses. The population of the study comprised 1401 business education students in tertiary institutions in Nigeria. The population consisted of 284 business education students from universities and 337 business education students from colleges of education that are purposively selected. A structured questionnaire of 25 items was used for data collection after being validated by five experts in business education and measurement and evaluation with an internal consistency coefficient value of 0.79. The data collected in respect of the research questions were analysed using mean and standard deviation while data regarding the hypotheses were tested at 0.05 level of significance using z-test statistics. As a matter of urgency in strengthening business education curriculum, students need to feel that they have inclusive voice for their curriculum of training.

Keywords: *Strengthening, Business Education Curriculum, Student Voice, Inclusive Practice, Sustainable Human Capital Development.*

Introduction

Benjamin Franklin once said: "Tell me and I forget, teach me and I may remember, involve me and I learn." Hands-on learning is a great way to apply a creative twist to traditional course content and engage students on a deeper level. (Fusion Yearbook, 2016).

The benefits of business education to sustainable human development will depend on several factors, but one essential factor will be the ability to address the deficiencies in curriculum through the collective efforts of stakeholders, including students the direct beneficiaries of education. Business education offering institutions seem to fail to give full consideration to the demands of the business world and the law of career development in developing curriculum, choosing teaching content and teaching designs, resulting in the separation of learning from practice.

According to the Students Solidarity Trust (2011),building and strengthening students' world over including business education students in tertiary institutions in Nigeria faces daunting challenges that have compromised the calibre of graduates as a result of the cumulative impact of

decades of victimization of students' activists in their struggle for academic freedom. The challenges are diverse and far reaching to an extent that the curriculum planners cannot effectively address them alone. There is a serious need for a platform where students as stakeholders, should be given opportunity to express their voices. Student voice inclusive practice is the thoughts, views and opinions of students that is concerned with identifying and removing barriers to participation and achievement for all students on an educational journey(Jagersma& Parsons,2011). This view of student voice inclusive practice according to the Open University Students Association (n.d) in tertiary institutions is not uncommon for students to be represented through the various student unions, guilds or associations so as to ensure that students are treated fairly, as equal partners in the decision making processes.

Supporting the above views, the American Association of University Professors (2014) opined that students want their teachers to step out of their comfort zones and meet students where they are. Students want to teach and learn from each other rather than having an expert to lecture them, and they want an opportunity to teach each other. Students do not feel the need to memorize information as much as knowing where to find and retrieve pertinent facts. The process of engaging users to co-create content, to rate, rank and comment on communications, more so than the resulting message, is increasingly perceived to give a heightened authenticity to messages, improving trust in, and building users' relationships with organizations.

Cunningham (2007) concurred that rather than talking at students, teachers need to talk with them and work with them to provide a more constructivist learning environment. The author further said that shared learning experiences are highly valued by students. Student voice is therefore an integral part of ensuring that learners receive an outstanding educational experience and that students feel empowered and active in either making curriculum or institution wide change. Consequently education in Nigeria is seen as a profession currently marked by the absence of production oriented goals due to the low degree of performance skills among graduates (Iniobong, 2013). It is on this basis that the Federal Republic of Nigeria (2013) stated that education for values cannot be done by all the school themselves, as it is a shared responsibility of the other stakeholders too. According to Reinventing Schools Coalition (RISC) (2014)education creates better citizens and helps to upgrade the general standard of living in a society. Tertiary institutions offering business education in particular are designed to prepare students that must become goal-oriented and results-driven, hence the need to strengthen the curriculum through student voice inclusive practice. Students **th**roughout their lives will encounter others who do not think or act as they do; by learning how to work and interact with these individuals, they gain an advantage not only in the classroom, but also in life in general. Hence, Wisconsin Education Association Council (2013-2018 Special Education Guide) defines inclusion as “a term which expresses commitment to educate each student, to the maximum extent appropriate, in the school and classroom he or she would otherwise attend”.

Inclusive education has grown into a broader concept encompassing respect for human rights, justice, tolerance, cooperation, social responsibility and the respect for the cultural diversity in addition to a firm commitment to democracy and non-violent conflict resolution (Baroutsis,

McGregor, & Mill, 2016).Inclusive education differs from previously held notions of "integration" and "main streaming", which tended to be concerned principally with disability and "special education needs" and implied accommodation of all categories of learners in the classroom (Wikipedia, the Free Encyclopedia, 2014). It is about the student's right to participate in school's duty and programmes regardless of his or her disabilities as against special education that is meant for students with disabilities only (Adetoro, 2014). Freire in Seale (2012) argued that to be denied the opportunity to speak is to be oppressed and de-humanised. The author further said that to be denied the opportunity to challenge the way other people speak about you, can be oppressing and de-humanising. In the United Kingdom for instance, most schools, colleges and Higher Education institutions have Student Voice, where students are consulted on their learning experience - or debate issues that are affecting students (Ngussa, & Makewa, 2014).

The key challenge of ever increasing unemployment affecting business education students due to lack of employability skills, the stakeholders should reform the mode of training with special emphasis on restructuring the curriculum, strengthening practical training and developing teachers who will double as teachers of theory and instructors of practical skills (Donnini, 2015). Thus, implementing promising practices like site-based management, cooperative learning, or interdisciplinary teaching is not enough. Tertiary institutions and their business educators need to do something towards phasing out failing curriculum that has failed in preparing students for active role in the years ahead by implementing and obtaining solid, purposeful, enduring goals (Glickman, 1993).

As Nigerian education sector makes effort towards joining the rest of the world in benefitting from the unfolding of 21st century, it is laden with uncertainties, because no society can really develop beyond the level of its education (Nebo, 2012). Business education curriculum planners must not fail to address the realities of the present day skills gap and non-inclusive practices among students. According to Ajuwon (2012), inclusive education is a process of ensuring and enhancing the capacity of the education system through appropriate curricular that reach out to diverse learners. An inclusive classroom is one that values the contributions of all students, their families, and communities. It recognises that every learner is unique and builds on specific languages, cultures, and interests; and identifies and removes any barriers to achievement.

Gewertz (2016) recommended that the central theme of any curriculum should be to teach students "how to learn.**"** Thus, it is necessary to create a forum whereby students are given opportunity to voice (make input) in deciding the content of their curriculum. Student voice has had and will continue to have a dramatic impact on the school curriculum. In the view of Olibie (2013), as the environment changes and societies portray new needs, the curriculum must keep changing to address those new needs. Unfortunately involving students in deciding about aspects of the curriculum that affect their lives directly is an area where Nigerian education sector is very deficient. This situation necessitates this study to explore ways of strengthening business education curriculum through student voice inclusive practice. The study calls for the strengthening of business education curriculum to enable the programme to respond in a sustainable and effective fashion to help to equip business education students to stay current and responsive. Unleashing the potential of students voice will therefore require not only their students following already designed curriculum, but even more importantly, their dynamic contribution from planning the curriculum into lifelong learning systems.

Statement of the Problem

The need for strengthening business education curriculum through student voice inclusive practice for the overall sustainability of human capital development cannot be over-emphasised. The benefits inherent in listening to students informed its introduction into the global education reform agenda. Preliminary survey conducted by the author indicates that the way business education is taught makes it not interesting, and that students fail to recognize the value of what they are learning. Furthermore many business educators rely too heavily on lectures for transmitting information. Recognizing the need for comprehensiveness to meet the ever changing needs of the rapidly changing world and greater accountability by the school system, demand curriculum that link appropriateness to performance as well as meeting students' technological needs. Unfortunately, involving students in deciding aspects of curriculum that drastically affect their lives is an area where Nigerian education sector is very deficient. There is therefore, a convincing reason to explore ways of strengthening business education curriculum through student voice inclusive practice.

Purpose of the Study

The study determined the effect of student voice in strengthening business education curriculum through student voice inclusive practices. Specifically the study determined:

1. The involvement of students' voice in strengthening business education curriculum.
2. The essential skills required by business educators in strengthening the business education curriculum.

Research Questions

Two research questions guided the study

1. What is the importance of involving students' voice in strengthening business education curriculum?
2. What essential skills do business educators require in strengthening the business education curriculum?

Research Hypotheses

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

1. Business education students in universities and colleges of education in Nigeria do not differ significantly in the importance of involving student voice in strengthening business education curriculum.
2. Business education students in universities and colleges of education in Nigeria do not differ significantly on the essential skills do business educators require in strengthening the business education curriculum.

Method

The design adopted for this study was a descriptive survey. The area of the study was Nigeria. The population comprised 1,401 business education students in Nigeria universities and colleges of education. Multi-staged sampling technique was adopted for the study. The area of the study was clustered along the two major regions North and South. Adamawa and Anambra States being the States with a concentration of both universities and colleges of education offering business education and were purposively selected to represent the northern and southern regions respectively. For Adamawa State, Modibbo Adama University of Technology Yola and College of Education, Hong were picked, while for Anambra State, Nnamdi Azikiwe University and Federal College of Education (Technical) Umunze were used. Proportionate random sampling technique of 50% was used to arrive

at the sample size of 700(331 from universities and 369 from colleges of education). The instrument for data collection was a questionnaire developed by the researcher. It was validated by five experts in business education and measurement and evaluation who are lecturers in universities and colleges of education. The instrument has a reliability coefficient of 0.79. Seven hundred copies of the instrument were administered out of which621 were successfully filled and retrieved representing 89% return rate. Data collected were analysed using mean and standard deviation for the research questions, while z-test was used to test the null hypotheses at 0.05 level of significance.

Result

Research Question 1

What is the importance of involving student voice in strengthening business education curriculum?

Table 1: Mean of weighted responses of the ways in which students can be enabled to participate in shaping business education curriculum

S/N	Items	Mean	SD	Decision
1.	Valuing each child's opinion in curriculum building.	4.08	0.66	Great Extent
2.	Encouraging students curiosity to make input in curriculum building	4.25	0.72	Great extent
3.	Intervention to meeting standard as well as learning content associated with skills acquisition	4.04	0.74	Great extent
4.	Encourage students to understand the purpose of classroom activities and participate actively	4.35	0.65	Great Extent
5.	Encourage students to raise what they take for granted to the level of conscious critical scrutiny	4.01	0.75	Great extent
6.	Students are encouraged to know what they will learn and why, what the expectations of them are, and how they will know that they have learnt well	4.00	0.94	Great extent
7.	Students are encouraged to be unique in doing things and to talk about their experiences with the teacher	3.75	1.06	Great extent
8.	Students are encouraged to participate actively in discussing what happens outside the school	4.15	0.64	Great extent
9	Encouraging students to be creative, not reactive and to help each other	4.02	0.67	Great extent
10	Encourage students to participate actively in curriculum development by removing legislative barriers that constrain student and academic staff mobility	3.67	0.82	Moderate extent
	Cluster Mean	4.08		Great Extent

Table 1 reveals that the mean responses of business education students on ways in which students can be enabled to participate in shaping business education curriculum in Nigerian

universities and colleges of education ranges from 3.75- 4.35 with a cluster mean of 4.08. This shows that the respondents agreed with all the items presented as ways in which students can be enabled to participate in shaping business education curriculum. The standard deviations range from 0.65- 1.06 indicating that there is a certain level of homogeneity within responses.

Research Question 2

What essential skills do business educators require in strengthening the business education curriculum?

Table 2: Mean of weighted responses ofessential skills required by business educators to collaborate with teachers in strengthening business education curriculum?

S/N	Items	Mean	SD	Decision
11.	Ability to encourage students to develop creative and entrepreneurial skills that has a greater call on their competencies	3.98	0.66	Great Extent
12.	Ability to be strict when the conditions warrant it.	4.00	0.72	Great extent
13.	Ability to encourage students to develop ICT skills,	4.04	0.74	Great extent
14.	Ability to equip students with skills and opportunities that meet all the needs of knowledge economy.	3.82	0.65	Great Extent
15.	Ability to provide projects that involve manual dexterity among students	4.01	0.75	Great Extent
16.	Ability to personalise learning by grouping students based on capability	4.25	0.94	Great Extent
17.	Ability to have students complete projects that are designed to use information and skills that cut across other subject areas	3.75	1.06	Great Extent
18.	Ability to take risks and sometimes surrender oneself to the students' knowledge	4.15	0.64	Great Extent
19.	Ability to tailor assessment to the talent/needs of the students	3.67	0.70	Great Extent
20	Ability to have students regularly use technology to find information, network/communicate with each other	3.74	0.60	Great Extent
21.	Ability to use analytics to tailor the curriculum to individual learners	3.83	0.52	Great Extent
22.	Ability to teach students to learn how to ask the right questions, do an appropriate investigation and get answers	3.59	0.77	Great Extent
23.	Ability to have students apply new concepts and skills in actual or simulated work settings	3.85	0.53	Great Extent
24.	Ability to allow students absorb course content outside of class thereby given an opportunity to focus on a career path that matches their skills and interests by identifying what they are doing well and what they need to improve in order to reach the target	3.73	0.67	Great Extent
25.	Ability to teach students to be independent and know how to find answers they need makes the class a different environment	3.80	0.58	Great Extent
	Cluster Mean	**3.89**		**Great Extent**

Table 2 shows that all the mean responses of the business education students on essential skills required by business educators to collaborate with students in strengthening business education curriculum in Nigerian universities and colleges of education are between 3.59 and 4.25. This indicates that the respondents agreed with all the items presented as the skills required by business education students to collaborate with business educators in strengthening business education curriculum. The standard deviation range from 0.64 - 1.06 indicating some degree of agreement between the respondents in their responses.

Null Hypothesis 1

Business education students in universities and colleges of education in Nigeria do not differ significantly in the ways in which students can be integrated to participate in shaping business education curriculum.

Table 3: Summary of z-test analysis of the ways in which student voice can assist in strengthening business education curriculum

Variable	N	X	SD	Df	A	z-Calc	z-Tab	Remark
University Business Education Students	284	4.01	1.04					
				619	0.05	1.73	1.96	Not Significant
Colleges of Education Business Education Students	337	3.97	0.96					

The data presented in Table 3 indicate that the z-calc is 1.73 and the z-tab 1.96. This shows that universities and colleges of education students agreed with the ways in which business education students can be integrated in shaping business education curriculum.

Hypotheses 2

Business education students in Universities and Colleges of Education in Nigeria do not differ significantly in the ways in which essential skills are required in strengthening business education curriculum.

Table 4: Summary of the z-test analysis of the perception of business education students on essential skills required by business educators to collaborate with business education students in strengthening business education curriculum.

Variable	N	X	SD	Df	A	z-Calc	z-Tab	Remark
University Business Education Students	284	3.76	1.53					
				619	0.05	1.59	1.96	Not Significant
Colleges of Education Business Education Students	337	3.84	1.42					

The data presented in Table 4 indicate that the z-calc is 1.59 and the z-tab 1.96. This shows that universities and colleges of education students agreed that business educators require essential skills in strengthening business education curriculum

Findings of the Study

Findings from the study indicated that:

1. Encouraging students to be curious and willing to ask questions and to explain what they are doing well, and what they need to improve, and what they need to do to make the identified improvements will help them to succeed.
2. Interpersonal skills, giving the students the opportunity to focus on career path are some of the essential skills required by business educators
3. Both college of education and university students did not differ on the ways in which business education students can be enabled to participate in shaping business education curriculum
4. There is no significant difference between the college of education and university students on the essential skills required in strengthening business education curriculum.

Discussion of the Findings

There is considerable evidence that student success and acquisition of employable skills can be increased if students feel that they have a real voice (Philips, 2015). However, there was also consensus that when students feel heard, feel seen, and feel acknowledged, their motivation to learn grows substantially (Microsoft Education Team, 2018). Encouraging students to be curious and willing to ask questions and to explain what they are doing well, and what they need to improve, and what they need to do to make the identified improvements will help them to succeed. Campbell in Seale (2012) referred to good teaching as seeing learning through the learner's eyes. Understanding students' perspective will help when intervention is done for those students not meeting standard to become better learners. According to Liam Burns, NUS Scotland President (2009), h*earing the student voice: Involving students in curriculum design and delivery* is a timely reminder that, in fact, students are co-creators, not consumers, of their education. The curriculum is a deeply personal thing, and yet far too often it is treated as a one-size-fits-all product which inevitably fails to realise students, academic and true potentials

Conclusion

In conclusion one thing is certain in virtually every question treated in this study, business educators has encouraged business education students dismally in relative and absolute terms. The clear conclusion which glares us in the face is that strengthening business education curriculum through student voice inclusive practice for sustainable human capital development in Nigeria is low, quite low indeed. Business educators should note that when students have a voice in designing curriculum, they develop democratic civic habits that become embedded in their psyche, rather than their civic action remaining as a 'once only' experience. However, whatever we know so far, in respect of strengthening business education curriculum through student voice inclusive practice will not be as much as we might wish. Student input is the vital link to understanding the advantages and

disadvantages of inclusive educational practices. I*nvolving students in curriculum design and delivery* is a timely reminder that, in fact, students are co-creators, not consumers, of their education. The curriculum is a deeply personal thing, and yet far too often we treat it as a one-size-fits-all product which inevitably fails to realise a student's, or indeed an academic's, true potential. This paper made few recommendations for enabling business education students to develop and have a voice in fulfilling their rights.

Recommendations

Based on the research findings the following recommendations were made:

1. Curriculum planners at all level of business education programme should encourage students to participate actively in curriculum development by removing legislative barriers that constraint students' right if the goals of the sustainable development goals as distilled into reform, policy and statements and changes are to succeed.
2. Business educators at all levels should respond positively to their responsibilities by encouraging students to develop creative and entrepreneurial minds, as well as information and communication technology skills so as to stimulate enquiry and creative expression.

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ISSUES OF EMPLOYABILITY SKILLS DEVELOPMENT AMONG BUSINESS STUDIES TEACHERS IN PUBLIC SECONDARY SCHOOLS IN RIVERS STATE, NIGERIA

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Abstract

The study examined issues of employability skills development among business studies teachers at public secondary schools in Rivers State, Nigeria. Two research questions were posed to guide the study and two hypotheses was tested at 0.05 level of significance. The population of the study was 7,330 and 40 percent of the total population was used as sample giving a total of 2,932 junior secondary school III students as respondents and simple random sampling techniques was adopted. Data for this study were collected by means of questionnaire. A total of 2,332 students who returned their instrument were studied. Test-retest method was used for the reliability test, which yielded reliability co-efficient of 0.86. Mean and standard deviation were used to analyse the research questions while z-test was used to test the hypotheses. Findings revealed that the basic academic and personal qualities skills acquired by the students but these skills acquired may not be effectively utilized to secure job because awareness of the importance of employability skills were not given to them as hypothesis one was significant and hypothesis two proved that there was no significant difference in the responses of the respondents on extent students can utilize the skills acquired to secure job. Based on the findings, recommendations made amongst which included that Basic academic and personal qualities skills should be effectively taught to business studies students and awareness of the need and importance of these skills need to be created to students for them to be well equip with employability skills development and teachers should effectively play their role while teaching business studies to students at public secondary schools

Keywords: *Issues, Employability, Skills Development, Business Studies, Teachers*

Introduction

Employment and employability is not the same thing and ought to be differentiated. Being employed means living a job, being employable means having the qualities needed to maintain employment and progress in the workplace. Employability from the perspective of Higher Educational Institutions is about producing graduates who are capable and able, and thus impact upon all areas of secondary school life, in terms of the delivery of Business Studies subjects and extra curricula activities by the teachers. Knight and Yorke (2003) in Nawaz and Reddy (2013) defined employability as a set of achievements, skills, understandings and personal attributes that make learners or graduates more likely to gain employment and be successful in their chosen occupations,

which benefits themselves, the workforce, the community and the economy. Employability skills can be defined as the transferable skills needed by an individual to make them 'employable'. Alone with good technical understanding and subject knowledge, employers often outline a set of skills that they want from an employee. These skills are what they believe will equip the employee to carry out their role to the best of their ability. Employability depends on an individual or students' knowledge, skills and attitudes, how you use those assets and how one presents them to employers. Fundamentally, employability is about learning how to learn and employability is not a product but a process because it relates to the ability of the student to get (and retain and develop in) a job after graduation and employability is also concerned with enhancing the students attributes (skills, knowledge, attitudes and abilities) and ultimately with empowering the student as a critical lifelong learner (Yorke, 2006).

The concept of employability has in recent times remained the focus of government employers, job seekers and educators. Brown and Hesketh (2004) as cited in Imeokparia and Ediagbonya (2012) defined employability as the relative chances of getting and maintaining different kinds of employment. While most people view employability in absolute terms, focusing on the need for individuals to obtain credentials, knowledge and social status, the concept of employability can also be seen as subjective and dependent on contextual factors (Higher Education Academy, 2012). Students need to develop their personal skills and a set of thinking and learning skills. These skills and attributes are fundamental to improving students' employability as well as their learning (Akpomi&Amesi, 2013). Employability skills is a set of skills and knowledge that all Business Studies students ought to possess to ensure they have the capacity of being effective in the workplace when they graduate to the benefit of themselves, their employer and the wider economy.Lindberg (2007) viewed employability as producing students or graduates who are capable and able, and this impact upon all areas of school or university life, in terms of the delivery of academic programmes and extra curricula activities. Employability skills are the non-technical skills and knowledge necessary for effective participation in the workforce. They can include skills such as communication and interpersonal, problem solving, using your initiative and being self-motivated, working under pressure and to deadlines, organisational skills, team-working, ability to learn and adapt, numeracy, valuing diversity and difference and negotiation. Others include self-management, capabilities, key competencies which Business Studies students if adequately taught will possess it.

Business studies is one of the compulsory subjects offered by junior secondary school students in Rivers State, Nigeria. It is a prevocational subject which is general business knowledge and to have basic ideas about business. Its components are shorthand, typewriting, office practice, commerce and bookkeeping. Students at this level are not being trained for a profession, professional training is at the tertiary level where trainees receive training in Business Education (Akpomi & Amesi, 2013). Business Studies is an interdisciplinary subject that incorporates knowledge from Sociology, Political Science, Mathematics, Statistics and Law. Business Studies is a dynamic course which prepares students for the challenges of the 21st century by introducing them to the world of business. Umezulike and Okoye (2013) viewed Business Studies as the key agent of economic and technological development either as a way of developing human capacity, increasing the shield of

workforce for modernization, industrialization, and environmental development or as a matter of personal freedom and empowerment of the populace. Amoor (2010) noted that Business Studies plays a significant role in the economic development by providing knowledge and skills to the learners thereby, enabling them to adequately impart knowledge into others, and handle sophisticated office technologies and information systems.

Objectives of Business Studies

The goal of Business Studies is primarily to produce competent, skilful and dynamic Business teachers, office administrators and businessmen and women that will effectively compete in the world of work. Its primary aim is the preparation of people for roles in enterprises such roles could be as employee, entrepreneur and employer or simply as self-employed. National Policy on Education (2013) stated the objectives of Business Studies as it ought to be implemented by teachers because teachers play important role in implementing the objectives of Business Studies curriculum. According to Okolocha and Oyeneke (2013), business studies equips it's recipients with personal skill, consumer skill and knowledge for clerical and managerial abilities needed to adapt to changing economic and business realities and these skills make them to be wealth and job creators rather than job seekers. Business studies is a dynamic course which prepares students for the challenges of the 21st century by introducing them to the world of business and work. National Policy on Education (FRN, 2004; 2009 & 2013) stated the objectives of business studies as thus:

- Enable students acquire the basic knowledge of business studies
- Develop the basic skills in office occupation
- Prepare the students for further training in business studies
- Produce orientation and basic skills to start a life work for those who may not undergo further training
- Provide basic skills for personal use in future- Relate the knowledge and skills to the national economy.

The goal of business studies is primarily to produce competent skilful and dynamic business teachers, office administrators and business men and women that will effectively compete in the world of work. It has as its primary aim, the preparation of people for roles in enterprises, such roles could be as employee, entrepreneur and employer or simply as self-employed. This goal can be achieved with the aid of effective teaching because it is geared towards wealth creation, entrepreneur development and skill acquisition for self-employment (Oduselu, 2011). A teacher is effective only if the students learn more and learn with greater ease and permanence that they would without his or her help. To know how to teach, it is necessary to know how students learn. Many psychologists have carried out experiments on how students learn and came up with theories which have greatly influenced teaching and learning. The teacher needs to be familiar with major theories of learning which would enable him or her understand students, their interest, mental aptitude, individual differences, their readiness level, those things that motivate them to learn as well as a variety of leaning experience which the students could be exposed to and made to participate actively in (Akpomi & Amesi, 2013). Teachers play significant roles in implementing the objectives of Business Studies as the National Curriculum on Teacher Education (2007) states that the role of the teacher in the teaching and learning process include but not limited to meeting the emotional, socio-political, cultural and religious needs of the individual students for the development of an integrated personality

(employability), the development of moral character and intellectual curiosity. Utuk (2017) opined that good teachers make the world, they inspire the best professionals and build the foundations for the next generation which is employability skills development. ToOkebukola (2017), engagement of quality teachers helps to solve more than half of the problems facing Business Studies at secondary schools because these teachers will not just teach the students, but will ensure that the students acquire employability skills in them. A good teacher must have skills and also add to loco parentis with affective, cognitive and psychomotor domain in delivering his or her lecture to the students.

Business Studies and Employability Skills Development

There are 10 top employability skills that students who offer Business Studies ought to possess from teachers teaching Business Studies, these skills includes:

1. **Communication and Interpersonal Skills:** This is the ability to explain what you mean in a clear and concise way through written and spoken means. To listen and relate to other people and to act upon key information and instruction.
2. **Problem Solving Skills:** The ability to understand a problem by breaking it down into smaller parts and identifying the key issues, implications and identifying solutions. To apply your knowledge from many different areas to solving a task.
3. **Using your Initiative and Being Self-motivated**: Having new ideas of your own which can be made into a reality showing a strong personal drive and not wanting to be told to do things.
4. **Learning Under Pressure and to Deadline:** Handling stress that comes with deadline and ensuring that you meet them is very important and necessary.
5. **Organizational Skills:** Being organised and methodical. Able to plan work to meet deadline and targets. Monitoring progress of work to ensure you are on track to meeting a deadline.
6. **Team Work:** Working well with other people (students and teachers) from different discipline, background, and expert to accomplish a task or goal.
7. **Able to Learn and Adapt:** To be enthusiastic about work and studies and to identify ways to learn from your mistakes for the benefit of both you and your employer or teacher.
8. **Numeracy:** The ability to use data and mathematics including bookkeeping to support evidence or demonstrate a point.
9. **Valuing Diversity and Difference:** Knowing the value of diversity and what it can bring. Understanding and being considerate of the different needs of different individuals.
10. **Negotiation Skills:** To take on board other people's (students and teachers) feelings and express your own requirements in an unemotional clear fashion to achieve a win-win outcome. Other employability skills includes self-management, business awareness, customer care, application of information and communication technology, planning and organizing, flexibility and time management,. Other skills that seems important also are, global skills, which is able to speak and understand other languages and appreciation of other cultures, developing professionalism, action planning, decision making, interpersonal sensitivity and creativity (Akpomi & Amesi, 2013; Nawaz & Reddy, 2013). The diagram below illustrate more about business studies and employability skills development.

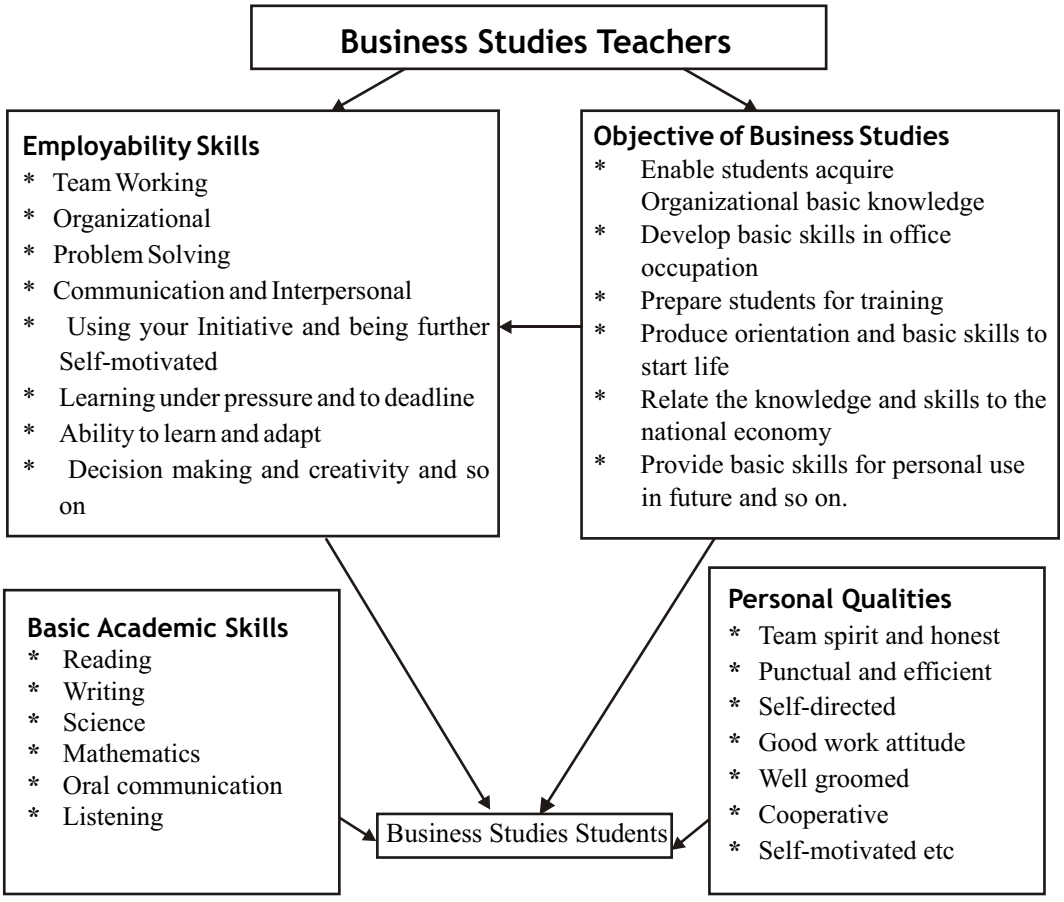


Fig. 1: *Researcher's conceptualize knowledge on Objectives of Business Studies and Employability Skills Development*

Business Studies Students and Skill Development

Business studies provide many opportunities to improve students' employability skills beyond an individual course. Taking part in a range of activities can help the student build his or her skills, decide on a future path, and provide employers with evidence of your suitability for a job. Employers want to see school leavers or graduates who have thrown themselves into life and make the most of their time at both secondary or university, and business studies gives an individual a chance to show future employers the full range of his or her experiences. In an increasingly competitive job markets, employers will look for qualities which will set apart one applicant from the others. A good student who is conversant with shorthand, typewriting and bookkeeping and has taken these courses serious at junior secondary school level or tertiary level, such student will perceive as having useful transferable skills as well as broad horizons and an adaptable approach to life and work. Business studies also gives opportunities to develop crucial skills and experience through office practice as a course of study.

Skills are promoted through business studies during industrial training attachment period. Other opportunities to develop skills can be explored through business studies by becoming a serious student or teacher. Business studies is widely considered instrumental in equipping new graduates with the required employability skills to function effectively in the work environment. Evaluation of business studies in enhancing skill development remains predominately outcomes focused with little attention to the process of what, how and from whom, students acquire essential skills during work placement and during course work lecture or teaching if teachers are not conversant with the teaching of business studies at secondary school levels, it will definitely affect the students acquisition of skills, but if taught adequately and appropriately, then the students will be effective in skills employers wants. Jacquelyn (nd) opined that basic academic skills are essential for job performance. Ideally, new hires will have the ability and will want to learn. They also need to carry out those instructions when asked for information, these individuals or students ought to be able to respond appropriately both orally and in writing, including recording and relaying information.

Statement of the Problem

The education of students in any sphere of life and most especially in business studies at secondary schools forms one of the cardinal point of education. To achieve this, teachers ought to play a vital role in shaping, directing and redirecting the students towards becoming vital and egg heads in business studies discipline. The researcher observed that most business studies teachers do not play their role effectively in shaping, teaching and directing business studies students on the effective skills that they ought to acquire and the need for them to be skilful, based on the fact that most teachers teaching business studies have little or no knowledge of shorthand, typewriting (Keyboarding) and bookkeeping. Further observation by the researcher indicates that most business studies teachers do not teach their students some of subjects that make up business studies in a way that the students themselves will have dominion, ascendancy and mastery of business studies subject and as such do not create room for employability skills. This may be based on the fact that the teachers themselves cannot effectively teach these subjects. It is on this premise that the researcher deemed it fit to establish the issues of employability skills development among business studies teachers at public secondary schools in Rivers State.

Purpose

The aim of this study was to:

1. Determine if business studies students at public secondary schools acquire the basic academic and personal qualities skills necessary for advancement.
2. Determine if business studies students at public secondary schools can utilize the skills acquired to secure job

Research Questions

Two basic questions guided the study:

1. What are the basic academic and personal qualities skills acquired by business studies students at public secondary schools in Rivers State for advancement?
2. What extent does business studies students at public secondary schools utilize the skills acquired to secure job?

Hypotheses

Two hypotheses were tested at 0.05 level of significance

1. There is no significant difference in the mean rating of male and female business studies students on the basic academic and personal qualities skills acquired at public secondary schools in Rivers State for advancement.
2. There is no significant difference in the mean rating of male and female business studies students at public secondary schools on how to utilize the skills acquired to secure job.

Method

The study area was Rivers East Senatorial zone of Nigeria. The design of the study was descriptive survey and the population was 7,330 junior secondary school III students, within the scope of the research because it is only the students that can tell if they were actually taught or not by the teachers. The entire population was not studied by the researcher and 40 percent of the total population made up the sample size for the study which gave a total of 2,932 respondents and simple random sampling techniques was adopted for the study. The schools studied by the researcher were 102 schools in Rivers East Senatorial zone. Details of the population is shown in Table 1. Data for the study were collected by means of questionnaire developed by the researcher from insight gained from reviewed works. The questionnaire has two parts - "A" and "B". Part A sought information on the selected personal background of the respondents, and it contained four items as to ensure that the respondents were actually students at public secondary schools in the choice area of the researcher. Part B sought information on the view of the respondents regarding the study with 14 question items. The questionnaire adopted a four point rating scale as Highly Acquired (HA = 4 points); Acquired (A = 3 points); Moderately Acquired (MA = 2 points) and Not Acquired (NA = 1 point) for research question one and High Extent (HE = 4 points); Extent (E = 3 points); Moderate Extent (ME = 2 points) and No Extent (NE = 1 point) for research question two. The researcher and three research assistants personally distributed the 2,332 copies of the questionnaire to the respondents. In all, 2,332 copies out of the 2,932 copies of the questionnaire sent out were retrieved, which amounted to 80 percent return rate. The initial copy of the questionnaire was face and content validated by 6 lecturers. Test-retest method was used to test the reliability of the items and a reliability coefficient of 0.86 was obtained. Mean and standard deviation were used to analyse the research questions while z-test was used to test the hypotheses.

Table 1: *Population Distribution*

S/N	Local Government	No. of Schools	No. of Teachers	Students Male	Female	Total
1.	Emohua	24	20	472	628	1,200
7.	Etche	13	4	200	280	480
6.	Ikwerre	13	61	488	748	1,236
3.	Obio/Akpor	19	10	688	898	1,586
5.	Ogu/Bolo	4	3	98	154	252
4.	Okirika	8	37	149	204	353
2.	Omuma	6	9	103	202	305
8.	Port Harcourt	15	88	825	1193	2,018
	Total	**102**	**232**	**3,001**	**4,329**	**7,330**

Source: *Field Survey, (2018)*

Results

The results obtained from the respondents is shown below:

Research Question 1

What are the basic academic and personal qualities skills acquired by business studies students at public secondary schools in Rivers State for advancement?

Table 2: Mean and Standard Deviation on Basic Academic and Personal Qualities Skills Acquired by Business Studies Students at Public Secondary Schools in Rivers State for Advancement

S/N	Items	Male N = 1,000			Female N = 1,332		
	The Following Basic academic and personal qualities skills are Acquired	X	S.D	Remark	X	S.D	Remark
1.	Problem solving skills	2.77	0.99	Acquired	2.46	1.09	Moderately Acquired
2.	Numeracy; reading and writing skills	2.92	0.98	Acquired	2.63	1.17	Acquired
3.	Able to learn and adapt	2.54	1.09	Acquired	2.45	1.10	Acquired
4.	Using your initiatives and being self-motivated	2.78	1.15	Acquired	2.77	1.12	Acquired
5.	Self-management	2.77	1.03	Acquired	2.42	1.03	Moderately Acquired
6.	Business awareness and customer care	2.87	1.04	Acquired	2.91	1.07	Acquired
7.	Communication and interpersonal skills	2.84	0.98	Acquired	3.03	0.96	Acquired
8.	Valuing diversity and difference	2.84	1.11	Acquired	2.57	0.87	Acquired
9.	Interpersonal sensitivity and creativity	2.68	1.10	Acquired	2.62	1.36	Acquired
	Total Mean/S.D	**25.01**	**9.47**		**23.86**	**9.77**	
	Grand Mean/S.D	**2.78**	**1.05**	**Acquired**	**2.65**	**1.09**	**Acquired**

Source: Research Data, 2018

Data in Table 2 shows that male business studies students acquired all the basic academic and personal qualities skills. The mean responses for these items; 1-9 were all above 2.50. The female students by their responses moderately acquired the skills in items 1 and 5 which are problem solving skills and self-management whereas, other skills in items 2, 3,4, and 69 were acquired by the female students. The Grand Mean and Standard Deviation for female was 2.65 and 1.09 respectively and that of the male were 2.78 and 1.05 respectively. The results in the table proved that both male and female students acquired the basic academic and personal qualities skills through business studies as shown in the table.

Research Question 2

What extent does business studies students at public secondary schools utilize the skills acquired to secure job?

Table 3: Mean and Standard Deviation on Extent Business Studies Students at Public Secondary Schools Utilize the Skills Acquired to Secure Job

S/N	Items	Male N = 1,000			Female N = 1,332		
	Knowledge of Business Studies help you to:	X	S.D	Remark	X	S.D	Remark
10.	Handle sophisticate office technologies and information systems	2.39	1.24	Moderate Extent	2.23	1.12	Moderate Extent
11.	Meet up with the challenges of the 21st century	2.40	1.02	Moderate Extent	2.11	1.10	Moderate Extent
12.	Effectively compete in the world of work	2.29	1.17	Moderate Extent	2.80	1.05	Extent
13.	Impart knowledge into others	2.62	1.11	Extent	2.64	1.12	Extent
14.	Show future employers the full range of your experience	2.80	1.20	Extent	2.54	1.09	Extent
	Total Mean/S.D	**12.50**	**5.56**		**12.32**	**5.46**	
	Grand Mean/S.D	**2.50**	**1.11**	**Extent**	**2.46**	**1.09**	**Moderate Extent**

Source: *Research Data, 2018*

Data in Table 3 shows that male business studies students do not effectively utilize the skills acquired to secure job as items 1-3 showed moderate extent while only two items which is for 4 and 5 showed extent. The Grand Mean and Standard Deviation responses for male students was 2.5 and 1.11 respectively. The female students by their responses utilize the skills acquired to secure job as shown in items; 1-5. The Grand Mean and Standard Deviation for female students was 2.46 and 1.09 respectively.

Test of Hypotheses

The hypotheses for the study were tested accordingly as thus below:

Hypothesis 1

There is no significant difference in the mean rating of male and female business studies students on the basic academic and personal qualities skills acquired at public secondary schools in Rivers State for advancement.

Table 4: z-test of Difference Between Male and Female Business Studies Students on the Basic Academic and Personal Qualities Skills Acquired at Public Secondary Schools in Rivers State for Advancement.

Students	N	Mean	S.D	Std. Error	Z-cal	Z-tab	Remark
Male	1000	2.78	1.05				
				0.04	3.25	1.96	Significant
Female	1332	2.65	1.09				

**Significant at 0.05 level of significance*

The analysis in Table 4 shows the z-test of difference between male and female business studies students on the basic academic and personal qualities skills acquired. The z-calculated value of 3.25 greater than the z-table value of 1.96 indicates that the null hypothesis is rejected. Therefore, there is significant difference in the mean responses of male and female business studies students on the basic academic and personal qualities skills acquired at public secondary schools in Rivers State for advancement.

Hypothesis 2

There is no significant difference in the mean rating of male and female business studies students at public secondary schools on how to utilize the skills acquired to secure job.

Table 5: z-test of Difference Between Male and Female Business Studies Students at Public Secondary Schools on How to Utilize the Skills Acquired to Secure Job.

Students	N	Mean	S.D	Std. Error	Z-cal	Z-tab	Remark
Male	1000	2.50	1.11				
				0.05	0.80	1.96	No Significant
Female	1332	2.46	1.09				

**Significant at 0.05 level of significance*

The analysis in Table 5 reveals the z-test of difference between male and female business studies students on utilization of the acquired skills to secure job. With the z-calculated value of 0.80 lesser than the z-table value of 1.96, the second null hypothesis is therefore accepted. This means that there is no significant difference in the mean responses of male and female business studies students on utilization of skills acquired to secure job.

Discussion

Findings from research question one showed that the respondents considered problem solving, numeracy, reading and writing skills, able to learn and adapt, using your initiatives and being self-motivated, self-management, business awareness and customer care, communication and interpersonal skills, valuing diversity and difference and interpersonal sensitivity and creativity as basic academic and personal qualities skills acquired through business studies at public secondary schools in Rivers East Senatorial zone. This finding is in agreement with the view of Amoor (2010) who opined that business studies plays a significant role in the economic development by providing knowledge and skills to the learners, thereby enabling the learners or students to adequately impart knowledge into others and handle sophisticated office technologies and information systems. Agreeing with the view of Amoor, Oduselu (2011) depicts that the goal of business studies can only be achieved with effective teaching because it is geared towards wealth creation, entrepreneur development and skill acquisition for self-employment. In agreement with Amoor and Oduselu, Jacquelyn (nd) viewed that failure to equip students with the job readiness (basic academic and personal qualities) critical to job success is equivalent to placing employability barriers in their path. Allowing students to graduate with deficiencies has far reaching implications. The researcher in agreement with Amoor; Oduselu and Jacquelyn, deduced that students who acquire basic academic and personal qualities skills are in demand and are considered valuable human capital assets to organizations and companies because employability skills are those basic skills necessary for getting, keeping and doing well on a job.

Result on hypothesis one proved that there is significant difference in the responses of male and female business studies students on basic academic and personal qualities skills acquired for advancement. Although, the students responded that they acquired basic academic and personal qualities skills for advancement, but the test of hypothesis proved significant which is to say that the level of acquisition of skills for advancement by business studies students at public secondary schools in Rivers East Senatorial zone is not adequate, so effort ought to be intensified for students to have more passion for business studies because employers of today are looking for reliable and responsible worker who can solve problem and who have the social skills and attitudes to work together with other workers.

Findings from research question two proved that the respondents considered that knowledge of business studies has help to handle sophisticate office technologies and information systems, meet up with the challenges of the 21st century moderately while, impart knowledge into others and show future employer the full range of experience and as well learnt through business studies showed an extent . This finding is in agreement with the view of Nawaz and Reddy (2013) who viewed employability skills as the transferable skills needed by an individual to make them employable. In agreement with Nawaz and Reddy, Utuk (2017) opined that good teachers make the world, they inspire the best professionals and build the foundations for the next generation which is employability skills development. Okebukola (2017) in agreement with Nawaz and Reddy and Utuk, depict that engagement of quality teachers help to solve more than half of the problems facing business studies at secondary schools because teachers will not just teach the students, but will ensure that the students acquire employability skills in them. The researcher viewed that if business studies students can utilize the basic academic and personal qualities skills acquired, and have positive attitude to take the initiatives to learn new things at all time, they will definitely excel rather than blaming others when things go wrong, because of their inability to acquire employability skills, they will be accountable for their actions.

Results on hypothesis two indicates that there is no significant difference in the responses of male and female business studies students on extent of utilization of basic academic and personal qualities skills acquired to secure a job. Rapid look at students of business studies at public secondary schools will indicate that teachers need to dedicate their time, effort, management and so on to enable the students effectively utilize the skills they acquired to secure job. It is the duty of the teachers to ensure that every skill acquired by the students can be utilized to secure a job and this can be done through proper impartation of affective cognitive and psychomotor domain in delivering his or her lecture to the students as proper preparation is the cure for poor performance.

Conclusion

The study has actually established the fact that issues of employability skills development among business studies students is necessary as it is the teachers that can help the students acquire employability skills. It is only the teachers that can impart into the students job readiness skills or employability skills. Teaching of business studies in Rivers East Senatorial zone has gone below its expectations. The teachers has derailed from its original intentions to just teaching the students the subjects they know and leaving out the once they do not know example shorthand, typewriting (keyboarding) and bookkeeping. Conclusively, the study showed that students acquired basic academic and personal qualities skills but to an extent these skills acquired cannot be effectively utilized and this is where the role of the teacher comes in to effectively teach the students for the world of work.

Recommendations

Based on the findings of the study and conclusion, the following recommendations were put forward by the researcher

1. Employability skills are teachable skills and should be taught with priority as to ensure that business studies students acquire these skills and also utilize the skills acquired to secure job.
2. Business studies at secondary schools should be taught using a democratic approach so that students awareness of values, attitudes and job readiness is increased.
3. Basic academic and personal qualities skills should be effectively taught to business studies students and awareness of the need and importance of these skills need to be created to students for them to be well equip with employability skills development.
4. Teachers should effectively play their role while teaching business studies to students at public secondary schools

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IMPROVING BUSINESS EDUCATION PROGRAMMES THROUGH EFFECTIVE SCHOOL-INDUSTRY COLLABORATION FOR NATION BUILDING

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Abstract

The study determined ways of improving business education programmes through effective school-industry collaboration for nation building in tertiary institutions in Anambra State. Three research questions guided the study and three null hypotheses were tested. A descriptive survey research design was adopted. The population of the study consisted of 96 business educators in tertiary institutions that offer business education programme in Anambra State. No sample was taken, as the population size was manageable. A structured 21-items validated questionnaire was used for data collection. The questionnaire was validated by three experts, two experts in business education and one in measurement and evaluation form Nnamdi Azikiwe University, Awka. The reliability of the instrument was ensured using pilot test, which was analyzed using Cronbach Alpha and its yielded reliability co-efficient of 0.84.Data related to the research questions were analyzed using mean and standard deviation while t-test was used to test the null hypotheses. The findings from the study revealed that respondents rated research and innovation, knowledge transfer and employability, and teaching and learning improves business education programmes through effective school-industry collaboration in tertiary institutions to a high extent for n promoting nation building. The study revealed that business educators in universities did not differ significantly from business educators in colleges of education on the extent research and innovation, knowledge transfer and employability, and teaching and learning in tertiary institutions in Anambra State. It was concluded that business education programmes need to be improve through research and innovation, knowledge transfer and employability, and teaching and learning for nation building. Analysis have shown that the school-industry collaboration has no significant influence on research and innovation, knowledge transfer and employability, teaching and learning in business education programmes in Anambra State, Nigeria. It was recommended, among others, that school offering business education programmes should collaborate effectively in order to tap the dynamisms of the current workplace to the full so as to produce business education graduates who will be able to fit in and succeed in the world of work.

Keywords: *Improving, business education programmes school-industry collaboration, nation building*

Introduction

As an integral part of vocational education, business education is an educational programme that prepares students for entry into advancement in jobs within business and prepares them to handle their own business affairs to function intelligently as consumers and citizens in a business economy.

Business education encompasses knowledge, attitudes, and skills needed by all citizens in order to effectively manage their personal businesses and economic system. Atakpa (2011) remarked that business education is an embodiment of vocational knowledge and skills needed for employment and advancement in a broad range of business careers. In other words, business education means education for business or training skills which is required in business offices, clerical occupation and business policy analysis.Business Education aspires to produce skilled graduates to meet the demands of a fast growing society.The technological and industrial development of any nation depends on its ability to develop its citizens towards human resources especially in the area of vocational and entrepreneurship education. Due to poor infrastructural facilities haunting Nigerian tertiary institutions, coupled with the number of graduates from different institutions of higher learning that failed to transform the economic fortune of the country towards industrialization, the nation is far from experiencing technological advancements and economic growth (Olorunfemi&Ashaolu, 2008). A functional business education programme requires effective partnership with relevant industries which the graduates will serve. Although, business education students are exposed to Student Industrial Work Experience Scheme (SIWES) and Teaching Practice (TP) but the experiences students acquire from these schemes are not adequate to their training needs.

The scheme is designed to create a link between universities and industry, bridge the gaps between theory and practice by exposing students to out-of-classroom industrial and world of work experiences and build their capacity for entrepreneurship or self-employment. As school-to-work programme that ensures smooth transition of students to industry and business institutions, its activities has been less impactful due to inadequate student placement, lack of supervision and rejection of student-trainees in some cases by public institutions, local and multi-national organizations. As a result, such linkages have become ineffective in achieving its objective of transferrable skill development, improving work experience, providing practical and industrial orientation that leads to better career choice in entrepreneurship. Schools need to partner with industries for research assistance and collaboration, curriculum planning, infrastructural provision, scholarships, seminars and field trips among others. Furthermore, Gbenedio (2012) noted that many academic programmes tend to exist in isolation, with few connections between learning institutions and industries, even between those in the same geographical area.

In recent time, graduates from the nation's tertiary institution of learning most especially the business education graduates have been plagued by the inability to get jobs in corporate industries and companies in Nigeria. The industries mostly complaint of inadequate skills required especially in the current cutting edge technology, having low practical know-how and lack of confidence. Many authors and researchers have related this problem to the quality of training received by these graduates while in school which is devoid of skills required to meet up with the demands of the business world.However, Essia (2012) and Nwazor (2012) decried the failure of the education offered in tertiary institutions especially in the business education programme to prepare students and graduates for real life situations. In consonance, Okojie (2013) observed that some of the courses available in Nigerian higher institutions nowadays are far removed from the needs of the society and this is partly responsible for the mass unemployment of Nigerian graduates. This is in line with the trend of thought of Fnae, Adeniji and Adu (2008) that Nigeria is bedeviled with severe problem of graduate unemployment brought about by mismatch between graduate training and the world of work.

Some developed countries have been able to overcome the problem of graduate unemployment through careful planning and school-industry collaboration. For instance, Microsoft,

Cisco and Intel are in collaboration with the University of Melbourne; AALTO University is in collaboration with the industrial sector; Technical University of Munich (TUM) is in partnership with Audi motor company; University of California is also in partnership with the industrial sector of the economy to mention just a few (Belfield, 2012). The essence of this collaboration among other things is to identify the higher order of skills needed by the students for success in school and in the work place after graduation so as to inculcate same in the students.One outcome of tertiary educational institutions drive to produce students with high order skills is closer integration with industry (Williams, Smith, Yasin & Pitchford, 2013). With regard to the need and relevance of the Nigerian tertiary educational institutions to foster collaboration with industries, Ojimba (2013) posited that, given the right and conducive atmosphere, schools and industry linkages could be developed into strong and solid partnerships. According to Ojimba, the benefits of this partnership are enormous: students acquire industrial skills, develop work habits and instill positive attitude in business education students towards industries.

Business education/industry collaboration is critical for skills development (education and training), the generation, acquisition, and adoption of knowledge (innovation and technology transfer), and the promotion of entrepreneurship (start-ups and spin-offs). Business education is basically occupational education which makes individuals self sufficient and reliant. Ikechukwu and Najimu (2011) believed that the acquisition of practical skills relating to occupation in various sectors of economic and social life will improve the standard of living of the people, and assist in eradicating poverty in the society. The linkage between institution and industry is very weak in Africa including Nigeria and do not produce the skills assets needed for industrial productivity leading to low absorption level by the available industries. Business education students need this industrial collaboration in order to be effective in their chosen field of work.

In Nigeria there is lack of linkage between industry and academics and this is really a serious problem hampering the performance of business education that the students should also learn practical techniques and should build skills related to commerce, trade and industry for which they have to practically visit the business sites and locations. If there are fewer linkages between industry and academics then they will not be able to get practical exposure (Rotua, 2017). In order to overcome the gap between theory and practice, there is a need of quality research. But in the business education in Nigeria especially in the private sector there are no facilities for doing good quality research; there are no properly maintained libraries, with non updated data bases and no extra remunerations for researchers. Furthermore, teachers are given too many courses in each semester, which perceived by teaching as extra burden which ultimately hampers their teaching effectiveness (Anwar, Ishak&Kamran, 2011).

The interaction between institutions of higher learning and employers in Industries and related business organizations represent a means of contributing quality education training programmes. The challenge to business and industry to succeed in an increasingly competitive world market is contingent upon skilled personnel, who learn, grow and adapt to the changing markets and technologies (Rufai, Bakar & Rashid, 2015).Both school and industry should seek to enhance graduate skills and ensure a smooth and effective transition between university and the business environments through collaborations such as joint community service programs among others (Tumuti, Wanderi&Thoruwa, 2013). Through such ventures, students have opportunities to acquire

hands own experiences and skills that will come in handy when they finally join the job market. With this, universities should also explore ideas to facilitate business matching, networking, knowledge transfer programmes, and community network among others with industry bring significant changes to the country's economic development. It is through these programs that relevant skill development by tertiary educational institutions will be realized in order to meet business needs.

School-industry collaboration is achieved in several ways- through mentorships, research and development, technology transfer and internship work placements (Jackson, 2015). Collaboration is important not just because it is a better way to learn. The spirit of collaboration penetrates every institution and all lives. Thus learning to collaborate is part of equipping oneself for effectiveness, problem solving, innovation and life-long learning in an ever-changing networked economy(Nakagawa, Takata, Kato, Matsuyuki& Matsuhashi, 2017). Therefore ways of improving business education programmes through effective school-industry collaboration for nation building includes research and innovation, knowledge transfer and employability and teaching and learning.

Research and innovation have a central role to play in supporting industrial strategy and tertiary educational institutions should be seen as key partners in its development and delivery. Government has an opportunity to use industrial sectors and key technologies as levers to encourage greater business investment in innovation, research and development and to involve companies of all sizes through the supply chain. It also needs to ensure that the tax system effectively encourages collaborative research. School-industry collaboration can expand the relevance of research carried out in public institutions, foster the commercialization of public research and development outcomes, and increase the mobility of labor between public and private sectors(Jo-Johnson, 2015). According to Ankrah, Burgess, Grimshaw and Shaw (2013), the educational institute who don't have interaction with industry at all seems to produce less number of research papers compares to those institutes who have collaboration with industry. The institute with moderate level of collaboration with industry produced more research papers than institutes which has very high level of industry interaction. Thus adequate interaction with industry is valuable, which enables knowledge transfer, speedup inventions and increases research productivity academic institutes. The benefits of school-industry linkages are wide-reaching. They can help coordinate research and development agendas and avoid duplications, stimulate additional private research and development investment, and exploit synergies and complementarities of scientific and technological capabilities.

Knowledge is a key driver of growth and development in a country. Countries with higher skilled levels are better equipped to face new challenges and master technological discoveries. Highly technologically developed countries in the world invest so much in technological innovation through partnership of industry with academics. Transferring knowledge is one the primary drivers of innovation in inter-organizational collaboration (Kunttu, 2017) in which both partners have to share their previous knowledge and information that can often be tacit or experimental in nature. According to Abhijeet, Sunith and Sidharth (2014),programme of international design and business management (IDBM) of AALTO University was one year program for management students. In collaboration with Finnish industry; The IDBM partnership made actual world learning practices for the students. Industrial problems were solved innovatively by students group with different disciplines of education. This outcome produced direct recruitment platform for students. 7 percent of the services and products arose from collaborated project, which had created value for industrial partner. This collaboration resulted in good knowledge transfer activities between industry and institute.

Typical forms of knowledge transfer include jointly organized research projects, training and education, consulting engagements, or thesis supervision. The transfer of technological knowledge is an important part of the relational learning process, because innovative collaboration involves close sharing of experience-based specialized knowledge that is often tacit in nature (Selnes & Sallis in Kunttu, 2017).Collaboration opens the door to the teaching, learning and employability opportunities with Industry. The collaboration with industry has increased the student motivations for learning. Collaboration has increased awareness of desired employability skills; faculties understood the expectations of industry in workforce development. Collaboration provided better corporate image and recognition in technical industry (Oviawe, Uwameiye & Uddin, 2017)**.**Therefore, the knowledge sharing and transfer in school-industry relationships requires engagement and commitment to the collaboration from both parties (Ankrah, Burgess, Grimshaw& Shaw, 2013). To build a knowledge-based economy, Nigeria needs to similarly integrate business elements into its education system, with the plan being to drive innovation by strengthening links between higher education, research and business practices.

Teaching is an interaction between teachers and students under the auspices and responsibilities of the teacher in order to bring about the expected change in the students' behaviour (Ukata, 2016). Teaching and learning is an active interactive process involving both the classroom teacher and the learner in well planned activities using effective instructional strategies. Teaching and learning is important in every aspect of education. This is because without teaching, students will find it difficult to learn new ideas and techniques that educational programmes provide. Involvement of training programmes such as workshops, seminars and conferences will improve the quality of teaching and learning process in academic institutes. Seminars, workshop and conference are important means for school-industry collaboration. According to Islam, Mohajan and Datta (2011), observed that most school organize some seminars, workshops and conference every year and the industry meets the faculty members of the schools at such venues. Such type of seminars provides a forum for a dialogue between school and industry.

The influencing factors on ways of improving business education programmes through effective school-industry collaboration for nation building in tertiary institutions could be institutions type. Institutions type in this study means the colleges of education and universities. Jim (2017) revealed that no significant different regarding the school-industry collaboration on research and innovation, knowledge transfer and employability, and teaching and learning. In addition, Ankrah, Burgess, Grimshaw and Shaw (2013) noted that the knowledge transfer and employability, and teaching and learning in school industry relationships require engagement and commitment to the collaboration from both parties.

The collaboration will be helpful for students to gain practical experience and learnt to work through group task. School-industry collaboration has created real world learning for students. The collaboration developed the skills which were required by industrial standard. Industry that has developed collaboration aimed at modernizing teaching and learning process. Collaboration with industry using cross disciplinary team was ground breaking approach to transform teaching and learning process (Belfield, 2012).However, an effective relationship between the schools and the industries will compel the industries to make their expertise, equipment and expendable material available for the effective teaching and learning of the students. Okoriein Jim (2017) noted that as the industries participate in the training of the students, certain deficiencies that existed in the training of the students will be reduced if not completely eliminated.

Statement of the Problem

Despite the objectives of business education programme, it has been observed that some of the courses available in Nigerian higher institutions nowadays are far removed from the needs of the society and this is partly responsible for the mass unemployment of Nigerian graduates (Joshua, Azuh&Olanrewaju, 2015; Okojie, 2013). This is in line with the trend of thought of Fnae, Adeniji and Adu (2008) that Nigeria is bedeviled with severe problem of graduate unemployment brought about by mismatch between graduate training and the world of work. Some developed countries have been able to overcome the problem of graduate unemployment through careful planning and school-industry collaboration. It is generally believed that if business education students are properly taught the requisite life skills before leaving schools, they should certainly acquire the desired skills necessary for sustainable national development, hence the need for this study. Therefore, if effective school-industry collaboration is established, business education students will have the opportunity to receive appropriate training from appropriate environment and the gap between the classroom experiences and the yearnings of employers will be reduced to the bearest minimum. This study focused on ways of improving business education programme through effective school-industry collaboration for nation building in tertiary institutions in Anambra State.

Purpose of the Study

The main purpose of this study was to determine ways of improving business education programmes through effective school-industry collaboration for nation building in tertiary institutions in Anambra State. Specifically, the study sought to determine how:

1. Research and innovation improves business education programmes
2. Knowledge transfer and employability improves business education programmes
3. Teaching-learning improves business education programmes

Research Questions

The following research questions guided the study:

1. To what extent does research and innovation improves business education programmes through effective school-industry collaboration in tertiary institutions in Anambra State?
2. To what extent does knowledge transfer and employability improves business education programmes through effective school-industry collaboration in tertiary institutions in Anambra State?
3. To what extent does teaching and learning improves business education programmes through effective school-industry collaboration in tertiary institutions in Anambra State?

Hypotheses

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

1. Business educators in universities and colleges of education do not differ significantly in their mean ratings on the extent research and innovation improves business education programmes through effective school-industry collaboration for nation building.
2. Business educators in universities and colleges of education do not differ significantly in their mean ratings on the extent knowledge transfer and employability improves business education programmes through effective school-industry collaboration for nation building.
3. Business educators in universities and colleges of education do not differ significantly in their mean ratings on the extent teaching and learning improves business education programmes through effective school-industry collaboration for nation building.

Method

Descriptive survey research design was adopted for the study. The researchers considered this design appropriate for this study since it collected data from business educators in tertiary institutions in Anambra State. The population of the study consisted of 96 business educators in tertiary institutions that offer business education programme in Anambra State. Instrument for data collection was a structured questionnaire. The instrument was validated by two experts in business education in Nnamdi Azikiwe University, Awka. Their comments enhanced the content validity of the instrument. To establish the internal consistency of the instrument, a pilot test was conducted and Cronbach Alpha was used to test data collected to determine the internal consistency using the application of Statistical Package for Social Sciences (SPSS) version 21. The analysis yielded a co-efficient score of 0.84. The questionnaire was structured on a five-point scale, with response categories as "Very High Extent", "High Extent", "Moderate Extent", "Low Extent" and "Very Low Extent". The administration of the instrument was carried out personally by the researchers. Data collected regarding the research questions were analyzed using mean and standard deviation while the t-test was used to test the null hypotheses at 0.05 level of significance. In order to determine the ways of improving business education programmes through school-industry collaboration, a decision rule based on mean ratings between 4.50-5.00were regarded as very high extent, items with mean ratings of 3.50-4.49 were considered as high extent and items with 2.50-3.49 were regarded as moderate extent. Furthermore, items with mean ratings of 1.50-2.49 and 0.50-1.49 were considered as low extent and very low extent respectively. In testing the null hypotheses, where the calculated p-value is less than the stipulated level of significance (0.05), it meant that there was a significant difference and the hypothesis was rejected. Conversely, where the calculated p-value is equal to or greater than the stipulated level of significance (0.05), it meant that there was no significant difference and the hypothesis was not rejected.

Results

Research Question 1:

To what extent does research and innovation improves business education programmes through effective school-industry collaboration in tertiary institutions in Anambra State?

Table 1:

Business educators' mean rating on the extent research and innovation improves business education programmes through effective school-industry collaboration in tertiary institutions.

N = 96

S/N	Research and innovation	X	SD	Remarks
1.	Collaboration with industry partners to develop new products or services	3.53	1.34	High Extent
2.	School-industry collaboration bridges technology gap between schools and industry	3.53	1.38	High Extent
3.	Involvement of multidisciplinary teams tackled industry problems and produces innovative solutions	3.58	1.36	High Extent
4.	Facilitates business matching	3.53	1.34	High Extent
5.	Facilitates community network	3.53	1.34	High Extent
6.	Increases research productivity	3.53	1.34	High Extent

Data in Table 1 show that the respondents rated that research and innovation improves business education programmes through effective school-industry collaboration in tertiary institutions to a high extent. The item by item analysis shows that all the items achieved mean scores ranging from 3.53 to 3.58 indicating high extent. The standard deviations show that there is homogeneity amongst responses indicating a greater consensus of opinions.

Research Question 2

To what extent does knowledge transfer and employability improves business education programmes through effective school-industry collaboration in tertiary institutions in Anambra State

Table 2: Business educators' mean rating on the extent knowledge transfer and employability improves business education programmes through effective school-industry collaboration in tertiary institutions

N = 96

S/N	Knowledge transfer and employability	$\bar{X}$	SD	Remarks
1.	Joint projects based on public funding	3.67	.89	High Extent
2.	Presentations (papers, conference contributions	4.17	.49	High Extent
3.	Licensing of technology to school partners	3.65	.99	High Extent
4.	Formation of ventures together with school	3.57	.97	High Extent
5.	Recruitment of personnel from business institute (Internships)	3.55	.68	High Extent
6.	Training of students by industrial personnel	3.77	.88	High Extent
7.	Use of industrial equipments in business institutes Laboratory	4.27	.38	High Extent
8.	Free dissemination of research outputs	3.67	.89	High Extent
9.	Helps in increasing employment in institutes	4.23	.32	High Extent

Data in Table 2 show that the respondents rated that knowledge transfer and employability improves business education programmes through effective school-industry collaboration in tertiary institutions to a high extent. The item by item analysis shows that all the items achieved mean scores ranging from 3.55 to 4.27 indicating high extent. The standard deviations show that there is homogeneity amongst responses indicating a greater consensus of opinions.

Research Question 3

To what extent does teaching and learning improves business education programmes through effective school-industry collaboration in tertiary institutions in Anambra State?

Table 3: Business educators' mean rating on the extent teaching and learning improves business education programmes through effective school-industry collaboration in tertiary institutions

N= 96

S/N	Teaching and Learning	$\bar{X}$	SD	Remarks
1.	Industry develop partnerships with schools specifically aimed at modernizing teaching and learning	3.56	1.13	High Extent
2.	Collaboration creates real world learning experience	4.16	1.03	High Extent
3.	Engagement with industry transforms teaching and Learning	3.56	1.11	High Extent
4.	Develops new skills for next generation workforce	3.76	1.09	High Extent
5.	Develops conduit for future recruitment of top talent	4.02	1.04	High Extent
6.	Provides a forum for dialogue between school and industry	3.55	1.14	High Extent

Data in Table 3 show that the respondents rated that teaching and learning improves business education programmes through effective school-industry collaboration in tertiary institutions to a high extent. The item by item analysis shows that all the items achieved mean scores ranging from 3.56 to 4.16 indicating high extent. The standard deviations show that there is homogeneity amongst responses indicating a greater consensus of opinions.

Testing the Hypotheses

Null Hypothesis 1

Business educators in universities and colleges of education do not differ significantly in their mean ratings on the extent research and innovation improves business education programmes through effective school-industry collaboration for nation building.

Table 3: Summary of t-test result analysis of colleges of education and universities business educators on extent research and innovation improves business education programmes through effective school-industry collaboration for nation building.

N = 96

Type of Institution	N	$\bar{X}$	SD		Df	t-val	p-val	Remark
Universities	21	3.80	1.38					
				0.05	94	0.884	0.373	Not Significant
Colleges of Education	75	3.62	1.22					

Source: *Field Study, 2018.*

Data in Table 3, indicate that the aggregate mean ratings of business educators in universities and colleges of education on the extent research and innovation improves business education programmes through effective school-industry collaboration for nation building is 3.80 and 3.62, while the corresponding standard deviation is 1.38 and 1.22. The Table indicated that the t-value is .884 at degree of freedom of 94, while the p-value is 0.373. Testing at alpha level of 0.05, the p-value is not significant, because the p-value is greater than the alpha value (0.05). Therefore, the null hypothesis is not rejected; hence, the mean responses of business educators in universities do not significantly differ from business educators in colleges of education on the extent research and innovation improves business education programmes through effective school-industry collaboration for nation building in tertiary institutions in Anambra State.

Null Hypothesis 2

Business educators in universities and colleges of education do not differ significantly in their mean ratings on the extent knowledge transfer and employability improves business education programmes through effective school-industry collaboration for nation building.

Table 3: Summary of t-test result analysis of colleges of education and universities business educators on extent knowledge transfer and employability improves business education programmes through effective school-industry collaboration for nation building. *N = 96*

Type of Institution	N	$\bar{X}$	SD		Df	t-val	p-val	Remark
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Business educators in universities and colleges of education do not differ significantly in their mean ratings on the extent teaching and learning improves business education programmes through effective school-industry collaboration for nation building.

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t-value is .884 at degree of freedom of 94, while the p-value is 0.373. Testing at alpha level of 0.05, the p-value is not significant, because the p-value is greater than the alpha value (0.05). Therefore, the null hypothesis is not rejected; hence, the mean responses of business educators in universities do not significantly differ from business educators in colleges of education on the extent teaching and learning improves business education programmes through effective school-industry collaboration for nation building in tertiary institutions in Anambra State.

Discussion of Findings

Findings of the study in the first research question revealedthat all the items on research and innovation will help to improve business education programmes through effective school-industry collaboration in tertiary institutions to a high extent with mean ratings ranged from 3.53 to 3.58. This agreed with Jo-Johnson (2015) that school-industry collaboration can expand the relevance of research carried out in public institutions, foster the commercialization of public research and development outcomes, and increase the mobility of labor between public and private sectors, and improved nation building.

The result in Table 4 revealed that business educators in universities did not differ significantly from business educators in colleges of education on the extent research and innovation helps to improve business education programmes through effective school-industry collaboration in tertiary institutions. This means that the institution type does not affect on the extent research and innovation helps to improve business education programmes through effective school-industry collaboration in tertiary institutions in Anambra State, Nigeria.

The findings of the study on the second research question revealed that all the items on knowledge transfer and employability will help to improve business education programmes through effective school-industry collaboration in tertiary institutions to a high extent with mean ratings ranged from 3.55 to 4.27. This is in line with findings of Kunttu (2017) who noted that transferring knowledge is one the primary drivers of innovation in inter-organizational collaboration in which both partners have to share their previous knowledge and information that can often be tacit or experimental in nature improving nation building.

Results in Table 5, revealed that business educators in universities did not differ significantly from business educators in colleges of education on the extent knowledge transfer and employability improves business education programmes through effective school-industry collaboration in tertiary institutions. This invariably implies that collaboration through knowledge transfer opens the door to the teaching, learning and employability opportunities with Industry.

The findings of the study on the third research question revealed that all of the items on teaching and learning will help to improve business education programmes through effective school-industry collaboration in tertiary institutions to a high extent with mean ratings ranged from **3.56 to 4.16**. This is in line with this findings of Islam, Mohajan and Datta (2011) who observed that most school organize some seminars, workshops and conference every year and the industry meets the faculty members of the schools at such venues to help in improving nation building.

Results in Table 6, revealed that business educators in universities did not differ significantly from business educators in colleges of education on the extent teaching and learning improves business education programmes through effective school-industry collaboration in tertiary institutions. This agreed with Jim (2017) who revealed that no significant different regarding the school-industry collaboration on research and innovation, knowledge transfer and employability, and teaching and learning.

Conclusion

Based on the findings of the study, it was concluded thatbusiness education programmes need to be improve through research and innovation, knowledge transfer and employability, and teaching and learning for nation building. Analysis have shown that the school-industry collaboration has no significant influence on research and innovation, knowledge transfer and employability, teaching and learning in business education programmesin Anambra State, Nigeria. Business education school-industry collaboration created real learning experience for student while they were working on industrial problems to provide solutions innovatively. Many faculties form business education programmes were working on the contract research project to improve products of industry, the partnership helped in developing new products for industry partners. Faculties have agreed that involvement with industry partners in internships, training and workshop programmes improved the teaching and learning process; students who emerged in industrial training have known the important skill set and understood their alertness toward job role in industry which created employment opportunities for business education students in Anambra State, Nigeria. From the analysis the most significant knowledge transfer between school-industrywas found and ranked according to the training of students by industrial personnel, recruitment of personnel from business education programmes.

Recommendations

Based on the findings of the study, the researchers proffer the following recommendations:

1. School offering business education programmes should collaborate effectively in order to tap the dynamisms of the current workplace to the full so as to produce business education graduates who will be able to fit in and succeed in the world of work.
2. Educational institutions offering business education programmes should involve current workplace in the planning and review of their curriculum.
3. The workplace should contribute meaningfully to business education programmes through research and innovation, knowledge transfer and employability, and teaching and learning needs of the school, giving grants and support for research and development of business education.

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PRINCIPALS' PERCEPTION OF PRE-SERVICE BUSINESS STUDIES TEACHERS' PREPARATION AND TEACHING EFFECTIVENESS IN TEACHING PRACTICE IN ONDO AND OSUN STATES, NIGERIA.

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Abstract
This paper investigated principals' perception of pre-service business studies teachers' preparation and teaching effectiveness in teaching practice in Ondo and Osun States, Nigeria. Four research questions guided the study. One hypothesis was tested at 0.05 level of significance. Descriptive survey research design was adopted for the study. The population of the study consisted of one thousand five hundred seventy six (1576) principals in public and private secondary schools' in Ondo and Osun States, Nigeria. One hundred and forty (140) secondary school principals selected through simple random sampling technique were the respondents for the study. Questionnaire was the instrument for data collection. Mean and standard deviation were used for the analysis of the research questions and t-test was used to test the hypothesis at 0.05 level of significance. The findings showed that pre-service business studies teachers were effective in lesson notes preparation, lesson presentation, class management and time management. This implies that there was adequate pre-service business studies teachers' preparation for the teaching profession. It was recommended among others that Principals and school administrators should encourage time management idea in the school and supervise pre-service business studies teachers' instructional preparation and delivery closely during teaching practice.

Keywords: *Principal, Pre-service teachers, Business studies, Teaching practice, Effectiveness.*

Introduction

The official inclusion of business studies programme into the Nigeria curricula was in 1981. Its position as one of the important disciplines within the vocational education family has caused it to remain a veritable source of human resource development and economic emancipation of the nation. As reflected in the national education policy document (FRN, 2013) business studies is intended to provide the learners both intellectual and occupational skills. These are skills that are intended to make them function effectively not only as employees but also as self reliant persons and wealth creators (Ekpenyong, 2010). Business studies is an integrated pre-vocational subject taught at the junior secondary school level in Nigeria. It seeks to give students a generalized and broad idea of the field of business. The business studies cover units of: bookkeeping/accounting, office practice, commerce, shorthand, typewriting/keyboarding, store management and insurance (FRN, 2013). These subjects are naturally dynamic and their contents respond to the changes in the business world. It is mostly taught by graduates of business education. Pre-service business studies teachers are also expected to teach it during teaching practice as part of their training.

Pre-service training of teachers refers to teacher preparation for the teaching job before they are employed for that job (Jerotich, Kurgat & Kimutai, 2017). Pre-service teacher training is very crucial because teacher education is expected to develop communication skills, professional knowledge, skills and attitudes to enable teachers to identify teaching and learning needs of the learners and thus become effective curriculum implementors. Pre-service business studies teachers are individuals undergoing training in the department of business education on how to become professionals in teaching in colleges or universities. The term is used to describe student teachers who are enrolled in business teacher preparation programme and working towards certification. A necessary statutory training experience for pre-service teachers in practical teaching before certification is teaching practice. There is no teacher education programme that can be said to be complete without an effective student teaching practice programme (National Open University of Nigeria, (NOUN) 2008).

Teaching practice (TP) is an integral part of teacher education which allows student-teachers to apply theories into practice (Mannathoko, 2013). It is a practical teaching in actual school situation to demonstrate and improve training in the pedagogical skills over a period of time**.** It is a kind of apprenticeship stage during which the students are sent out to schools to gain practical and professional experience by translating all educational theories, model, laws they have acquired during training into practice. Kiggundu and Nayimuli (2009) saw it as a form of work-integrated learning that is described as a period of time when students are working in the relevant industry to receive specific in-service training in order to apply theory in practice. It involves students' placements to schools to practice lesson planning, classroom organization and most importantly classroom teaching. It is an essential part of effective professional training. Nwanekezi, Okoli and Mezieobi (2011) pointed out that teaching practice is the first official opportunity for student teachers to be involved in actual teaching experience. They add that it enables the student teachers to be well prepared for their assumption of duty as professional, motivated, conscientious and efficient classroom teachers who will encourage the spirit of inquiry, creativity and intellectual development among the beneficiaries of the educational system.

T*eaching practice* is very important in the making of a teacher. It enables student teachers to have real experience in the actual teaching and learning environment. It provides pre-service teachers with the intellectual and professional background required for effective performance of their duties. Subedi (2009) noted that student-teachers' overall teaching skills can be boosted by the experience and exposure which they get while on teaching practice. During teaching practice, a student-teacher is given the opportunity to try the art of teaching before actually getting into the real world of the teaching profession. The most important fact is that it is a professional exercise which is focused on helping the student-teacher to bridge the gap between theory and practice in education and develop competence as well. In the process of bridging the gap between educational theories and practice, the student-teacher, through a programme of cooperative and interactive guidance, acquires valuable skills in teaching and the management of teaching from experienced teachers thus improving their quality (Endeley, 2014). It is a phase in the pre-service education of teachers in which the student-teacher brings together educational theory and actual teaching practices and procedures under competent supervision of cooperating teachers and principals.

Principals, as secondary school heads, play key roles in the administration of schools in respect to the academic and non-academic activities going on in schools. They do not only see to the smooth running of the school curricular activities but also regulate and supervise the conduct of teachers and their effectiveness. In secondary schools, education is highly organized with planned

learning content, time-table, hierarchy of authority and educational services that would foster productive and proficient learners. Okolocha and Onyeneke (2013) noted that Principals' assessment will help to analyse the strength and weaknesses of teachers and performance of students. Such assessment could initiate action that might lead to improvement especially now that there is public outcry about the quality of secondary school teachers and their inability to graduate students with employable skills. The view and understanding of principals about the performance of the pre-service teachers during teaching practice as regards their preparation and teaching effectiveness becomes important to ascertain whether the student-teachers are adequately prepared for the job.

Principals and other supervisors are expected to observe how student teachers prepare, deliver the lesson and conduct themselves as members of teaching profession and are expected to advise the students on how to improve their teaching skills. Okolocha and Onyeneke (2013) stated that the principal should assess teachers' effectiveness on lesson note preparation and instructional delivery, classroom management/control, and time management. The principal's assessment of pre-service business studies teachers' effectiveness is necessary due to the poor academic achievements of business studies students (Nwogu (2011). Indicators like instructional delivery, students' assessment, learning environment, teachers' personal quality, motivation, and subject-content-knowledge among others are often used to measure teachers' effectiveness.

Effective teaching involves having a plan for what will happen in the classroom each day. Teaching and learning should be well planned with clear objectives that are understood by the learners because the goal of teaching is to bring about desired learning in the students (Edeh, 2017). Key characteristics of effective teaching according to Stronge (nd) include: knowledge of basic principles and procedures (pedagogical theory); planning and preparation; teaching experience (practice); self-reflection and modification of techniques and flexibility. Effective teachers strive to motivate and engage all their students in learning rather than simply accepting that some students cannot be engaged and are destined to do poorly. They use a range of pedagogies, that is, techniques that best serve the learning needs of their students. Effective teachers acknowledge individual differences and understand that students develop at different rates and that in every classroom there will be a range of student abilities and aptitudes. They teach in a way that encourages students to take greater responsibility for their own learning. Effective teachers have adequate mastery of their subject content and skills. They provide a safe and orderly environment, both physically and emotionally, so students can achieve their potential. Effective teachers develop productive relationships with their students they get to know them and take a particular interest in their overall development and progress. They closely monitor each student's achievements and provide every one of their students with regular feedback on their performance.

However, the assessment of pre-service teachers' competences during teaching practice remains problematic and contentious (Mubika & Bukaliya, 2013). Additionally, there seems to be dissatisfaction with the professional competencies of business studies' teachers. Ekoh and Okwuanaso (2013) found out that business studies teachers do not apply adequate knowledge of subject matter competency, teaching methodology competency and classroom management competency which are the basic teaching competencies for effective instructions at Junior Secondary School level. Similarly, Okolocha and Onyeneke's (2013) study findings revealed that business studies teachers were ineffective in adhering to some aspects of time management, classroom

management and lesson note preparation and delivery for optimal achievement of instructional goals and improved students' academic achievements and consequently employability. Okolocha and Nwadiani (2014) in another study revealed that business studies teachers were not adequately prepared towards the challenges of new technological innovations in teaching. Despite all these, teaching practice remains a pillar of teacher education as it provides opportunities for evaluating pre-service teachers in authentic environments (Mubika & Bukaliya, 2013).Therefore, this study investigated principals' perceptions of pre-service business studies teachers' preparation and teaching effectiveness in teaching practice in Ondo and Osun States, Nigeria.

Statement of the Problem

Teaching is a noble profession which helps others to acquire knowledge, competences or values. Becoming a qualified teacher or classroom practitioner is more of a process than an event since one has to go through some phases of training one of which is teaching practice (Kufakunesu, Dzingo & Dekeza, 2013). Pre-service teacher education programmes aim to prepare graduates to become quality teachers equipped with pedagogical practices that will serve to meet the increasing demands associated with the teaching profession. Pre-service teachers are expected to utilize the knowledge and skills they have acquired to teach effectively.

A cursory look at pre-service teachers during teaching practice supervision shows that some of them are overwhelmed with the demands of classroom instruction, as they learn to balance meeting students' needs with planning lessons and grading papers. A great number of student teachers also face several challenges during their teaching practice exercise, such challenges include lack of co-operation between student teachers and regular staff in the practicing school, inadequacy of teaching aids or instructional materials, over population of students in the classroom, deterioration of moral values in schools and the neglect of discipline, inadequate time allocated for teaching, lack of interest of students in the subjects given, uncooperative attitude of cooperating teachers to mention a few.

Over the last decade, the focus on developing quality teachers has received increased attention in education and assessment of teaching skills or competences constitutes an area of debate and development (Smith, 2010). This is because of the widespread dissatisfaction with the professional assessment procedures that are being used (Mattsson & Rorrison, 2011). The study, therefore, harness the experience of principals in secondary schools by using their knowledge to inform pre-service teacher education programmes. As these principals have supervised pre-service teachers themselves, they also have some insight into the ways in which pre-service teacher education programmes prepare pre-service teachers to teach effectively. Perhaps most importantly, the fact that these principals are currently supervising teachers' effectiveness in the classroom every day means that they are aware of the skills needed, the challenges that arise, and the benefits that come from teaching effectively. As such, they are one very important source of knowledge when considering how to adapt pre-service teaching degrees in order to skill our future teachers in business education. The question then is: what are principals' perceptions of pre-service business studies teachers' preparation and teaching effectiveness in teaching practice in Ondo and Osun States?

Purpose of the Study

The purpose of the study was to investigate principals' perceptions of pre-service business studies teachers' preparation and teaching effectiveness in lesson notes preparation, lesson presentation, class management and time management during teaching practice in Ondo and Osun States.

Research Questions

The following research questions guided the study:

1. How do Principals rate pre-service business studies teachers' effectiveness in lesson notes preparation?
2. How do Principals rate pre-service business studies teachers' effectiveness in lesson presentation?
3. How do Principals rate pre-service business studies teachers' effectiveness in class management?
4. How do Principals rate pre-service business studies teachers' effectiveness in time management?

Research Hypothesis

One null hypothesis was tested at 0.05 level of significance

H_o: There is no significant difference between male and female principals' perception on pre-service business studies teachers' preparation and teaching effectiveness in teaching practice in Ondo and Osun States.

Method

Descriptive survey research design was adopted for the study. The population of the study consists of one thousand five hundred seventy six (1576) principals in public and private secondary schools' in Ondo and Osun States, Nigeria. A total of one hundred and forty (140) principals selected through simple random sampling technique in Ondo and Osun states were used as respondents for the study. A structured questionnaire titled "principals' perception of pre-service business studies teachers' teaching effectiveness in teaching practice in Ondo State" (PPPSTTETP) was the instrument for data collection. The instrument was structured on a 4 point rating scale of Very Effective (VE), Effective (E), Slightly Effective (SE) and Not Effective (NE) with assigned weighted values of 4, 3, 2 and 1 respectively. The mean was used to analyze data related to the research questions. A criterion mean of 2.5 was used while t-test statistic was used to test the hypothesis at 0.05 level of significance.

Results

The data presented in Table 1 simply reveals the distribution of the respondents based on gender. 72.86% of the respondents were male principals while 27.14% were female. This implies that there were more male principals in Ondo and Osun States than female.

Research Question 1

How do Principals rate pre-service business studies teachers' effectiveness in lesson notes preparation?

Table 2: Principal's Perception of Pre-service Business Studies Teachers' Effectiveness in Lesson Notes Preparation

S/N	Pre-service teacher's effectiveness in lesson notes preparation	Mean	SD	Decision
1	Pre-service teachers are effective in preparing lesson notes	3.32	0.49	Effective
2	Pre-service teachers used the prepared lesson notes to teach	3.35	0.51	Effective
3	The contents in the lesson notes are relevant to subjects taught	3.42	0.53	Effective
4	The prepared lesson noted are logical	3.05	0.52	Effective
5	The prepared lessons notes are sequential	3.18	0.54	Effective
6	The prepared lesson notes are adequate	3.18	0.53	Effective

Source: *Field survey, 2018.*

The data presented in Table 2 show that all the items have mean scores above 2.50 indicating that pre-service business studies teachers were effective in lesson note preparation.

Research Question 2

How do Principals rate pre-service business studies teachers' effectiveness in lesson presentation?

Table 3: Principal's Perception of Pre-Service Business Studies Teachers' Effectiveness in Lesson Presentation

SN	Pre-service teachers' teaching effectiveness in lesson presentation	Mean	SD	Decision
1	Pre-service teachers use the right methods in teaching the prepared notes	3.10	0.50	Effective
2	Pre-service teachers show adequate mastery of subject matter	3.02	0.53	Effective
3	Pre-service teachers ensure students participation and involvement in lessons	3.07	0.55	Effective
4	Pre-service teachers ensure adequate and appropriate involvement of all members of the class	2.96	0.52	Effective
5	Pre-service teachers use clear voice and language in teaching	3.07	0.49	Effective
6	Pre-service teachers neatly use blackboard in teaching	3.05	0.53	Effective
7	Pre-service teachers neatly prepare and use teaching aids	3.11	0.51	Effective

Source: *Field survey, 2018.*

The data presented in Table 3 reveal that all the items have mean scores above 2.50 indicating that pre-service teachers were effective in lesson presentation.

Research Question 3

How do Principals rate pre-service business studies teachers' effectiveness in class management?

Table 4: Principal's Perception of Pre-service Business Studies Teachers' Effectiveness in Class Management

SN	Pre-service teachers' teaching effectiveness in lesson presentation	Mean	SD	Decision
1	Pre-service teachers use the right methods in teaching the prepared notes	3.10	0.50	Effective
2	Pre-service teachers show adequate mastery of subject matter	3.02	0.53	Effective
3	Pre-service teachers ensure students participation and involvement in lessons	3.07	0.55	Effective
4	Pre-service teachers ensure adequate and appropriate involvement of all members of the class	2.96	0.52	Effective
5	Pre-service teachers use clear voice and language in teaching	3.07	0.49	Effective
6	Pre-service teachers neatly use blackboard in teaching	3.05	0.53	Effective
7	Pre-service teachers neatly prepare and use teaching aids	3.11	0.51	Effective

Source: *Field survey, 2018.*

The data presented in Table 4 show that the items 1, 4, 5 and 6 have mean scores above 2.50 indicating that the items were agreed upon that pre-service business studies teachers are effective in class management except items 2 and 3 which were not agreed upon because they are negative cued statements.

Research Question 4

How do Principals rate pre-service business studies teachers' effectiveness in time management?

Table 5: Principal's Perception of Pre-Service Business Studies Teachers' Effectiveness in Time Management.

SN	Pre-service teachers' teaching effectiveness in time management	Mean	SD	Decision
1.	Pre-service teachers know how to use the stipulated time without using another teacher's period	2.91	0.45	Effective
2.	Pre-service teachers manage time to evaluate before the end of the class	2.93	0.52	Effective
3.	Pre-service teachers give room for questions and interactions before the end of the class	3.07	0.55	Effective
4.	Pre-service teachers are time conscious	2.91	0.52	Effective
5.	Pre-service teachers are punctual and do not miss classes	3.00	0.48	Effective

Source: *Field survey, 2018.*

The data presented in Table 5 reveals that all the items have mean scores above 2.50 indicating that pre-service business studies teachers are effective in time management.

Test of Hypothesis

Hypothesis One

There is no significant difference between male and female principals' perception on pre-service business studies teachers' preparation and teaching effectiveness in teaching practice in Ondo and Osun State.

Table 6: t-test summary for significant difference between male and female principals' perception on pre-service business studies teachers' effectiveness in teaching practices in Ondo and Osun States.

Variables	N	Mean	SD	Df	t-cal	t-table	Decision
Male	102	90.2	2.13	138	0.28	1.96	Not Sig.
Female	38	49.8	1.44				

P>0.05

Table 6 shows that t-cal (0.28) is less than t-table (at 0.05 level of significance. Therefore the null hypothesis is accepted. This indicates that there is no significant difference between male and female principals' perception on pre-service business studies teachers' preparation and teaching effectiveness in teaching practice in Ondo and Osun States.

Discussion of Findings

The study revealed that pre-service business studies' teachers prepare lesson notes to teach, the lesson notes were relevant to the subjects/topics taught and the lesson notes were logical, sequential and adequate. A lesson note is step by step guide into a specific lesson made by the teacher before the lesson. It also contains important information about the expected outcome of the lesson and the sources of information. The findings agree with Maphosa, Shumba and Shumba (2007) who emphasized that it is important for the students to effectively prepare lesson note because it is through his or her lesson notes supervision will take place by the school authority or special education authority that oversees the standard of learning in every school.

The study also revealed that pre-service teachers used the right teaching methods, showed adequate mastery of subject matter, ensure students participation and involvement in lessons, used clear voice and language in teaching, used blackboard in teaching and neatly used teaching aids. The findings emphasized the need for instructional *presentations* are clear, minimise misinterpretations and facilitate

The study also discovered that pre-service business studies teachers controlled the classes effectively, students do not make noise and disturb the class, pre-service teachers do not get insulted and humiliated by students, ensured good classroom arrangement, ensured good class control and orderliness and reinforced students' responses. The findings disagree with Ekoh and Okwuanaso (2013) who observed that business studies teachers have very poor application of the classroom management competency. Oliver, Wehby and Reschly (2011) in their study revealed that teachers' classroom management practices had a significant, positive effect on decreasing problem behaviour in the classroom.

The study also discovered that pre-service teachers know how to use stipulated time without using other teachers' period, manage time to evaluate before the end of the class, give room for questions and interactions before the end of the class and that pre-service teachers are punctual and do not miss classes. The study disagree with Okolocha and Oyeneke (2013) who found that business studies teachers were ineffective in adhering to some aspects of time management for optimal achievement of instructional goals and improved students' academic achievements and consequently employability. Time is an indispensable element in successful accomplishment of any activity and refers to a "particular period". In school organization, curricular and extracurricular activities depend on the time scheduled like other organizational tasks. The realization of educational goal despite the amount of resources involved remains ineffective without good time management (Ugwulashi, 2013). Therefore, time management principles will ensure efficient and effective use of school resources in promoting a proper culture for teaching and learning in the school.

Finally, the hypothesis tested revealed that there is no significant difference between male and female principals' perception on pre-service business studies teachers' preparation and teaching effectiveness in teaching practice in Ondo and Osun States. The findings agree with Okolocha and Oyeneke (2013) who found that gender does not have influence on business studies teachers' teaching effectiveness in secondary schools.

Conclusion

Based on the findings of this study, it is concluded that the secondary school principals in Ondo and Osun States , Nigeria, perceived pre-service business studies' teachers to be effective in lesson notes preparation, lesson presentation, class management and time management during teaching practice. This may be due to the fact that Student-*teachers* know the rationale for *teaching* practice; *they view* it as an *important aspect* of *their preparation* for the teaching job (*Major* & *Mannathoko, 2013*).

Recommendations

Consequent upon the findings of the study, the following recommendations are made:

1. Student teachers should adequately prepare so as to avoid poor delivery of lessons, poor classroom management and under/overuse of time stipulated for a lesson.
2. Principals and school administrators should encourage time management idea in the school and supervise pre-service business studies teachers' instructional preparation and delivery closely during teaching practice.
3. Universities and Colleges of education should offer relevant training programmes in all areas of the business studies so that teachers can effectively implement the integrated Business Studies curriculum.
4. The government should urgently provide all teaching aids and facilities to aid the effectiveness of business studies teachers in all secondary schools across the nation.

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UTILIZATION OF ONLINE PLATFORMS FOR E-LEARNING BY BUSINESS EDUCATION POSTGRADUATE STUDENTS IN UNIVERSITIES IN SOUTH-SOUTH NIGERIA

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Abstract
The study examined "Utilization of online platforms for e-learning by business education postgraduate students in South-South, Nigeria". A cross-sectional developmental survey design was adopted for the study. Five research questions posed and five null hypotheses were tested. The population of the study was 143 business education Master Degree students. This total served as sample and was purposively studied. The instrument used for data collection was a 25 item questionnaire on a 4-point rating scale titled: "Business Education Postgraduate Students' Utilization of Online Platforms Questionnaire". The instrument was validated (face and content validity) by three expert - two in the field of business education and one in measurement and evaluation of Rivers State University. The reliability was computed using Spearman Brown's prophecy formula which yielded the scores of 0.94, 0.82, 0.80, 0.94 and 0.91 for clusters B, C, D, E and F. The statistical tool used for answering the research questions was the mean while Analysis of Variance was used to test the hypotheses at 0.05 level of significance. The study reported low extent of utilization of online platforms for e-learning. The findings were: Google+ and YouTube reported low extent of utilization to view educational research programmes. Learning Management System (LMS) and video/audio conferencing platforms were not utilized for e-learning. The researcher therefore recommended the following: utilization of online platforms for e-learning, if effectively and efficiently utilized, can complement face-to-face teaching and learning activities. Utilization of online platforms for e-learning should be encouraged. Universities should organize in-house training for business educators to enable them utilize online platforms for teaching. Government or proprietors of universities and other higher institutions of leaning should release funds to enable these institutions put in place ICT infrastructures that could facilitate the utilization of online platforms for e-learning.

Keywords: *Online, e-platforms, Applications, e-learning, Business Education.*

Introduction

For several decades now, teaching and learning at all levels have been delivered in the traditional way, with the teacher standing in front of the class talking and demonstrating to enhance content delivery of instructions. The advent of computers, software and various applications on the internet as a result of continuous research and man's quest for better environment via science and technological innovations led to the utilization of modern machines. These machines consist of Desktops, Computers, Laptops, Tablets, I-phones, Androids, various forms of mobile phones and other electronic devices with in-built or installed software applications on series of platforms to make

communication more easily accessible. This has of course, resulted in making teaching and learning stress free and more interesting for teachers and students respectively.

Johnson, Levine and Smith (2009) opined that this major innovation in technology was achieved when wireless network went from analog to digital transmission which offers faster data transfer speed (at least 200 kilobits per second) for multi-media use. Though, there is an improvement on this by the provision of 4GLTE which promises an upward or loading ability of 1 Gigabit per second data transfer rate (if the user is in a perfect spot for network coverage or reception). The evolution of service provides like MTN, Globacom, Airtel, Etisalat, Smile Networks, Spectranet, Inter-connect; etc in Nigeria has opened up internet connectivity. This led to the provision of the required platforms for global communication (on 2G, 3G and 4GLTE-Long Term Evolution) in which concepts, ideals, problems and perceived solutions are shared universally. Scholars, Researchers and students all over the world are able to interact with one another. Lecturers and students in various technology compliant institutions of higher learning are now able to interact, deliver lectures, assignment and discussion topics including other academic information are given online via the utilization of internet learning technologies available on the worldwide web (Ibukun, 2009). These provisions therefore, made educational institutions worldwide (that are 21st century technology compliant) to be highly dependent on the internet/online to service their business needs of meeting the modern requirements of teaching and learning.

Business education as an aspect of vocational and technical education is a specialized programme of instruction designed to provide individual with knowledge, skills and attitudes leading to employability and teaching of business subjects (business dictionary.com 2016). Iwu (2016) opined that business education is a course of study that equips the individual with the occupational skills and knowledge that will enable him/her fit into a job and find satisfaction in the labour market. It is also a programme that prepares its students with skills and competencies needed for self-reliance and employment. Iwu (2016) concluded that the primary goal of business education is to produce competent, skilful and dynamic business educators, office administrators, secretaries and business men and women that will effectively compete in the world of work.

Similarly, the National Policy on Education (FRN, 2013) in Nigeria is a statement of government's regulations, anticipations, expectations, goals, requirements and standards for quality education delivery in Nigeria. Like other developing countries Nigeria is undergoing rapid economic, social and political reforms. Some decades ago, Nigerian education sector could be said to be manually-driven but fast forward to some technological advancements as a result of national policy reforms. Presently, there is electronic or automatic-driven system of education in Nigeria with the availability of e-books, e-classroom, e-libraries and even e-examinations, other changes, innovations and latest reforms on the National Policy on Education which include the following:

i. Open e-learning and distance learning
ii. Information and Communication Technology (ICT) was instructed to be included into school curriculum as a second official language.
iii. Simultaneous teaching of science, technical and vocational education in the scheme of national education for complete student capacity and optimum performance.
iv. General contextual change to reflect the state of professional practice in education.
v. Educational activities would be centred on the student for maximum self-development and self-fulfilment.
vi. At all levels of education system, modern education techniques shall be increasingly used and would also be improved upon (FRN, 2013).

The National Policy on Education (FRN, 2013) is further interpreted as laying emphases on building a united, strong and self-reliance nation. Same policy expressly stated that the acquisition of appropriate knowledge and skills are paramount for one to gain paid employment in the office or be self-employed. This corresponds with the vision, goals and philosophy of business education which is geared towards providing training and impartation of necessary skills leading to the production of goods, services and self-reliant citizens. Aliyu in Miller, Nwaekete and Akiti (2016) noted that this period of social and economic insecurity can be a vehicle for transformation. However, the role of business education as a driving force in the nation's economic development and technological innovations cannot be sustained without viable adoption, adaptation of utilization of online information technology as part of business education curriculum with emphases on e-learning. It is good to note that the office environment has changed and will continue to change due to the innovations evolving from the utilization of computers and internet/online platforms. Therefore 21st century advancement in information communication technology (ICT) e-learning has become an indispensable technology for teaching, learning and research in the field of business education.

Online platforms/internet is a global computer network providing a variety of information and communication facilities, consisting of interconnected networks using standardized communication protocol. Online platforms are means of connecting a computer to any other computer anywhere in the world via dedicated routers and servers, which enables two or more computers connected over the internet to send and receive all kinds of information such as text, graphics, voice, video and other computer applications (Business Dictionary, 2016). Sclater (2010) sees online or internet as a metaphor consisting of applications, platforms, infrastructures and networking. Otuka (2010) sees e-learning as all forms of electronically supported learning and teaching which are procedural in character and aimed at effecting the construction of knowledge with reference to individual experience, practice and knowledge to the learner. Similarly, e-learning is utilization of electronic technologies to access educational curriculum outside of a traditional classroom. In most cases, it refers to a course, programme or degree delivered completely online. Miller, Nwaekete and Akiti (2016) defined e-learning as courses that are specifically delivered via the internet to somewhere other than the classroom where the lecturer is teaching. It is not a course delivered via DVD, CD-Rom, Video tape or over television channel. Thus, e-learning is meant to be interactive in nature. Communication with your lecturers and other students in your class can take place in the processes of learning.

Undoubtedly, the emergence of online platforms in internet explosion and wireless revolution led to the adoption and adaptation of online platforms for personal, business, institutional or organizational utilization of these application which include Social Networking Sites, Message Forums, Instant Messaging, email, video conferencing, audio-conferencing, content management system, data base technologies, learning management systems, world wide web and computer assisted instructions. These delivery methods increased the possibilities for how, where and when learners can sort or engage in lifelong learning experiences which lecturers and students are willing to exploit the potentials of online platforms for real-time instructional delivery and learning (Ajayi, 2008). In addition, education is seen as a document per excellence in preparing citizens for effective roles in the society. Therefore, the need for business education as a form of education is crucial, especially in the era of globalization, information and communication technology (ICT) in which work processes, organization and institutions are becoming increasingly flexible, accessible, multi-tasking and performance based (Okoli & Wagbara, 2016).

Statement of the Problem

The advent of new technologies most especially online platforms like: e-mail, WhatsApp, Twitter, Blogging, Facebook, Palm-chat, We-chat, Video/audio conferencing platforms like Skype, Imo, Viber and Learning Management System (LMS) like Reddit, Educonnect, Edmondo Apps, Desire2Learn, Skillsoft applications, etc. Availability of various mobile electronic devices like: Laptops, various kinds of mobile phones, which were popularly owned by business education lecturers and students. Increased internet penetration, utilization by lecturers and students has promoted the yearning for the adoption and adaptation of technology in all facets of teaching and learning procedures (Vim-Mba, 2016). It seems that the pace at which online platforms were being utilized for e-learning by Business Education postgraduate students in different universities in south-south, Nigeria is low or most universities in south-south, Nigeria do not utilize online platforms for e-learning. Meanwhile, very low extent of utilization of online platforms for teaching and learning was recorded or observed by the researcher despite its availability, accessibility and timeless nature of these platforms utilization. Lack of utilization of online platforms or low extent of utilization that was prevalent may be due to: the billing system and cost of infrastructure, epileptic power supply, poor network services, high cost of electronic devices, and lack of adequate legal and educational framework to facilitate utilization of online platforms for teaching and learning activities in different universities in Nigeria.

The report of Organization for Economic Co-operation and Development in Igbineweka and Mani (2014:174) re-emphasized the usefulness of internet/online platforms in facilitating the teaching-learning processes this way: "Online platforms/internet utilization enriches the school curriculum in two fundamental ways, the first is digital enhancement across almost every subject and activity, simulations of learning sequences collaborative activities, etc. online platforms in itself has the potential to transform the learning environment more than any other innovation. Secondly, it enhances pursuit of digital literacy in its own right, whereby the individual becomes empowered as an autonomous learner. Thus, this study seeks to determine the extent of utilization of online platforms by business education postgraduate students in different universities in South-South, Nigeria. Thus, a gap is created which this study will empirically fill by investigating: "Business education postgraduate students' utilization of online platforms for e-learning in different universities in south-south, Nigeria".

Purpose of the Study

The main purpose of the study was to determine the extent of utilization of online platforms for e-learning by postgraduate students of business education in different universities in south-south, Nigeria. Specifically, the study seeks to determine:

1. the extent to which business education postgraduate students in universities in south-south, Nigeria utilize social media platforms for e-learning.
2. the extent to which business education postgraduate students in universities in south-south, Nigeria utilize Learning Management System (LMS) for e-learning.
3. the extent to which business education postgraduate students in universities in south-south, Nigeria utilize video and audio conferencing platforms for e-learning.
4. the extent to which business education postgraduate students in universities in south-south, Nigeria acquire skills via utilization of online platforms in the course of their studies.
5. the extent to which utilization of online platforms for e-learning complement face-to-face teaching and learning in universities in south-south, Nigeria.

Research Questions

The following research questions guided the study:

1. To what extent do business education postgraduate students utilize online social media platforms for e-learning in different universities in south-south, Nigeria?
2. To what extent do business education postgraduate students utilize Learning Management System (LMS) for e-learning in different universities in south-south, Nigeria?
3. To what extent do business education postgraduate students in different universities in south-south, Nigeria utilize video and audio conferencing platforms for e-learning?
4. To what extent do business education postgraduate students in different universities in south-south, Nigeria acquire skills via utilization of online platforms with online platforms in course of their studies?
5. To what extent do business education postgraduate students' utilization of online platforms for e-learning complement face-to-face teaching and learning in different universities in south-south, Nigeria?

Hypotheses

The following hypotheses were tested at 0.05 level of significance:

1. There is no significant difference in the extent of utilization of social media platforms for e-learning by business education postgraduate students in different universities in south-south, Nigeria.
2. There is no significant difference in the extent of utilization of Learning Management System (LMS) for e-learning by business education postgraduate students in different universities in south-south, Nigeria.
3. There is no significant difference in the extent of utilization of video and audio conferencing platforms for e-learning by business education postgraduate students in different universities in south-south, Nigeria.
4. There is no significant difference in the extent to which business education postgraduate students acquire skills via utilization of online platforms in course of their studies in different universities in south-south, Nigeria.
5. There is no significant difference in the extent to which business education postgraduate students' utilization of online platforms complement face-to-face teaching and learning in different universities in south-south, Nigeria.

Method

Cross-sectional developmental survey design also called Transversal study or prevalent study; a type of observational study that analyzes data collected from a population or a representative subset at a specific point in time (cross-sectional data) was adopted for this study. Nwankwo (2013:62) stated that a cross-sectional development survey method is appropriate: as sample is usually composed from a population and data are collected from the sample drawn from that population. The same data collected are analyzed segment by segment for the various variables of the study. The population of this study comprises all 2015/2016 postgraduate business education students (Masters Degree) from 3 selected universities in south-south Nigeria. The total population of 143 postgraduate (Masters Degree) business education students were purposively studied. The instrument for data collection was a structured questionnaire titled "Business Education Postgraduate Students' Utilization of Online Applications Questionnaire" (BEPSUOA). The instrument provided responses to the five research questions using 25 items weighted with a modified 4-point rating scale

of "Very High Extent" (VHE), - 4 points, "High Extent" (HE) 3 points, "Low Extent" (LE) 2 points, "Very Low Extent" (VLE) 1 point for items 1-25. To establish the validity of the instrument, the questionnaire was subjected to face and content validity by two experts from the Department of Business Education and one from Measurement and Evaluation all of the Faculty of Technical and Science Education in Rivers State University.

To ensure the consistency of the instrument, the instrument was tested through the split-half method using twenty randomly selected postgraduate (Masters Degree) students of business education other than those for the same population in Michael Okpara University, Umudike Abia State. Spearman rank order correlation coefficient was used to determine the degree of linear relationship between the two halves (odd and even) items. The reliability coefficient was computed using Spearman Brown's prophecy formula which yielded the scores of 0.94, 0.82, 0.80, 0.94 and 0.91 for sections B, C, D, E and F respectively. A total of 143 questionnaires were purposefully raised, administered and utilized for the study. Data analysis was done using the mean to answer research questions while analysis of variance was used to test the hypotheses. The mean was obtained by summation of all responses as assigned to a rating scale in an item divided by the total number of responses: 4+3+2+¼ = 2.50. The mean score of 2.50 and above was accepted while those belo2 2.50 were rejected.

Results

Research Question 1

To what extent do business education postgraduate students utilize online social media platforms for e-learning in different universities in south-south, Nigeria?

Table 1: Mean Ratings on the Extent to which Business Education Postgraduate Students Utilize Social Media Platforms for e-Learning in Different Universities in South-South, Nigeria

(N=143)

S/N	Statements	RSU		UNIBEN		UNIUYO	
		X^1	Remarks	X^2	Remarks	X^3	Remarks
1.	Postgraduate students receive lectures via Facebook.	1.73	Low Extent	1.58	Low Extent	1.55	Low Extent
2.	Postgraduate students watch educational or research programmes via Youtube.	2.88	High Extent	2.27	Low Extent	2.78	High Extent
3.	Business education postgraduate students respond to educational discussions via Twitter	1.68	Low Extent	1.77	Low Extent	1.73	Low Extent
4.	Postgraduate students access e-books, e-journals and other educational publications via Google+.	2.84	High Extent	2.77	High Extent	2.64	High Extent
5.	Postgraduate students chat on Linkedin.com with fellow students to collaborate on problem solving.	1.64	Low Extent	1.67	Low Extent	1.64	Low Extent
	Grand Mean					**2.10**	**Low Extent**

Source: *Research Data, 2018*

The responses of the respondents in Table 1 indicate that items 1, 3 and 5 with mean scores of 1.62, 1.73 and 1.65 were rated low and rejected. This implies that the respondents disagreed to the use of Facebook for receiving lectures, responding to educational discussion via twitter and chatting with fellow students on collaborative problem solving on linkedin.com. Also, the respondents agreed to the use of Google+ for accessing e-books and journal and the use of Youtube for viewing educational research programmes as the both items in 2 and 4 were rated 2.64 and 2.75 respectively above average. However, the grand mean of 2.10 indicates a low extent of utilization of online social media platforms for e-learning amongst business education postgraduate students in universities in south-south, Nigeria.

Research Question 2

To what extent do business education postgraduate students utilize online Learning Management System (LMS) for e-learning in different universities in south-south, Nigeria?

Table 2: Mean Ratings on the Extent to which Business Education Postgraduate Students Utilize Learning Management System (LMS) for e-Learning in Different Universities in South-South, Nigeria (N=143)

S/N	Statements	RSU		UNIBEN		UNIUYO	
		X^1	Remarks	X^2		X^1	
6.	Postgraduate students utilize collaborative classroom application for online discussions.	1.48	Low Extent	1.63	Low Extent	1.68	Low Extent
7.	Postgraduate students undertake courses online with moodle and Edmodo Apps.	1.64	Low Extent	1.60	Low Extent	1.59	Low Extent
8.	Postgraduate students receive advice and supports from my lecturers via connect EDU application.	1.71	Low Extent	1.77	Low Extent	1.73	Low Extent
9.	Lecturers deliver lectures via Reddit and skill soft application.	1.48	Low Extent	1.53	Low Extent	1.55	Low Extent
10.	Postgraduate students chat with lecturers online via Desire2learn application.	1.36	Low Extent	1.50	Low Extent	1.41	Low Extent
	Grand Mean					**1.60**	**Low Extent**

Source: *Research Data, 2018*

The responses of the respondents in Table 2 indicate that items 6, 7, 8, 9 and 10 with mean scores of 1.60, 1.61, 1.74, 1.52 and 1.42 were all rated low extent of utilization and rejected. This implies that the respondents disagreed to the use of collaborative classroom applications, moodle and edmodoapps, Connect Eedu application, Reddit, skill soft application and desire2learn application for learning. Also, the grand mean of 1.58 indicates a low extent of utilization of Learning Management System (LMS) for e-learning amongst business education postgraduate students in universities in south-south, Nigeria.

Research Question 3

To what extent do business education postgraduate students utilize video and audio conferencing platforms for e-learning in different universities in south-south, Nigeria?

Table 3: Mean Ratings on the Extent to which Business Education Postgraduate Students Utilize Video and Audio Conferencing Platforms for e-Learning in Different Universities in South-South, Nigeria (N=143)

S/N	Statements	RSU		UNIBEN		UNIUYO	
		X^1	Remarks	X^2			X^1
11.	Skype	1.32	Low Extent	1.36	Low Extent	1.41	Low Extent
12.	Google Hangout	1.73	Low Extent	1.63	Low Extent	1.59	Low Extent
13.	Go to meeting apps	1.59	Low Extent	1.53	Low Extent	1.50	Low Extent
14.	Adobe connect	1.48	Low Extent	1.50	Low Extent	1.45	Low Extent
15.	e-voice	1.68	Low Extent	1.73	Low Extent	1.73	Low Extent
	Grand Mean					**1.55**	**Low Extent**

Source: *Research Data, 2018*

The responses of the respondents in Table 3 indicate that items 11, 12, 13, 14 and 15 with mean scores of 1.36, 1.65, 1.54, 1.48 and 1.71 were all rated low and rejected. This implies that the respondents disagreed to the use of skype. Google hangout, go to meeting apps, adope connect and e-voice for learning. Also, the grand mean of 1.55 indicates a low extent of utilization of video and audio conferencing platforms for e-learning amongst business education postgraduate students in universities in south-south, Nigeria.

Research Question 4

To what extent do business education post graduate students in different universities in south-south, Nigeria acquire skills via utilization of online platforms in course of their studies?

Table 4: Mean Ratings on the Extent to which Business Education Postgraduate Students in Different Universities in South-South, Nigeria Acquire Skills Via Utilization of Online Platforms in Course of their Studies (N=143)

S/N	Statements	RSU		UNIBEN		UNIUYO	
		X^1	Remarks	X^2			X^1
16.	Typing skills	1.59	Low Extent	1.53	Low Extent	1.55	Low Extent
17.	Accounting skills	1.64	Low Extent	1.63	Low Extent	1.68	Low Extent
18.	Information management skills	3.56	High Extent	3.37	High Extent	3.27	High Extent
19.	Internet browsing/e-mailing	3.48	High Extent	3.27	High Extent	3.18	High Extent
20.	Marketing/sales and customer service	1.52	Low Extent	1.50	Low Extent	1.41	Low Extent
	Grand Mean					**2.28**	**Low Exten**

Source: *Research Data, 2018*

The responses of the respondents in Table 4 indicate that items 16, 17 and 20 with mean scores of 1.56, 1.65 and 1.48 were rated low extent and rejected. This implies that the respondents disagreed that typing skills, accounting skills and marketing/ sales and customer service skills are acquired in course of study online. Also, the respondents agreed to the acquisition of information management and browsing skills through online learning as both items in 18 and 19 were rated 3.40 and 3.31 respectively above average. However, the grand mean of 2.28 indicates a low extent of acquiring skills via utilization of online platforms in course of their studies in various universities in south-south, Nigeria.

Research Question 5

To what extent does business education postgraduate students' utilization of online platforms for e-learning complement face-to-face teaching and learning in different universities in south-south, Nigeria?

Table 5: Mean Ratings on the Extent to which Business Education Postgraduate Student's Utilization of Online Platforms for e-Learning Complement Face-to-Face Teaching and Learning in Different Universities in South-South, Nigeria (N=143)

S/N	Statements	RSU		UNIBEN		UNIUYO	
		X^1	Remarks	X^2		X^1	
21.	Utilization of online Apps for e-learning enhances student's collaborative skills.	3.24	High Extent	3.17	High Extent	3.18	High Extent
22.	Online Apps are accessible at any time of the day.	2.84	High Extent	2.77	High Extent	2.91	High Extent
23.	Student's utilization of online apps for e-learning can be monitored real-time.	3.00	High Extent	2.97	High Extent	3.00	High Extent
24.	Learning activities online can be easily saved and retrieved when needed.	3.36	High Extent	3.23	High Extent	3.27	High Extent
25.	Learning activities recorded can be re-played when desired.	2.88	High Extent	2.83	High Extent	2.91	High Extent
	Grand Mean					**3.04**	**High Extent**

Source: *Research Data, 2018*

The responses of the respondents in Table 5 indicate that items 21, 22, 23, 24 and 25 with mean scores of 3.20, 2.84, 2.99, 3.29 and 2.87 were all rated high extent and accepted. This implies that the respondents agreed to the point that utilization of online platforms enhances students collaborative skills, online apps are accessible, student's utilization of online platforms are monitored, learning activities can be saved and retrieved and recorded learning activities can be replayed. Also, the grand mean of 3.03 indicates a high extent of utilization of online platforms for e-learning to complement face-to-face teaching and learning in different universities in south-south, Nigeria.

Hypothesis 1

Ho_1: There is no significant difference in the extent of business education postgraduate students' utilization of online social media platforms for e-learning in universities in south-south, Nigeria.

Table 6: Summary of ANOVA and Test of Significance on the Extent to which Business Education Postgraduate Students Utilize Online Social Media Platforms for e-Learning in Different Universities in South-South, Nigeria.

Source of Variance	SS	DF	MS	L/Significance	F-Cal	F-Crit	Decision
Between Groups	1.86	2	0.93	.05	2.11	3.00	Accepted
Within Groups	60.94	140	0.44				

Table 6 shows that at degree of freedom 2 and 140, the between groups variance score and within group variance score (between groups mean square and within group mean square) are 1.86 and 60.94 respectively. It also shows the calculated f-ratio: 2.11 which is lower than the f-critical of 3.00 at .05 level of significance. Thus, Ho_1 was accepted; indicating that there is no significant difference in the mean responses of business education Master Degree students from three (3) respondent groups on the extent of utilization of online social media platforms for e-learning in universities in south-south, Nigeria.

Hypothesis 2

Ho_2: There is no significant difference in the extent of business education postgraduate students' utilization of Learning Management System (LMS) for e-learning in different universities in south-south, Nigeria.

Table 7: Summary of ANOVA and Test of Significance on the Extent to which Business Education Postgraduate Students Utilize Learning Management System (LMS) for e-Learning in Different Universities in South-South, Nigeria.

Source of Variance	SS	DF	MS	L/Significance	F-Cal	F-Crit	Decision
Between Groups	0.24	2	0.12	.05	0.52	3.00	Accepted
Within Groups	31.78	140	0.23				

Table 7 shows that at degree of freedom 2 and 140, the between groups variance score and within group variance score (between groups mean square and within group mean square) are 0.24 and 31.78 respectively. It also shows the calculated f-ratio: 0.52 which is lower than the f-critical of 3.00 at .05 level of significance. Thus, Ho_2 was accepted; indicating that there is no significant difference in the mean responses of the three (3) respondent groups on the extent of utilization of Learning Management System (LMS) for e-learning in different universities in south-south, Nigeria.

Hypothesis 3

Ho_3: There is no significant difference in the extent of business education postgraduate students' utilization of video and audio conferencing platforms for e-learning in different universities in south-south, Nigeria.

Table 8: Summary of ANOVA and Test of Significance on the Extent to which Business Education Postgraduate Students Utilize Audio and Video Conferencing Platforms for e-Learning in Different Universities in South-South, Nigeria

Source of Variance	SS	DF	MS	L/Significance	F-Cal	F-Crit	Decision
Between Groups	0.49	2	0.25	.05	1.14	3.00	Accepted
Within Groups	30.76	140	0.22				

Table 8 shows that at degree of freedom 2 and 140, the between groups variance score and within group variance score (between groups mean square and within group mean square) are 0.49 and 30.76 respectively. It also shows the calculated f-ratio: 1.14 which is lower than the f-critical of 3.00 at .05 level of significance. Thus, Ho_3 was accepted; indicating that there is no significant difference in the mean responses of the three (3) respondent groups on the extent of utilization of video and audio conferencing platforms for e-learning in different universities in south-south, Nigeria.

Hypothesis 4

Ho_4: There is no significant difference in the extent of business education postgraduate students on how they learn or acquire skills via utilization of online platforms in the course of their studies in universities in south-south, Nigeria.

Table 9: Summary of ANOVA and Test of Significance on the Extent to which Business Education Postgraduate Students in Different Universities in South-South, Nigeria Acquire Skills Via Utilization of Online Platforms in Course of their Studies.

Source of Variance	SS	DF	MS	L/Significance	F-Cal	F-Crit	Decision
Between Groups	3.20	2	1.60	.05	2.86	3.00	Accepted
Within Groups	78.23	140	0.56				

Table 9 shows that at degree of freedom 2 and 140, the between groups variance score and within group variance score (between groups mean square and within group mean square) are 3.20 and 78.23 respectively. It also shows the calculated f-ratio: 2.86 which is lower than the f-critical of 3.00 at .05 level of significance. Thus, Ho_4 was accepted; indicating that there is no significant difference in the mean responses of the three (3) respondent groups on how they learn or acquire skills via utilization of online platforms in the course of their studies in different universities in south-south, Nigeria.

Hypothesis 5

Ho_5: There is no significant difference in the extent of business education postgraduate students on utilization of online platforms for e-learning to complement face-to-face teaching and learning in different universities in south-south, Nigeria.

Table 10: Summary of ANOVA and Test of Significance on the Extent to which Business Education Postgraduate Students' Utilization of Online Platforms for e-Learning Complements Face-to-Face Teaching and Learning in Different Universities in South-South, Nigeria

Source of Variance	SS	DF	MS	L/Significance	F-Cal	F-Crit	Decision
Between Groups	-7.76	2	-3.90				
Within Groups	117.4	140	0.80	.05	-4.88	3.00	Accepted

Table 10 shows that at degree of freedom 2 and 140, the between groups variance score and within group variance score (between groups mean square and within group mean square) are -7.76 and 117.4 respectively. It also shows the calculated f-ratio:-4.88 which is lower than the f-critical of 3.00 at .05 level of significance. Thus, $Ho_5$was accepted; indicating that there is no significant difference in the mean responses of the three (3) respondent groups on utilization of online platforms for e-learning to complement face-to-face teaching and learning in different universities in south-south, Nigeria.

Discussion of Findings

The findings of the study revealed that the extent to which business education postgraduate students utilize social media tools for e-learning is low in the institutions studied. These findings were in agreement with Ajadi *et al.* (2008) who revealed that there is gross underutilization of e-learning in Nigerian tertiary institutions; but seems to differ with Bupo (2015b) who argued that students now utilize some e-learning facilities often while some others are utilized fairly often. Blaschke (2012) is of the opinion that the use of social media and other online platforms supports the development of cognitive and meta-cognitive skills relevant in work place. Kardo (2015) reported that the direct consequences of Government's lack of interest or attention to provide learning and teaching infrastructures in the universities and other institutions of higher learning has contributed to the poor performance of an average graduate. This leads to a huge mismatch between the output of university trained graduates (effectiveness and efficiency) the demand of labour market and expected productivity of such graduates in respect of their contributions to National development. Dabalen and Oni (2008) stated that there is the need for vocational and technical field to integrate the use of new technologies or online platforms in teaching and learning. This enhances interest and encourages skills acquisition for better performances or attainment of desired set objectives of teaching and learning of business education. The findings also revealed a low extent on utilization of Learning Management System by postgraduate business education students in the universities studied. These findings were not in agreement with the views of Olga (2015) who revealed that the utilization of LMSs in higher education institutions has been very extensive since the basic characteristics that they offer makes the organization and distribution of course content in a very simple and useful mode to learners.

Thus, the findings revealed a low extent of utilization of video and audio conferencing platforms by postgraduate business education students in the institutions studied. These findings disagrees with Bupo (2015) who revealed that students *fairly often read e-books and e-journals,*

teleconferenced with classmates during group work, send feedbacks to lecturers via emails and undertake courses on the internet. Considering availability, accessibility, flexibility, scalability (increase coverage) mobility and timeless nature of the applications, online platforms can be utilized at any time, anywhere, with ease and in the absence of physical barriers like classroom walls, noise, distractions and other human factors, which do occur in a face-to-face teaching and learning. Though, Malik and Ekpekin-Ekanem (2011) are of the view that quality and quantity of students learning are determined by individual study habit. Odubela (2012) concluded that an effective learning or enhanced academic performances are achieved by successful and timely coverage of the course outline before examination. This cannot be achieved without the required academic infrastructures in place.

The study also revealed that the use of online platforms might not give you the necessary skills in typing, accounting etc. These findings were in agreement with the views of Borja, (2005) who revealed that social media sites also offer enhanced learning opportunities as some schools use blogs as teaching tools with the benefit of improving English skills, writing and creativity. He stressed further that Facebook and other similar sites allow students to gather outside of school and exchange ideas about assignments or collaborate on group projects. Also, Alexandra (2016) opined that there are various ways you can utilize social media to build professional skills, knowledge, and relationships, without getting overwhelmed.

Thus, the respondents agreed that online learning can complement face-to-face teaching and learning. These findings are not in agreement with the views of Wuensch *et al.* (2008) as cited in Alonso and Blazequez (2009) revealed that online classes or lectures are far superior to face-to-face classes in terms of convenience and in permitting self-pacing but they also rate online classes as inferior in a number of other ways. However, it is in agreement with Berger *et al.* (2008) as cited in Alonso and Blazequez (2009) who revealed that online and face-to-face environments play different and complementary roles.

Conclusion

Tertiary institutions as ivory tower of knowledge have pertinent roles to play in national development as well as manpower development. Their expected roles in the development of a nation were often hindered due to Federal and State Government intervention or encroachment in University autonomy. Utilization of online platforms for e-learning amongst business education postgraduate students in universities in south-south, Nigeria was seen to be in a very low extent. Though the frequency of internet penetration was discovered to be very high in Nigerian Tertiary Institutions thereby increasing accessibility and possibilities of enjoying online platforms for e-learning as most students and their lecturers posses laptop, Desk top computers, electronic mobile devices. It was also discovered that utilization of online platforms affects or contributes to learning in higher institutions. Therefore, the following grounds were established: Online platforms such as social media, Learning Management System (LMS), Video/Audio conferencing applications, etc were proven to be useful e-learning tools. Effective and efficient utilization of online platforms could enhance learning. The importance of utilization of online platforms (innovative technologies) to ensure effective service

delivery in different universities in Nigeria cannot be over emphasized. While, utilization of social media, LMS, Video/Audio conferencing applications, etc are useful tools to enhance teaching and learning of business education: It increase learning effectiveness, encourages the willingness to learn by the students, it also makes teaching-learning activities stress free by complementing the face-to-face content knowledge delivery in the processes of learning.

However, this study has revealed a low extent of utilization of online platforms for e-learning. Therefore, business education programmes has to be strengthened to meet the current trend and the need for technological development in the business world; online platforms must be considered, approved, provided for and utilized at all levels of business education programmes in universities in south-south, Nigeria. Though, the problem of utilization of online platforms for e-learning is not only felt by lack of knowledge, training or motivation (to utilize new technologies in the processes of content knowledge delivery on the part of lecturers). But it is felt in the forms of unpaid salaries, grants, allowances for training and development. Therefore, students bear the burden of lack of adequate infrastructures and utilization of same for learning. The resultant effects are seen on students' academic achievements (most especially inconsistencies in the use of online technologies in future workplace by students).

Recommendations

Based on the result of the findings, the researcher recommends the following:

1. Social media platforms should be utilized for e-learning by business education postgraduate students in universities in south-south, Nigeria.
2. Business educators or lecturers should be trained and encouraged to utilize video and audio conferencing platforms to deliver teaching and learning activities. This would enable students to get familiar with these applications.
3. The researcher also recommends that universities and other higher institutions of learning in south-south, Nigeria should adopt utilization of learning management system (LMS) for teaching and learning activities at the postgraduate level.
4. Policy makers, curriculum planners, National University Commission (NUC), National Board of Technical Education (NBTE) and proprietors of private universities in south-south, Nigeria should make adequate provisions for the utilization of online platforms for teaching and learning activities.

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APPLICATION AND CHALLENGES OF E-LEARNING IN BUSINESS EDUCATION PROGRAMME IN UNIVERSITIES IN SOUTH-EAST, NIGERIA

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Abstract
The study investigated the application and challenges of e-learning in business education programme in universities in South-East, Nigeria. The study adopted an inferential survey design. The population of the study was all the 67 business educators in South-East Nigerian universities. All the 67 business educators where used for the study, hence no sampling. The research instrument for this study is titled: Application and Challenges of E-learning in Business Education Programme Scale (ACEBEPS). The instrument was validated by specialists in business education and educational measurement and evaluation. The reliability of the instrument was established using Cronbach alpha with internal consistency index of 0.83. The instrument was administered by the researchers and three research assistants. Mean and standard deviation were used to answer the research questions while one sample t-test was used to test the hypotheses at 0.05 level of significance. It was found among others that the extent of application of e-learning in business education programme in South-East Nigerian universities was not above average. Inequality of access to the technology itself by all the students, it is very expensive to get some of the software for e-learning programme and electricity instability were the major challenges that hindered the application of e-learning in business education programme in South-East Nigerian universities. The researchers recommended among others that adequate funding should be made available by the government so as to apply e-learning in business education programmes in South-East, Nigerian Universities.

Keywords: *Application, Challenges, E-learning, Business Education*

Introduction

Education lies at the heart of every society. It is a key and a vital element in the broad development of a nation's capacity to address and solve problems. Education forms the basis for the proactive and positive economic, social and political changes in the society. One way to empower the country is by exposing the youth to the rudiments of skill acquisition, knowledge and competence which can be got through business education.

Business education is an educational programme which involves the acquisition of skills, knowledge and competences which make the recipients/beneficiaries proficient in business skills/endeavours (Aquah, 2014). It is an umbrella under which all business programmes such as marketing, business administration, office technology and management and accounting take a shield. Business education as a discipline is expected to expose its recipients to diverse curricula, hence, it is that type of education that inculcates in its recipients attitudes, knowledge, skills and values that are required in the business world (Baugh & Sullivan, 2005). It is a means of producing a healthy, literate, self-reliant citizenry that would create wealth for human development, when they become self-employed.

According to Aquah (2014), the philosophy of the business education curriculum includes:-

a) To lay a foundation and / or build on the foundation at any school level in the pedagogy of education system.

b) To equip the learner with saleable skills (skills which will enable them, acquire, sustain and grow on their jobs) create jobs, be self-employed, and be employers of labour, become better and wiser consumers of goods and services.

c) To prepare the individuals for higher studies in business education

For business education to provide the individual with the knowledge, skills and attitude needed to take up readily available job openings in the global job market, it becomes imperative that the educational system must function optimally and the teachers be professionally equipped to provide the requisite knowledge, skills and attitude that will enable the individuals avail themselves of the job openings and opportunities in the global market. One way of ensuring professionalism of the business education teachers and their growth is through the application of e-learning.

The development of e-learning in Nigeria can be traced back to the development of telegraphy, which began in 1886, when e-cable connections were established by the colonial masters between, Lagos and the colonial office in London, to transmit information and receive feedback. By 1893, all government offices in Lagos were linked up with telephone services for easy communication, and later, other parts of the country were linked up (Ajadi, Salawu & Adeoye, 2008). It should however be stressed that in Nigerian schools, the commonest type of e-learning adopted was in form of lecture notes on CD-ROM which can be played when the learners desire. The challenge of this method is that number of students per computer was unattractive as compared to when lectures were received in the classrooms.

E-learning, which has become a major topic of discussion among scholars and writers in recent times, and is being used in various ways, has been variously defined. Generally, many scholars agreed that the concept is synonymous with online learning. According to Bhabal (2008), the term e-learning is used in a variety of ways and comprises of such terms as online learning, Computer Based Learning (CBL), Web Based Training (WBT), Online Resource Based Learning (ORBL), Networked Collaborative Learning (NCL), and Computer Supported Collaborative Learning. E-learning can be interpreted as electronic learning;- the learning that involves the use of Internet; learning from a distance via the aid of the Internet and/or other electronic gadgets (Eke, 2010). E-learning involves the use of technology to enhance learning including digital collaboration, satellite broadcasting, CD ROMs, Video and audio conferencing, mobile technology, interactive TV and web-based technologies (Amadi, 2015).

E-learning can be considered a natural evolution of distance learning, which has always taken advantage of the latest tools to emerge in the context of technologies for structuring education (Sangrà, Vlachopoulos & Cabrera, 2012). Umar (2013) and Jegede (2005) described electronic learning as the presentation and delivery of the materials using the electronic media. Ajayi, (2005) defined e-learning as learning through electronic means such as the web, internet or other multimedia materials like computer, projector, television, audio and audio visual cassette and radio disc. The learners, whether far or near, have easy access to quality learning materials; robust and unlimited interaction with instructional contents, facilitators and other learners and are given support and appropriate time to make reasonable and responsible contributions to the learning process. Olaniyi (2016) opined that e-learning is all about learning that occurs through the internet. According to Olaniyi, the convergence of the internet and the learning or internet-enabled learning is called e-

learning. The use of network technologies is for creating, fostering, delivering and facilitating learning anytime and anywhere. E-learning is also the delivery of individualized, comprehensive and dynamic learning content in real time, aiding the development of communities of knowledge and linking learners and practitioners with experts.

E-learning can be classified into two broad categories:- synchronous and asynchronous (Naidu, 2006). In distinguishing between the two major forms of e-learning, Aboderin and Kumuyi (2013) opined that synchronous form is so-called because of its comprehensive features that allow for interactivity between the learning content and the learners. It has in-built features like the forum chatting, audio-effect. Just like in distance learning, students are separated from the teacher, therefore, synchronous form of e-learning aims at providing multi-outlet opportunities to meaningfully engage the learner and therefore aid comprehension. Asynchronous form of e-learning by design, has multifarious features, while the former does not. It only presents the learning content for the students to read, internalise and download if need be. Also, whereas synchronous e-learning allows for immediate feedback as much as possible, asynchronous may not necessarily allow for immediate feedback.

The main purpose of e-learning is to increase accessibility to education, reduce costs and time as well as improve students' academic performance. This approach of learning ensures that different students in different continents attend the same classes almost at the same time. Nowadays, technology is becoming the medium for teaching and learning without being in university campuses. This technology-enabled instructional method is aimed at improving the quality of education and students' academic performance. It has been found that students in higher educational institutions that engaged in e-learning, generally performed better than those in face-to-face courses. Lorrain, (2007) found that students who participated in online/e-learning achieved better grades than students who studied through traditional approach. As a result of this finding, e-learning is growing very fast and becoming popular. This is why many higher educational institutions are adapting to virtual learning systems.

E-learning is widely used in many universities in the world today. In some universities, their e-learning does not add any value to the teaching and learning activities of the University and perhaps they do not investigate the impact of e-learning on students' academic performance. Much research has not been done on the relationship of e-learning use and students' academic performance in universities. Universiti Teknologi Malaysia (UTM) has an e-learning site designed for teaching and learning, using module software package, but this is not being fully utilized by both students and lecturers (Heeger, 2007). One of the first innovations in actual e-learning was the LMS or Learning Management System. The first Learning Management Systems (LMS) offered off-the-shelf platforms for front-end registration and course cataloguing, and they tracked skills management and reporting on the back-end (Clark & Heaney, 2003). This enabled schools and companies to place courses online and be able to track students' progress, communicate with students effectively and provide a place for real-time discussions.

Empirically, Azubuike and Offordile's (2015) study revealed that most schools lacked some of the e-learning devices and the problems facing the use of e-learning network in teaching included poor power supply, financial problems, low computer literacy level, low quality and expensive nature of VSAT connections. Olukayode's (2015) findings revealed that challenges of e-learning included

lack of computers, shortage of Internet facilities, students' lack of access to e-learning facilities and tools, high cost of software and erratic power supply (a major challenge), while prospects included promoting distance learning, extending the frontiers of knowledge, eradicating illiteracy, and making education more effective. Okoro's (2013) study also revealed constraints facing the teaching of ICT such as inadequate ICT facilities/equipment; frequent electricity interruption of ICT facilities and poor implementation of ICT policies. Moreover, the study revealed some strategies for enhancing the teaching of ICT to include: adequate funding of ICT facilities; provision of adequate ICT equipment, provision of adequate ICT facilities among others. Aboderin and Kumuyi's (2013) findings revealed that there was shortage of e-learning tools such as internet, computers, e-mail facilities, multimedia, scanner, printer, VCD player and digital camera. It was also revealed that the few available ones such as computers, scanner and printer- are not utilized because the teachers lacked the knowledge and skills of computer application.

Despite the role of business education to national development, it appears that its objectives have not been realized. One begins to ponder about poor application of e-learning in South-East, Nigerian universities. The question that comes to mind is, is e-learning applied in business education programme? What are the major challenges that could hinder its application in universities in South-East, Nigeria.

The general purpose of this study was to ascertain the application and challenges of e-learning in business education programme in universities in South-East, Nigeria. Specifically, the study set out to:

1. ascertain the extent of application of e-learning in business education programme in South-East, Nigerian universities,
2. find out the major challenges that hinder the application of e-learning in business education programme in South-East, Nigerian universities,

The following research questions guided the study:

1. What is the extent of application of e-learning in business education programme in South-East, Nigerian universities?
2. What are the major challenges that hinder the application of e-learning in business education programme in South-East, Nigerian universities?

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

Ho_1: The mean score of the respondents on the extent of application of e-learning in business education programme in South-East, Nigerian universities is not significantly above the criterion mean of 25.

Ho_2: The mean score of the respondents on challenges that hinder the application of e-learning in business education programme in South-East, Nigerian universities is not significantly above the criterion mean of 25.

Method

The study adopted an inferential survey design. The population of the study was all the 67 business educators in South-East Nigerian universities. All the 67 business educators where used for the study, hence no sampling. The research instrument for this study is titled: Application and Challenges of E-learning in Business Education Programme Scale (ACEBEPS). The instrument was

structured on a four point rating scale. The instrument was validated by specialists in Business Education and Educational Measurement and Evaluation. The reliability of the scale was established using Cronbach alpha with internal consistency index of 0.83. The instrument was administered by the researchers and three other trained research assistants. Mean and standard deviation were used to answer the research questions while one sample t-test was used to test the hypotheses at 0.05 level of significance. The criterion mean of 2.50 was used as benchmark for decision of the items that helped to answer the research questions.

Results

Research Question 1

What is the extent of application of e-learning in business education programme in South-East, Nigerian universities?

Table 1: Responses on the extent of application of e-learning in business education programme in South-East, Nigerian universities

S/N	**Items Statement**: The university apply e-learning in the following areas for Business Education Programme;	***n***	***x***	**S**	**Remarks**
1.	Undertake virtual electronic dissections	67	1.74	.56	Low Extent
2.	Establish e-learning web site for the department	67	1.44	.60	Low Extent
3.	Blended learning method of business education instruction	67	1.54	.72	Low Extent
4.	Presentation of papers at conference	67	2.56	.52	High Extent
5.	Packaged business education curriculum course content	67	1.47	.61	Low Extent
6.	Publication of research works	67	1.35	.66	Low Extent
7.	Interactive lesson presentation packages	67	1.52	.63	Low Extent
8.	Digital libraries	67	1.47	.73	Low Extent
9.	Virtual libraries	67	1.51	.68	Low Extent
10.	Open access of learning experiences	67	1.49	.71	Low Extent
	Cluster Mean		**16.09**		
	Mean of Item Means		**1.61**		

Table 1 shows the mean responses of the lecturers on the extent of application of e-learning in business education programme in South-East, Nigerian universities. The data revealed that all the items 1-10 except for item 4 are considered as low extent having recorded mean scores below the criterion mean of 2.50. The standard deviations show that they are far away from the mean and also that scores in the distribution are close to each other. It was also indicates that the mean of mean is 1.61 showing that the extent of application of e-learning in business education programme in South-East, Nigerian universities is low.

Research Question 2

What are the major challenges that hinder the application of e-learning in business education programme in South-East, Nigerian universities?

Table 2: Responses on major challenges that hinder the application of e-learning in business education programme in South-East, Nigerian universities.

S/N	**Item Statement**: challenges in the application of e-learning in business education;	*n*	*x*	S	Remarks
11.	Inequality of access to the technology itself by all the students	67	3.40	.69	Agreed
12.	Technophobia: Most of the students have no computer education background	67	3.31	.70	Agreed
13.	The cost of accessing internet is still very high in Nigeria	67	3.33	.59	Agreed
14.	Most of the admitted students have no information technology/computer education knowledge	67	3.35	.60	Agreed
15.	Most students are reluctant to take responsibility for their own learning	67	3.33	.82	Agreed
16.	It is very expensive to get some of the softwares for e-learning programme	67	3.62	.50	Agreed
17.	There are few technical staff to maintain the system	67	3.81	.40	Agreed
18.	Electricity instability as a major setback for our technological development	67	3.57	.50	Agreed
19.	Inadequate funding	67	3.61	.54	Agreed
20.	Inadequate skilled manpower	67	3.70	.61	Agreed
	Cluster Mean		**35.03**		
	Mean of Item Means		**3.50**		

Table 2 shows the mean responses of the lecturers on the major challenges that hinder the application of e-learning in business education programme in South-East, Nigerian universities. The data reveal that all the items (11-20) are considered as agreed having recorded mean scores above the criterion mean of 2.50. A look at the standard deviations shows that they are far away from the mean and also that scores in the distribution are close to each other. It is also indicates that the mean of mean is 3.50 showing that the above factors are the major challenges that hinder the application of e-learning in business education programme in South-East, Nigerian universities.

Hypothesis 1

Ho_1: The mean score of the respondents on the extent of application of e-learning in business education programme in South-East, Nigerian universities is not significantly above the criterion mean of 25.

Table 3: One sample t-test for the extent of application of e-learning in business education programme in South-East, Nigerian universities

N	$\bar{x}$		**S**	**S.E**	**df**	t_{cal}	$t_{tab.}$	**Decision**
67	16.09	25	3.03	.37	66	-24.08	1.645	Ho Accepted

Table 3 reveals that the t-calculated of -24.08 is less than the t-tabulated of 1.645. Thus, indicating that the mean score of the respondents on the extent of application of e-learning in business education programme in South-East, Nigerian universities is not significantly above the criterion

mean of 25**.** This implies that the extent of application of e-learning in business education programme in South-East, Nigerian universities is not above average.

Hypothesis 2

Ho_2: The mean score of the respondents on challenges that hinder the application of e-learning in business education programme in South-East, Nigerian universities is not significantly above the criterion mean of 25.

Table 4: One sample t-test for on challenges that hinder the application of e-learning in business education programme in South-East, Nigerian universities

N	$\bar{x}$		S	S.E	df	t_{cal}	$t_{tab.}$	Decision
67	35.03	25	3.11	.38	66	21.13	1.645	Ho Rejected

Table 4 reveals that the t-calculated of 21.13 is greater than the t-tabulated of 1.645. Thus, indicating that the mean score of the respondents on challenges that hinder the application of e-learning in business education programme in South-East, Nigerian universities is significantly above the criterion mean of 25**.** This implies that the major challenges that hinder the application of e-learning in business education programme in South-East, Nigerian universities are rated above average.

Discussion of Findings

The study revealed in this study that the extent of application of e-learning in business education programme in South-East, Nigerian universities is low. This result was confirmed by the inference that the extent of application of e-learning in business education programme in Nigerian universities is not above average. This finding is supported by Aboderin and Kumuyi (2013) who held that: there is shortage of e-learning tools such as internet, computers, e-mail facilities, multimedia, scanner, printer, VCD player, digital camera among others. It was also revealed that the few available ones such as computers, scanner and printer were not utilized because the teachers lack the knowledge and skills of computer application.

It was also found in this study that factors such as inequality of access to the technology itself by all the students, it is very expensive to get some of the softwares for e-learning programme and electricity instability are the major challenges that hinder the application of e-learning in business education programme in South-East, Nigerian universities. It was also inference that the major challenges that hinder the application of e-learning in business education programme in Nigerian universities were rated above average. This finding is in consonance with the findings of Azubuike andOffordile (2015) that most schools lack some of the e-learning devices and the problems facing the use of e-learning network in teaching include poor power supply, financial problems, low computer literacy level, low quality and expensive nature of VSAT connections. Olukayode's (2015) findings also revealed that the challenges of e-learning included lack of computers, shortage of Internet facilities, students' lack of access to e-learning facilities and tools, high cost of software and erratic power supply (a major challenge), while prospects included promoting distance learning, extending the frontiers of knowledge, eradicating illiteracy, and making education more effective.

Conclusion

Based on the findings, the researchers conclude that the extent of application of e-learning in business education programme in South-East, Nigerian universities is not above average. Inequality of access to the technology itself by all the students, it is very expensive to get some of the softwares for e-learning programme and electricity instability are the major challenges that hinder the application of e-learning in business education programme in South-East, Nigerian universities, and they are rated above average.

Recommendations

Based on the findings, the following recommendations are made;

1. Adequate funding should be made available by the government so at to apply e-learning in business education programmes in South-East, Nigerian Universities.
2. The issue of poor power supply to the universities should be solved by the government so as to establish an adequate e-learning application for business education programme and alternative power source should be incorporated to supplement the existing ones.

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IMPROVING E-LEARNING AMONG BUSINESS EDUCATION STUDENTS IN PUBLIC UNIVERSITIES IN SOUTH-EAST NIGERIA.

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Abstract

The main purpose of the study was to determine the strategies for improving e-learning among business education students in public universities in South-East Nigeria. The study was guided by three research questions and three null hypotheses. A descriptive survey research design was adopted for the study. The population was 53 business education lecturers in public universities in South-East Nigeria. The population was manageable and as a result no sampling was carried out. The instrument used for data collection was a 22 item questionnaire which was validated by three experts. The reliability of the instrument was determined using Cronbach Alpha which yielded a reliability index of 0.87. Mean and standard deviation were used to answer the research questions and t-test was used to test the null hypotheses. The findings of the study showed the institution-related strategies to include: the provision of free internet services in the universities, facilitating electronic interactive classroom in universities among others. Also, the lecturers-related strategies found included giving assignments through the internet, participating in on-line classroom among others. Based on the findings, it was recommended that: university administrations should improve the institutions 'ICT facilities, provide free internet access and employ qualified and knowledgeable ICT staff for effective service delivery. Similarly, lecturers should be given periodic training to update their ICT knowledge and students should be involved in on-line and internet instructional activities.

Keywords*: E-Learning, Business Education, E-learning Applications.*

Introduction

Innovation in technology has influenced all facets of human endeavour including education. The internet and particularly the social media have made education no longer limited to the four walls of school classrooms. This modern technology has launched the world into a knowledge based economy in which ideas and technological principles are used for better output (Mbah, 2016). Thus, advancement in technology according to Muhammed, Asua and Munnaza (2015) has compelled teachers and educators to utilize its benefits for the delivery of instruction and hence promote learning through e-learning.

Electronic learning popularly known as e-learning has been structured as a mode of distance learning. E-learning refers to using electronic applications and processes to learn. E-learning applications and processes includes Web based learning, computer based learning, virtual classrooms and digital collaborations. Instructional contents are delivered through Internet, satellite, T.V, extranet, Intranet and CD-ROM with multimedia capacities. According to Nwafor and Abuka (2015), e-learning is the application of the internet to support knowledge using holistic approach which may not be limited to a particular course. One of the major characteristics of electronic learning is the use of electronic machines and media to facilitate learning.

According to Perraton, Creed and Robinson (2002), electronic learning is also known for its capacity to make teaching process possible even when a substantial amount of instruction is offered by somebody far flung from the students. It is an open access learning that facilitates independent learning that is achievable. As the world has entered into the third millennium, education through internet, intranet or network represents great and exciting opportunities for both teachers and learners. Instructors in various institutions need to make adequate provision of e-learning resources so as to develop the needed skills in the contemporary world of work. Muhammed, Asua and Munnaza (2015), noted that the internet and World Wide Web have made the computer a dynamic resource in education, providing a new and interactive means of overcoming time and distance to reach learners.

Further, e-learning technologies offer learners control over content, learning sequence, pace of learning, time and often media, and allow them to tailor their experiences to meet their personal learning objectives. Educators use e-learning to improve the efficiency and effectiveness of educational interventions in the face of social, scientific and pedagogical challenges (Oloja, Adewunmi and Ajisola, 2012). As a computer assisted learning and pedagogy for students'centred and collaborative learning, e-learning could be used to enhance skills and knowledge acquisition in business education.

Business education programme according to Okoli (2010) is concerned with the teaching of skills, attitudes, competencies and knowledge necessary for a successful business career. It is also designed to develop special emphasis on marketable business skills and distributive occupations (Etuk, 2015). It is pertinent to state that the development of business skills and knowledge in contemporary society could be achieved better through the use of electronic learning facilities.

The integration of e-learning into business education programme can catalyse the shift towards applying adult learning theory, where educators no longer serve mainly as the distributor' of contents but become more involved as facilitators of learning and assessors of competency. It is evident that the internet and digitalization of business activities has affected the skills and knowledge required to work in such environment. Students of the business education programme need to be exposed to ICT facilities and other body of knowledge through e-learning in order to be competitive in the world of work. It is equally imperative to note that e-learninginnovations according to Oloja, Adewunmi and Ajisola (2012), point towards a revolution in education, that allows learning to be individualized (adaptive learning) enhance learner's interactions with others (collaborative learning), and transform the role of the teacher.

E-learning is supposed to be used by business education students in public universities especially in South-East Nigeria. South-East is one of the geo-political zones in Nigeria. It has five States, of Anambra, Abia, Ebonyi, Enugu and Imo. These States collectively have six Federal and State Universities that offer business education programme. Federal universities are the universities owned, funded and controlled by the federal government, while State universities are owned, controlled and funded by the State governments. These Federal and State government owned universities are known as public universities. In South-East States of Nigeria, it seems that there are

constraints to the use of e-learning as most of the tertiary institutions seem not to be making proper use of these e-learning resources in teaching (Oloja, Adewunumi and Ajisola 2012). Similarly, despite the laudable benefits of e-learning, educators and students in universities are still working with obsolete and crude methods of teaching, use of chalkboard, conventional method of learning, outdated e-learning facilities even in this 21st century. These universities are expected to be equipped with varieties of facilities for training the students as they are government owned, in order to provide quality and affordable education to the people. Eze (2016) opined that public universities administrators have roles to play in improving the use of e-learning facilities in teaching. Universities can help provide e-learning facilities for teaching and learning of business education.

Lecturers and students are supposed to upgrade their skills in the use of modern computer facilities like projectors, educational video devices, and computer software among others. They should also be skilled in the use of network connectivity of the available computer resources which will help in improving e-learning in universities in Nigeria. Lecturers and students need to equally contribute their quota to the effective use of e-learning facilities in teaching and learning by doing assignments through internet, learning through computer aided instruction and other e-learning facilities so as to meet up with the pace of technological advancement.

Stephen (2013) noted that Nigeria is unfortunately behind other developed nations in information and communication technology (ICT) use as it relates to educational delivery. There is need for improvement. Improvement according Hornby (2006), is the process of making something better; change that make something better or more valuable. The use of e-learning in teaching by students and lecturers need to be improved in various universities in South-East Nigeria. This is imperative if e-learning is to promote learning everywhere and at all times. Nevertheless, a lot of challenges are witnessed in the utilization of e-learning in public universities. Okeke (2016), hinted that most lecturers and students of business education have not been making effective use of e-learning resources in their academic work. The hindrances/constraints come as a result of manpower shortage/wastage, shortage of technological facilities for e-learning, lack of knowledge and use of computer aided instruction (Okafor, 2013). According to research findings by Okeke (2016) and Eze (2016) there is low level of e-learning awareness in most institutions in Nigeria.

If students are not properly trained and equipped with the needed novel ICT facilities, they would perform below expectation in the digitalized world of work. These lead to incompetence on the part of students after graduation. Therefore, this study is designed to determine the strategies for improving the utilization of e-learning among business education students in public universities in South-East Nigeria.

Purpose of the Study

The main purpose of the study was to determine the strategies for improving the utilization of e-learning among business education students in public universities in South-East Nigeria. Specifically the study sought to determine;

1. the institution-related strategies for improving the utilization of e-learning among business education students in public universities in South-East Nigeria.
2. the lecturers-related strategies for improving the utilization of e-learning among business education students in public universities in South-East Nigeria.
3. the students-related strategies for improving the utilization of e-learningamong business education students in public universities in South-East Nigeria.

Research Questions

The following research questions guided the study:

1. What are the institution-related strategies for improving the utilization of e-learning among business education students in public universities in South-East Nigeria?
2. What are the lecturers-related strategies for improving the utilization of e-learning among business education students in public universities in South-East Nigeria?
3. What are the students-related strategies for improving the utilization of e-learning among business education students in public universities in South-East Nigeria?

Hypotheses

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

1. There is no significant difference between the mean responses of lecturers in federal and state universities regarding institution-related strategies for improving the utilization of e-learning among business education students in public universities in South-East Nigeria.
2. A significant difference does not exist in the mean ratings of lecturers in federal and state universities regarding the lecturers' related strategies for improving the utilization of e-learningamong business education students in public universities in South-East Nigeria.
3. There is no significant difference between the mean ratings of lecturers in federal and state universities regarding the students-related strategies for improving the utilization of e-learning among business education students in public universities in South-East Nigeria.

Methods

Descriptive survey research design was adopted for the study. Descriptive survey research design according to Nworgu (2015) is one in which a group of people or items are studied by collecting and analysing data from only a few people or items considered to be representative of the entire group. The design was found suitable because the result got from the study sought to get the views of business educators regarding the strategies for improving e-learning among business education students in public universities.

The population for the study was 53 lecturers of business education in universities in South East Nigeria. The entire population was used due to the manageable size of the population. The area of the study was public universities in South-East Nigeria offering business education.

The instrument used for data collection was a 22 item questionnaire validated by three experts, from the Department of Technology and Vocational Education Enugu State University of Science and Technology, Enugu. Based on their criticisms and suggestions, corrections were made and effected in the instrument. Copies of the questionnaire were administered to business education lecturers in a university in South-South Nigeria. The reliability index of 0.87 was obtained using Cronbach Alpha, which indicated high internal consistency of the instrument.

Out of 53 copies of the questionnaire administered, 98.1% were properly filled and used for data analysis. Mean and standard deviation were used to answer the research questions and t-test statistics was used to test the null hypotheses at .05 level of significance. The item by item was based on the principle of upper and lower limit of the mean scores.

Strongly agree(SA)	-	3.50 4.00
Agree(A)	-	2.50 3.49
Disagree(D)	-	1.50 2.49
Strongly disagree(SD)	-	1.00 1.49

The null hypothesis was rejected if the t-calculated value was more than the t-table value otherwise, the null hypothesis was not rejected.

Results

The results of the study are presented according to the research questions and null hypotheses that guided the study.

Research Question 1

What are the institution-related strategies for improving the utilization of e-learning among business education students in public universities in South-East Nigeria?

Table1. Mean ratings and standard deviations of federal and state university lecturers on the institution related strategies for improving the utilization of e-learning among business education students in public universities in South-East Nigeria.

S/N	**Item Description:** The institution-related strategies for improving e-learning include:	**Federal N = 36**		**State N=16**		**Overall**		
		X	**SD**	**X**	**SD**	**X**	**SD**	**Decision**
1.	Improving the ICT facilities in the universities	3.19	0.64	3.28	0.54	3.24	0.59	Agreed
2.	Provision of free internet access in the universities.	3.15	0.61	3.54	0.57	3.35	0.60	Agreed
3.	Procurement of modern computers in universities.	3.35	0.49	3.50	0.59	3.43	0.54	Agreed
4.	Digitalization of university administrative offices.	3.42	0.70	2.97	0.98	3.20	0.84	Agreed
5.	Provision of e-library for students in universities.	3.38	0.54	3.36	0.58	3.38	0.57	Agreed
6.	Facilitating electronic interactive classroom in universities.	3.54	0.63	3.27	0.79	3.41	0.71	Agreed
7.	Employing qualified and knowledgeable staff in ICT.	3.31	0.62	3.18	0.75	3.25	0.69	Agreed
8.	Improving electricity generation in the university.	3.23	0.59	3.27	0.65	3.26	0.62	Agreed
	Grand Mean/S.D.	**3.32**	**0.60**	**3.30**	**0.68**	**3.32**	**0.65**	**Agreed**

The result of data analysis in Table 1 shows that the mean ratings of the respondents range from 3.20 to 3.43, indicating that the respondents agreed that all the items are institution-related strategies for improving the utilization of e-learning among business education students in public universities. The low standard deviation of 0.65 indicates that the respondents have consensus opinion in their responses to the items.

Hypothesis 1

There is no significant difference between the mean responses of lecturers in federal and state universities regarding institution-related strategies for improving the utilization of e-learning among business education students in public universities in South-East Nigeria.

Table 2: t-test statistics on the mean ratings of federal and state university lecturers regarding institution related strategies for improving the utilization of e-learning among business education students in public universities in South-East Nigeria

Variables	X	SD	N	P	Df	t-cal	t-tab	Decision
Federal	3.32	0.60	36					
				0.05	50	0.822	2.009	Not
State	3.30	0.68	16					Significant

t-cal (0.822) < t-tab (2.009)=NS

The result of t-test analysis shows that the t-calculated at .05 level of significance and 50 degree of freedom is 0.822 while the t-table value is 2.009. Since the t-calculated is less than the t-table value the null hypothesis is not significant. This implies that there is no significant difference between the mean ratings of lecturers in federal and state universities regarding institution-related strategies for improving e-learning among business education students in public universities in South-East Nigeria.

Research Question 2

What are the lecturers'-related strategies for improving the utilization of e-learning among business education students in public universities in South-East Nigeria?

Table 3: Mean ratings and standard deviation of lecturers in federal and state Universities regarding lecturers-related strategies for improving the utilization of e-learning among business education students in public universities in South-East Nigeria.

S/N	Item Description: The students-related strategies for improving the utilization of e-learning include:	Federal N = 36		State N=16		Overall		
		X	SD	X	SD	X	SD	Decision
9.	Doing assignment through internet.	3.24	0.78	2.65	0.99	2.95	0.89	Agreed
10.	Participating in on-line classroom.	3.14	0.82	2.89	1.10	3.02	0.96	Agreed
11.	Communicating with classmates through social media.	3.25	0.74	3.05	0.93	3.15	0.84	Agreed
12.	Using electronic mails in submitting assignments.	3.35	0.70	3.03	0.73	3.19	0.72	Agreed
13.	Using e-library facilities.	2.87	0.82	3.16	0.91	3.02	0.87	Agreed
14.	Forming a group learning platform through internet.	3.18	0.91	3.05	0.93	3.12	0.92	Agreed
15.	Participating in computer aided instructional programmes.	3.24	0.78	3.17	0.68	3.21	0.73	Agreed
	Grand Mean/S.D.	**3.18**	**0.79**	**3.00**	**0.89**	**3.09**	**0.85**	**Agreed**

The result of data analysis presented in Table 3 indicates that the overall mean ratings range from 2.95 to 3.21 indicating agreed. This implies that the respondents agreed to the items as lecturers related strategies for improving the utilization of e-learning among business education students in public universities. The low standard deviation of 0.85 submits that the respondents' opinions did not differ remarkably.

Hypothesis 2

A significant difference does not exist in the mean ratings of lecturers in federal and state universities regarding lecturers-related strategies for improving the utilization of e-learning among business education students in public universities in South-East Nigeria.

Table 4: t-test statistics on the mean ratings of lecturers in federal and state universities regarding lecturers-related strategies for improving the utilization of e-learning among business education students in public universities in South-East Nigeria

Variables	X	SD	N	P	Df	t-cal	t-tab	Decision
Federal	3.18	0.78	36					
				0.05	50	0.646	2.009	Not
State	3.00	0. 98	16					Significant

t-cal (0.646) < t-tab (2.009) =NS

The result of t-test statistic indicates that the t-calculated at .05 level of significance and 50 degree of freedom is 0.65. Since the t-calculated is less than the t-table value of 2.01, the null hypothesis is therefore not significant. The implication is that no significant difference exists in the mean ratings of lecturers in federal and state universities regarding lecturers-related strategies for improving the utilization of e-learning among business education students in public universities in South-East Nigeria.

Research Question 3

What are the students-related strategies for improving the utilization of e-learning among business education students in public universities in South-East Nigeria?

Table 5: Mean ratings and standard deviation of lecturers in federal and state university regarding students-related strategies for improving the utilization of e-learning among business education students in public universities in South-East Nigeria.

S/N	Item Description: The lecturers-related strategies for improving the utilization of e-learning includes:	Federal N = 36		State N=16		Overall		
		X	SD	X	SD	X	SD	Decision
16.	Engaging in ICT training for update.	3.09	0.98	3.58	0.61	3.34	0.80	Agreed
17.	Designing their instruction to be computer aided.	3.25	0.82	2.95	1.11	3.10	0.97	Agreed
18.	Adopting distance learning approach in teaching the students.	3.45	0.81	3.03	0.90	3.24	0.86	Agreed
19.	Given students assignment using electronic mails.	3.11	0.84	3.27	0.57	3.19	0.71	Agreed
20.	Assigning students to discovery learning through internets.	2.98	0.93	3.08	1.01	3.03	0.97	Agreed
21.	Utilization of ICT facilities in teaching the students.	3.10	0.87	3.03	1.02	3.07	0.95	Agreed
22.	Delivering instruction-through electronic aided classroom.	3.14	0.78	3.13	0.89	3.14	0.84	Agreed
	Grand Mean/S.D.	**3.16**	**0.86**	**3.15**	**0.87**	**3.16**	**0.87**	**Agreed**

The data presented in Table 5 show that the respondents mean rating ranges from 3.03 to 3.34 indicating agreed response. This means that the itemized are the students-related strategies for improving the utilization of e-learning among business education students in universities in South-East Nigeria. The grand mean of 3.16 further shows that the respondents concurred to that. The low standard deviation of 0.87 implies that the respondents have homogeneous opinion in their responses.

Hypothesis 3

There is no significant difference between the mean ratings of lecturers in federal and state universities regarding students-related strategies for improving the utilization of e-learning among business education students in public universities in South-East Nigeria.

Table 6: t-test statistics on the mean ratings and standard deviation of lecturers in federal and state universities regarding students-related strategies for improving the utilization of e-learning among business education students in public universities in South-East Nigeria.

Variables	X	SD	N	P	Df	t-cal	t-tab	Decision
Federal	3.16	0.86	36					
				0.05	50	0.0385	2.009	Not
State	3.15	0. 87	16					Significant

t-cal (0.0385) < t-tab (2.009) =NS

The result of t-test analysis shows that t-calculated at 0.05 level of significance and 50degree of freedom is 0.0385 where the t-table value is 2.009. Since the t-calculated value is less than the t-table value, the null hypothesis is not rejected. This mean that there is no significant difference between the mean ratings of lecturers in federal and state universities regarding students related strategies for improving the utilization of e-learning among business education students in public universities in South-East Nigeria.

Discussion of Findings

The findings of the study according to the first research question showed that the respondents agreed on the eight items as the institution- related strategies for improving e-learning among business education students in public universities. Some of the identified institution related strategies include;- improving the ICT facilities in universities, provision of free internet access in the universities, procurement of modern computers, digitalization of university administrative offices, provision of e-libraries, facilitating electronic interactive classrooms, and others. The result of the study implies that educational institutions have a role to play in improving e-learning among students. The findings are in line with the findings of Stephen (2013) which held that e-learning utilization is dependent on the school and its administrative skill. Stephen noted that the employment of qualified and knowledgeable staff in ICT and free internet access would help to improve the staff and students' e-learning capabilities. The null hypothesis indicated that there was no significant difference between the opinions of lecturers in federal and state universities regarding the responses to the items under the institution related strategies for improving e-learning among business education students in public Universities in South-East Nigeria.

The result of the study with respect to the second research question identified the lecturers related strategies for improving the utilization of e-learning among business education students toinclude engaging in ICT training for update, designing instruction to be computer aided, adopting distance learning approach in teaching the students, giving students assignments using electronic

mails, assigning students to discovery learning through internet and many more. The findings showed that these strategies could be used to improve the utilization of e-learning as Okeke (2016) noted that lecturers' utilization of ICT facilities promote learning as most students continue learning with or without the lecturers. The study deduced that delivering instruction through electronic aided classroom improved the utilization of e-learning by the students. The test of the second null hypothesis showed that no significant difference existed in the mean ratings of lecturers in federal and state universities regarding lecturers-related strategies for improving the utilization of e-learning among business education students.

The findings of the study with respect to the third research question identified seven students-related strategies for improving the utilization of e-learning among business education students in public universities in South-East Nigeria. The students-related strategies according to the findings include; doing assignments through internet, participating in on-line classroom, communicating with classmates through social media, using e-library facilities and so on. The result of the study showed that the students have a role to play in ensuring effective utilization of e-learning. The findings of the study are also in agreement with the findings of Oloja, Adewunmi and Ajisola (2012) that e-learning utilization can be improved through the students' participation in computer aided instructional programmes. The findings are also supported by Eze (2016), who opined that students participation in online classes and use of e-learning can improve the e-learning capability. The null hypothesis showed that there was no significant difference in the mean ratings of lecturers in federal and state universities regarding the items under the students related strategies for improving the utilization of e-learning among business education students in public universities in South-East Nigeria.

Conclusion

E-learning has been identified as key in teaching contemporary concepts, imparting knowledge and skills to the students. It helps in promoting all time and all place learning as distance barrier to learning is eliminated. The utilization of e-learning should be improved through the identified strategies to enable students improve in their learning at all time. The result of the study showed that the institutional related strategies are key to improving e-learning among the students. This means that making the university environment to be ICT friendly would help in achieving good digital migration.Thelecturers' related strategies and students related strategies could as well be used to improve the utilization of e-learning among the students.

Recommendations

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

1. Universities should improve their ICT facilities and provide free internet access. To enable digital instruction and learning between business teachers and the students.
2. Qualified and knowledgeable ICT staff should be employed to take care of the digital facilities acquired to facilitate the e-learning activities of universities.
3. Lecturers should be given periodic training for updating their ICT knowledge. This will make them better qualified and suited to promote the digital learning activities of educational institutions.
4. Students should be involved in on-line and internet instructional activities. This will make them better prepared for the digital work place and make them better suited for the digital world of today and tomorrow.

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EXTENT OF UTILIZATION OF WORLD WIDE WEB AND E-MAIL IN INSTRUCTIONAL DELIVERY OF BUSINESS EDUCATION IN FEDERAL UNIVERSITIES IN SOUTH-SOUTH, NIGERIA

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Abstract

This study sought to assess the extent to which information and communication technology is utilized in instructional delivery of business education by lecturers in federal universities in south-south, Nigeria. In order to carry out this study objectively, two specific objectives, two research questions and two null hypotheses were formulated to guide the study. A descriptive survey design was adopted for the study. The population of the study comprised 814 business education students in Federal Universities in South-South, Nigeria. Purposive sampling was adopted in selecting the three federal universities for the study. Stratified random sampling technique was used in selecting a sample of 407 business education students. A questionnaire with 20 structured items designed by the researchers was used for data collection for this study. The questionnaire was validated by three research experts. Split-half reliability method was used in determining the reliability of the instrument and a correlation coefficient of 0.87 was obtained using the Cronbach's Alpha Reliability Coefficient. Mean was used in answering the research questions. T-test statistics was used in testing the null hypotheses at .05 level of significance. The findings of the study revealed that there is no significant difference between the mean ratings of male and female students on the extent of utilization of World Wide Web and e-mail in the teaching of business education by lecturers in federal universities in south-south, Nigeria. It was concluded that ICT resources utilization in teaching of business education programme in the universities facilitate knowledge acquisition and dissemination of information by students and teachers in various disciplines. It was recommended among others, that lecturers should be encouraged to use ICTs for instructional delivery of business education.

Keywords: *Utilization, Information and Communication Technology, Business Education and Instructional Delivery.*

Introduction

Utilization is the art of putting things or resources that are tangible or intangible to proper use. As applied in this research, it is the proportion of available time (expressed in percentage) that a piece of equipment or facility is operated in the teaching of business education.

Business education can be viewed as that aspect of education which equips students with marketable skills, knowledge and attitudes needed for initial employment and advancement in business and related occupations. It also enhances students work orientation and makes the transition from school to the world of work relatively easy. According to Oladipo (2006), business education has been a major contributor to helping individuals earn money and helping recipients learn how to use wisely the financial and other resources that are available to them.Okolocha and Ile (2008) saw business education as education for and about business which is aimed at preparing its student to acquire skills necessary for paid employment or be self-dependent as an entrepreneur and as well be intelligent consumers of goods and services.

Njoku (2006) and Etonyeaku (2009) maintained that business education has a formidable force and it is an education aimed at the acquisition and equipping individuals with appropriate skills, knowledge, abilities, attitudes, values and competencies that will enable them to be self-employed and self-reliant (entrepreneurship) with emphasis on ICT skills.

Information and Communication Technology is the systematic application of computers and other technologies to acquire, organize, process, store, retrieve and disseminate information to bring about effective exchange of information in communication. According to Dewatteville and Gilbert (2000) ICT means the acquisition, analysis, manipulation, storage and distribution of information; the design and provision of equipment and software for these purposes. Nwaiwu (2009) explained the term ICT to include electronic information processing technology such as computers and Internet; as well as fixed-line telecommunication, mobile phones and other wireless communication networks. Nworgu (2008) stated that ICT refers to a whole range of facilities or technologies involved in information processing and electronic communication to be handled with skills and expertise, for effective achievement and realization of its potentials in Education. According to Oyedele (2002), ICT refers to harnessing electronic technology for information processing needs of business organizations using the computer and telecommunication equipment for storage, processing and dissemination of information.

The following unique characteristics outlined by Anao (2002) relates to the teaching of business education; it is happening at extremely fast pace; It is impacting all corners of the globe; effects of the revolution are being experienced by all sectors of the society; There appears to be no natural rules or law hindering or governing the pace and direction of the revolution; The demand for ICT products is insatiable; and the generation that has grown up with information technology has developed intuitive means of absorbing and exploiting the capabilities that technology offers, sometimes to the bewilderment of the older generation.

According to Clarke (2008), researchers have discovered that the development of ICT will contribute to improved professional status of teachers, enhance capacity and offer opportunities for career development and advancement that build on recognition and reward of practice. It should also mean; access to a comprehensive range of advice, guidance and support for teachers of all subjects at all levels on how ICT can be used effectively in classroom practice to embed ICT in teaching and learning across the curriculum; opportunities to access wide range of resources that simplify the preparation and enrich the delivery of lessons; more sophisticated use of pupils' data, including the matching of individual learning styles and the setting and tracking of individual learning goals; revitalized professional networks, supporting communication and collaboration, include the sharing of resources and best practice within and between schools; support for work force modeling through the automation of routine administrative tasks and the availability of technical support. With the above advantages emanating from technological development, it has become imperative that efforts have to be made to ensure the acquisition of necessary ICT skills by teachers especially business education teachers for effective instruction.

The integration of information and communication technology in teaching is a central matter in ensuring quality of business education courses. There are two equally important reasons for integrating ICT into the teaching and learning of business education. Firstly, students would become familiar with the use of ICT, since all jobs in the society today are dependent on ICT compliance. Secondly, the teaching of business education courses utilizing ICT resources will improve the quality

of business education graduates thereby making them more effective and efficient (Etonyeaku, 2009). Since business education provides students with requisites skills which are needed to increase their productive power on any nation, the workforce is accordingly motivated to initiate independent productive ventures and carry out skilled works of divergent nature independently. The positive utilization of ICT therefore becomes imperative to business education students.

According to Aibieyi and Egbri (2010), ICT resources are new developments in science and technology and their utilization can equally stimulate relevance of the Nigerian educational sector in general. Mooji (2001) considered ICT as one part of educational technology that pays attention to the concepts, utilization and application in the educational process. This in turn requires rethinking and pedagogical re-engineering of classroom environment and its components. This to a large extent would provide opportunities for proactive learning processes that should be based on cooperative values. Remarking on the above, Ngurukwem (2005) stated that there is a noticeable role of ICT in integrating and creating pool of educational media, sound, visual, textual and numeric data for effective teaching and learning of business education. These would be meaningful if they have pedagogical utility in a classroom setting to enhance curricula relevance and adoption.

With ICT resources utilization, teaching and learning can be carried out with or without physical or face to face contact as is hitherto the case in the traditional approach. ICT has tremendously and positively affected developments in all facets of human endeavor. Particularly in contemporary times, ICT resources utilization in teaching of business education programme in tertiary institutions will facilitate knowledge acquisition and dissemination by students within and between various disciplines. In this way, human input is reduced to the barest minimum, with better and more effective performance. Acquiring these skills will however enable them cope with and adapt to the challenges of the modern day educational system and world of work.

Ubulom, Enyekit, Onuekwa and Amachule (2011) in their study on Information and Communication Technology (ICT) accessibility and utilization in teaching of Business studies found that ICT facilities were not accessed by teachers in secondary schools in Anolga. It was also revealed that business studies teachers in these schools do not also have the skills of utilizing ICT for teaching of the subjects. Similarly, Onwuchekwa (2009) conducted a study on the utilization of ICT in teaching financial accounting by lecturers in tertiary institutions in Rivers State and found that none of the ICT resources was utilized largely by the lecturers in teaching financial accounting. The extent of utilization was either very little, little extent or not at all.

The World Wide Web (www)according to Akpan (2009)is a computer-based network of information resources that combine text and multimedia. The information on the World Wide Web can be accessed and searched through the Internet, a global computer network. The World Wide Web is often referred to as “the web”. Recent technological advances have created the possibility for new ways of learning and teaching because as asserted by Clark (2008) the web has captured the imagination of more people than any other computer innovation. Taking full advantage of the potential of the web requires teachers to think about learning and teaching in new ways as well as master the technology itself.

According to Etonyeaku (2009), teachers that make use of the www in their teaching/learning processes are poised to do better compared to other teachers who do not consult the

www. The www can be used for passing out instructions to students; through video calls, conference calling and skyping. Some lecturers usually use the www to download lecture materials and send it to their student.

According to Akpan (2009), the e-mail is an acronym for electronic mail. E-mail is a widely used Internet application that enables individuals or groups of individuals to quickly exchange messages, even if they are separated by long distances. A teacher may use e-mail to communicate with students by posting class work, homework and class related assignments to students. Teachers also use e-mail to send feedback to students and this practice can lead to increase teachers' performance in schools. Iding, Crossby and Spatel (2002) noted that the new technologies can reduce the amount of direct instruction given to students, giving teachers an opportunity to help those students with particular needs.

The use of e-mail is one of the efficient methods of communication. Even though it is an exclusively written and spoken discourse, it widens the opportunity for language learners and teachers to incorporate e-mail in language teaching and learning. Crystal (2002) stated that e-mail is the use of computer systems to transfer messages between users. Knowing how to use e-mail effectively is an essential skill in business today. It is already widely used in the corporate world and more people use it every day. E-mail is popular because it is quick, easy and cost effective.

E-mail has been used in a variety of instructional contexts. Obvious benefits of e-mail include efficiency, convenience, and cost. However, academic use of e-mail is often limited. Alexander, Zhao, and Underwood (2002) analyzed educators' e-mail messages and found only half of the messages contained course-related information and most were used only for coursework assignments instead of for more purposeful academic communications (encouragement of collaboration work, discussion of individual performance). They indicated that there should be more studies to identify teaching strategies in order to harness the potential advantages of e-mail for learning and instruction.

Anuradha and Usha (2006) in their study of accessing eBooks revealed that challenges that hinder the acceptance of eBooks include: high cost of hardware readers, users unwillingness to change, a general lack of awareness in eBooks, and particularly, in the academic setting, the fact that the number of printed books are more readily available than that of eBooks in libraries. Furthermore, the success of eBook relies heavily on the ease of the whole reading process. Lecturers therefore find it difficult to mail these eBooks to their respective students.

Statement of the Problem

In Nigeria educational system, business environment and the world of work have witnessed marked changes in their operations due to phenomenal growth of Information and Communication Technologies. Consequently, everyone needs to be developed in the area of the new technologies to fit into the present technology-driven society. In spite of strategic relevance of ICTs, most lecturers in Nigerian tertiary institution lack adequate pedagogical knowledge for effective utilization of ICT resources for teaching (Onasanya, Shehu, Oduware and Shettu, 2010). It is uninteresting and common to see Nigerian business education graduates enroll in roadside computer centres to acquire ICT skills which ought to have been mastered in their colleges of education and universities. There seems to be a

gap in the practical skills especially as regards the ICT resources utilization competencies in the present teaching of business education courses. ICT application in tertiary institutions falls below expectation (Bolaji, 2001). The non-availability of some ICT resources in schools hampers educators' utilization of ICT resources in teaching (Gambari and Okoli, 2007).

Several researchers have observed in their various studies that many Business Education lecturers and students are yet to fully utilize ICT for teaching and learning. It is based on the potentialities of ICT to enhance quality of teaching and learning that the government both State and Federal made effort in providing some of these ICT facilities, and offer in-service training, and workshops to equip lecturers with knowledge of ICT utilization in classroom, but these facilities are not utilized by most lecturers and students. It is against this background that the researcher decided to find out the extent of utilization of ICT in teaching of business education courses by lecturers in federal universities in South-South, Nigeria.

Purpose of the Study

The main purpose of the study was to determine the extent of utilization of Information and Communication Technology in teaching Business Education courses in federal universities in south-south Nigeria. The specific purposes of this study were to:

1. determine the extent of utilization of World Wide Web in teaching of Business Education courses by lecturers in federal universities in south-south, Nigeria.
2. determine the extent of utilization of e-mail in teaching of Business Education courses by lecturers in federal universities in south-south, Nigeria.

Research Questions

The following research questions guided the study.

1. What is the extent of utilization of World Wide Web in teaching of Business Education courses by lecturers in federal universities in south-south, Nigeria?
2. What is the extent of utilization of e-mail in teaching of Business Education courses by lecturers in federal universities in south-south, Nigeria?

Hypotheses

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

Ho_1 There is no significant difference between the mean ratings of male and female students on the extent of utilization of World Wide Web in teaching of Business Education courses by lecturers in federal universities in south-south, Nigeria.

Ho_2 There is no significant difference between the mean ratings of male and female students on the extent of utilization of e-mail in teaching of Business Education courses by lecturers in federal universities in south-south, Nigeria.

Method

The descriptive survey design was used to carry out this study. Survey is a generalized means of data collection through the use of interviews or questionnaire. Osuala (2004) opined that survey design answers questions pertaining to characteristics of people, their belief, opinions, attitudes and

behaviours. Survey research design was considered most appropriate for this study because it enabled the researcher to collect data on the opinion of the respondents. The study was carried out in south-south zone of Nigeria. This zone comprises six states and is strategically located at the point where the Y tail of the river Niger joins the Atlantic Ocean through the Gulf of Guinea. These states are Akwa-Ibom, Bayelsa, Cross River, Delta, Edo and Rivers States. The population for the study was 814 Business Education students comprising 350 males and 464 females from six federal universities in south-south Nigeria.(Business Education Unit; University of Benin, University of Calabar and University of Uyo, 2018). **A** sample size of 407 business education students was randomly selected for the study. This represents 50% of the population. According to Udoh (2015), a 50% selection is useful in sampling because it represent a fair characteristic of the population. The instrument for data collection was a structured questionnaire titled "Information and Communication Technology Utilization and Instructional Delivery of Business Education Questionnaire" (ICTUIDBEQ). The questionnaire contained 20 items. The response options of the questionnaire items were arranged under the rating scale of Very Great Extent (VGE), Great Extent (GE),Little Extent (LE) and Very Little Extent (VLE).

The instrument was face-validated by three research experts. Split-half method of reliability was used to ascertain the reliability of the instrument. The scores obtained were analyzed using Cronbach alpha. A reliability coefficient of 0.87 was obtained. Based on the 0.87 coefficient, the instrument was considered highly reliable for the study. 407 questionnaire were distributed and collected from the respondent. Mean was used to answer the research questions while the null hypotheses were tested using t-test. Statistical Package for Social Sciences (SPSS) was used to ensure accuracy of the analysis of the data collected for the study. Independent sample analysis was conducted on each item of the questionnaire using SPSS, to answer the research questions and to test the null hypotheses respectively.The extent of utilization of a particular ICT variable in federal universities in south- south, Nigeria was determined using real limit where mean of 2.50 was considered great extent of utilization and below 2.50 as little extent of utilization of the ICT resources. The p-values were used to reject or retain the null hypotheses. The null hypothesis was rejected if the p-value was less than .05. On the other hand, if the p-value was greater than .05, the null hypothesis was retained.

Data Analysis and Presentation of Results

This section presents the analysis of the data gathered for the purpose of answering research questions and testing the null hypotheses formulated for the study.

Research Question 1

What is the extent of utilization of World Wide Web in teaching Business Education courses by lecturers in federal universities in south-south, Nigeria?

Table 1: Mean responses of respondents on the extent of utilization of World Wide Web in teaching Business Education courses by lecturers in federal universities in south-south, Nigeria. N = 407

S/N	Utilization of World Wide	Mean	Decision
1.	Accounting	2.98	GE
2.	Business Mathematics	2.91	GE
3.	Business Statistics	2.82	GE
4.	Fundamentals of Data Processing	3.01	GE
5.	Business communication	2.86	GE
6.	Fundamentals of Business Education	2.69	GE
7.	Entrepreneurship Education	2.98	GE
8.	Methods of Teaching Business Education	2.86	GE
9.	Principles of Marketing	2.97	GE
10	Principles of Management	2.89	GE
	Cluster Mean	**2.90**	GE

Table 1 shows that the mean score of students ranged between 2.69 to 3.01 with a cluster mean of 2.90. These results shows that there is a great extent of utilization of World Wide Web by lecturers in the teaching of Business Education courses by lecturers in federal universities in south-south, Nigeria.

Research Question 2

What is the extent of utilization of e-mail in teaching Business Education courses by lecturers in federal universities in south-south, Nigeria?

Table 2: Mean responses of respondents on the extent of utilization of e-mail in teaching Business Education courses by lecturers in federal universities in south-south, Nigeria N = 407

S/N	Utilization of Utilization of E-mail	Mean	Decision
11.	Compose assignments	2.84	GE
12.	Send assignments	2.97	GE
13.	Send attachments for assignments	2.83	GE
14.	Send instructions on the assignments	3.02	GE
15.	Chat with students on the assignments	2.93	GE
16.	Receive feedback on assignments	2.77	GE
17.	Mark assignments	3.06	GE
18.	Send results on assignments	3.06	GE
19.	Receives feedback from students	2.87	GE
20.	Delete old mails	2.81	GE
	Cluster Mean	**2.92**	GE

Table 2 shows that the mean score of students ranged between 2.77 to 3.06 with a cluster mean of 2.92. These results shows that there is a great extent of utilization of e-mail in the teaching of Business Education courses by lecturers in federal universities in south-south, Nigeria.

Testing Null Hypotheses

Null Hypothesis 1

There is no significant difference in the mean ratings of male and female students on the extent of utilization of World Wide Web in teaching Business Education courses by lecturers in federal universities in south-south, Nigeria.

Table 3: t-test analysis of the difference in the mean ratings of male and female students on the extent of utilization of World Wide Web in teaching Business Education courses by lecturers in federal universities in south-south, Nigeria. N = 407

S/N	Item	Gender	N	X	T	SD	Sig. p	Decision
1.	Accounting	Male	130	3.03	0.71	1.02	0.48	NS
		Female	277	2.96		1.03		
2.	Business Statistics	Male	130	2.92	1.53	0.83	0.3	NS
		Female	277	2.77		0.96		
3.	Business Maths	Male	130	2.98	1.09	1.03	0.1	NS
		Female	277	2.88		0.94		
4.	Data Processing	Male	130	2.86	1.24	0.98	0.22	NS
		Female	277	3.09		1.99		
5.	Business Comm	Male	130	2.92	0.85	0.97	0.4	NS
		Female	277	2.84		0.94		
6.	Fund. of Bus Edu.	Male	130	2.70	0.89	1.08	0.85	NS
		Female	277	2.68		1.06		
7.	Entrep. Edu.	Male	130	3.05	0.74	2.08	0.46	NS
		Female	277	2.94		0.96		
8.	Teaching Method	Male	130	2.87	0.83	0.87	0.93	NS
		Female	277	2.88		1		
9.	Principles of Marketing	Male	130	2.95	0.17	0.96	0.87	NS
		Female	277	2.97		0.97		
10.	Principles of Managt	Male	130	2.95	0.95	0.88	0.34	NS
			277	2.86		0.96		

Not Significant at 0.5 alpha level, df 405

Table 3gives summary of the difference in the mean ratings of male and female students on the extent of utilization of World Wide Web in teaching of business education courses by lecturers in South South Nigeria. The result indicates that all the items were not significant at P>.05 and df 405.

Since all the items have P-value higher than .05, the null hypothesis which stated that there is no significant difference in the mean ratings of male and female students on the extent of utilization of World Wide Web in teaching Business Education courses by lecturers is accepted. This implies that male and female students did not differ significantly on their ratings on the extent of utilization of World Wide Web in teaching Business Education courses by lecturers in federal universities in south-south, Nigeria.

Null Hypothesis 2

There is no significant difference in the mean ratings of male and female students on the extent of utilization of e-mail in teaching Business Education courses by lecturers in federal universities in south-south, Nigeria.

Table 4: t-test analysis of the difference in the mean ratings of male and female students on the extent of utilization of e-mail in teaching Business education by lecturers in federal universities in south-south, Nigeria N = 407

S/N	Item	Gender	N	X	T	SD	Sig. p	Decision
1.	Compose Assignment	Male	130	2.72	1.7	1.06	0.09	NS
		Female	277	2.9		0.99		
2.	Send Assignment	Male	130	2.98	0.17	0.94	0.87	NS
		Female	277	2.99		0.92		
3.	Send Attachment	Male	130	2.9	1.06	0.91	0.29	NS
		Female	277	2.79		0.96		
4.	Send Instructions	Male	130	2.97	0.46	0.89	0.65	NS
		Female	277	3.05		2.01		
5.	Chat with Student	Male	130	2.98	0.74	0.9	0.46	NS
		Female	277	2.91		0.9		
6.	Receive Feedback	Male	130	2.88	1.38	1.09	0.17	NS
		Female	277	2.72		1.07		
7.	Mark Assignment	Male	130	2.83	0.34	1.04	0.74	NS
		Female	277	2.87		0.98		
8.	Send Results	Male	130	2.95	0.5	0.85	0.62	NS
		Female	277	2.9		0.99		
9.	Rec. Feedback from Students	Male	130	2.73	1.97	1.05	0.05	S
		Female	277	2.95		0.97		
10.	Delete Old Maths	Male	130	2.79	0.21	0.85	0.84	NS
			277	2.81		0.98		

Not Significant at P>0.05, df 405

Table 4shows a summary of the difference in the mean ratings of male and female students on the extent of utilization of the e-mail in teaching business education courses by lecturers in federal universities in South South, Nigeria. The result indicates that out of ten items, only one item was significant (t= 1.97 with P<.05 and at df 405), the remaining nine items were not significant at P>.05 and df 405. Since the number of items with low P-value is lower than .05, the null hypothesis which stated that there is no significant difference in the mean ratings of male and female students on the extent of utilization of e-mail in teaching Business Education courses by lecturers is retained. This implies that male and female students did not differ significantly on their ratings on the extent of utilization of e-mail in teaching Business Education courses by lecturers in federal universities in south-south, Nigeria.

Discussion of the findings

The results of hypothesis one shows that there exist no significant difference in the opinion of male and female students on the extent of utilization of World Wide Web by lecturers in teaching Business Education courses. The agreement on the level to which the World Wide Web is utilized in teaching Business Education courses is shown in the similarity in the scores for the former and later group as contained in Table 6. The cluster mean for both groups of respondents fell within the range 2.50-3.49 real limit suggesting great extent of utilization of the World Wide Web in teaching Business

Education courses by lecturers in federal universities in south-south, Nigeria. The finding of this study however appears to disagree with earlier work byUbulom, Enyekit, Onuekwa and Amachule (2011) that information and communication technology facilities were not available, and accessed by teachers in secondary schools in Anolga and that business studies teachers in these schools do not also have the skills of utilizing ICT for teaching of the subject. The finding of this study also disagrees with the finding of Onwuchekwa (2009) that ICT resources were not utilized by the lecturers in teaching financial accounting in tertiary institutions in Rivers State and that the extent of utilization of ICT resources ranged between very little, little extent or not at all.

However, the plausible explanation for this contradiction could be that there is a marked difference between the subject area as well as characteristics of the research area with which these researches were conducted. For instance, Ubulom, Enyekit, Onuekwa and Amachule restricted their research to accessibility and utilization of ICT in teaching Business Studies in Andoni Local Government Area of River State. They carried out their study in secondary schools whereas; this study was carried out in federal universities. Onwuchekwa's study was also restricted to financial accounting lecturers in tertiary institutions in Rivers State unlike the present study that focused on the entirety of business education. It is also worthy of note that the both researches were carried in one out of the six south-south states this research was conducted. It could also be possible that active connectivity, good bandwidth, adequate human resource base, adequate funding of ICT infrastructure, proper maintenance of available facilities, availability of ICT facilities etc. may have contributed to the proper utilization of www in teaching in teaching Business Education courses by lecturers in federal universities in south-south, Nigeria

The finding on hypothesis two indicates that there is no significant difference in the opinion of male and female students on the extent of utilization of e-mail in teaching Business Education courses by lecturers. The agreement on the extent to which e-mail is utilized in teaching Business Education courses is shown in the similarity in the scores for the former and later group as contained in Table 7. The cluster mean for both groups of respondents fell within the 2.50-3.49 real limit range suggesting great extent of utilization of e-mail in teaching of Business Education courses by lecturers in federal universities in south-south, Nigeria. This result does not corroborate with Wilson (2004) opinion that ICT facilities such as laptop computers, desk top computer, printers etc. are prone to unexpected crashes and virus attacks which can occur at any time. The technology infrastructure of the school may also be an obstacle if the resources needed to operate them are not available. This finding also disagree with earlier reports by Anuradha and Usha (2006) in that regard and that some of the challenges that hinder the acceptance of eBooks include: high cost of hardware readers, users unwillingness to change, a general lack of awareness in eBooks, and particularly, in the academic setting, the fact that the number of printed books are more readily available than that of eBooks in libraries. Furthermore, the success of eBook relies heavily on the ease of the whole reading process.

The possible reason for this disagreement could be differences in the areas were these researches were conducted like Anuradha and Usha whose research was carried out in Institute of Science, India. Apart from this, other variables like the population of the study, sampling technique, university coherent plan for ICT among other factors could have been responsible for the great extent of utilization of e-mail in teaching Business Education courses in federal universities in south-south, Nigeria.

Conclusion

It is evident from the findings of this study ICT has tremendously and positively affected developments in all facets of human endeavor particularly in contemporary times, ICT resources utilization in teaching of business education programme in the Universities facilitate knowledge acquisition and dissemination of information by students and teachers within and between various disciplines. In spite its strategic relevance in a world that is driven by technology, most school administrators undermine its importance and its far-reaching implications. Most stakeholders in the education enterprise have observed that some employers of labour complain that some business education graduates especially those recruited by local and multi-national private companies cannot manipulate basic ICT resources which are the fundamental tools of operations in those companies. This may not be unconnected with the observation that ICT resources are not available and utilized in teaching business education courses in the universities. As a result Business educators in universities will definitely continue to produce poor quality business education graduates from these institutions if the recommendations articulated in this study are ignored. This may result in difficulty in getting employment and inability to breakeven as both public and self-employed graduates.

Recommendations

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

1. The Federal government should provide internet facilities in order to encourage the use of the World Wide Web in Federal Universities.
2. Lecturers should be encouraged by the university management to use ICTs such as e-mails for mailing and receiving assignments and other

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BUSINESS EDUCATION STUDENTS UTILIZATION OF SOCIAL NETWORKING TECHNOLOGIES FOR RESEARCH IN TERTIARY INSTITUTIONS IN DELTA STATE

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Abstract

The main purpose of the study was to determine business education students' utilization of social networking technologies for research in tertiary institutions in Delta State. One research question guided the study and one hypothesis was tested. The descriptive survey design was adopted for the study. The population of the study consisted of all 1,245 final year business education students from 2017/2018 academic session from the five tertiary institutions offering business education programme in the State. Instrument used for data collection was a validated five point rating scale questionnaire according to the research question guiding the study. The application of Cronbach Alpha on the obtained data yielded a score of 0.89 for internal consistency which was deemed reliable for the study. Arithmetic mean was used to analyze the research question while the standard deviation was used to ascertain the homogeneity or otherwise of the respondents' ratings. t-test was used to analyze the hypothesis. The findings revealed that business education students rarely utilize social networking technologies for research. The findings further revealed that students in universities and colleges of education did not differ on the extent they utilize social networking technologies for research. Based on the findings of the study, the following recommendations were made among others that the administrators of business education programmes should engage in regular orientation and re-orientation on the need to use of social networking technologies for their research work. It was further recommended that network providers should be invited to seminars and workshops geared towards educating students on the need to use social network technologies in their research work.

Key words: *Business Education, Students, Utilization, Social Networking Technologies, Research, Tertiary Institutions*

Introduction

Education is the engine that pilots the affairs of a nation. It is like the key that triggers the engine and a propeller that put development in motion. The level of a country's industrialization, economic status, development and individual independence is characterized by the level of their education. Ezenwafor (2015) stated that a very important role of education is the preservation and updating of knowledge and skills of students in line with changes in the society. Thus, business education is widely acknowledged as one of the veritable instruments for commercial and business mobilization in any society because it provides the basic training needed for business management and leadership.

The broad aim of business education is to train the youth and unemployed persons for jobs and also to help workers update their job skills. According to Obiete, Nwazor and Vin-Mbah (2015), the goals of business education programmes to include education of persons to be intelligent

consumers of products and services and to have a clear understanding of a nation's economy. Business education is a programme of courses that offer knowledge and competences required for entry into various kinds of business occupations and for advancing in them. It covers a host of learning experiences that prepare individuals for occupations in clerical, distributive business, data processing, accounting, word processing and secretarial fields. A recipient of business education can fit into or be employed in four occupational areas: namely, book-keeping and accounting jobs; clerical and general office jobs, office technology and management jobs, distributive and marketing jobs. Business education is value-oriented education. Every business education student, at the final year of study is expected to carry out a research in an area of interest, issue or problem relating to business education/vocational education.

Research, according to Akanbi (2013) is the process of arriving at dependable solution that solves a specific problem through planned and systematic collection, analysis and interpretation of data. Research is the application of scientific method in the study of a problem in order to discover information to fill identified gaps in knowledge. Research has to do with finding a solution to a problem, providing additional knowledge or information and finding the conditions under which a certain phenomenon occurs. The researchers have observed that some of the final year business education students finding it difficult in effectively carrying out research normally called the project at the Bachelor degrees and Nigeria Certificate in Education (NCE). Some authors (Ilo & Ifijeh, 2011) have blamed the inability of these students in effectively sourcing for materials (information) for their studies on their inability to utilize the social networking technologies.

Social networks are computer-based online community of individuals who exchange messages and share information. According to Hameed, Magbool, Aslam, Hassan and Anwar (2013), social network sites are mostly the common and one of the most educative of Internet services in the society these days . Social network sites like facebook, Orkut, Linkedin and Twitter have involved millions of users, many of whom have involved these social sites into their day-to-day lives. Through social network technologies, researchers can source and obtain viable information, disseminate their work, as well as access the work of others and communicate with one another on scholarly issues. The researchers also establish and maintain contacts with others who use these facilities for conversing, exchanging ideas on research and mutual relations. However, Adeyemi and Oluyemi (2013) opined that some student spend so much time in writing research report before graduation and most of them have blamed this on inadequacy of quality and updated literature in students' research report. This however has not been empirically proven to be the case amongst business education students in Tertiary institutions in Delta State. It is against this background, this study empirically invesigated the extent business education students utilize social networking technologies for research in tertiary institutionsin Delta State.

Statement of the Problem

The Federal Government of Nigeria (2013) in its national policy on education stated that students at all levels of educational system should utilize ICT (Internet) to enable them complete their education. However, over the years the quality of research work put out by business education graduates in tertiary institutions seem to have been below standard. Even some students have decided

to drop out of school and some have suffered the financial burden of paying additional school fees. Thos who have mustered the courage to continue have burdened their supervisors with error filled reports. This failure seem to show that business education students do not make use of the available social networking technologies in carrying out their research studies hence the difficulties encountered. It thus becomes pertinent that this is corrected through an investigation of the utilization of social networking technologies for research by business education students in tertiary institutions in Delta State.

Research Question

To what extent do business education students in tertiary institutions in Delta State utilize social networking technologies for research?

Hypothesis

There is no significant difference in the mean ratings of business education students from the University and those from the Colleges of Education in Delta State on the extent they utilize social networking technologies for research.

Method

Descriptive survey research method was adopted for the study. The study was conducted in Delta State. The population of the study consisted of all 1,245 final year business education students from 2017/2018 academic session from the 5 tertiary institutions offering business education programme in the State. Through stratified random sampling, a sample of 374 final year business education students was selected. This sample constituted 30% of the total population of business education undergraduates. Instrument used for data collection was a validated five point rating scale questionnaire according to the research question guiding the study. The application of Cronbach Alpha on the obtained data yielded a score of 0.89 for internal consistency which was deemed reliable for the study.

Arithmetic mean was used to analyze the research question while the standard deviation was used to ascertain the homogeneity or otherwise of the respondents' ratings. t-test was used to analyze the hypothesis. Any items with mean between 4.50-5.00 was regarded as Very highly Utilized (VHU); an item with mean ratings of 3.50-4.49 was regarded as highly Utilized (HU); and an item with mean ratings of 2.50-3.49 was regarded as Averagely Utilized (AU). Furthermore, an item with mean rating of 1.50-2.49 and 0.50-1.49 was regarded as Rarely Utilized (RU) and Not Utilized (NU) respectively. For the hypotheses testing, where the calculated t value is less than the critical value of t, it means that the variable does not significantly influence respondents' mean ratings and the hypothesis was not rejected. Conversely, where the calculated t value is greater than or equal to the critical t value, it means that the variable has a significant influence on the respondents' mean ratings and the hypothesis was rejected.

Results

Research Question

To what extent do business education students in tertiary institutions in Delta State utilize social networking technologies for research?

Table 1: Respondents Mean Ratings on their Utilization of Social Networking Technologies for research

S/N	Items on Social Networking Technologies	Mean	SD	Remarks
	Extent to which facebook is utilized to:			
1.	Obtain information for research purpose through facebook chats	2.40	0.65	Rarely Utilized
2.	Exchange messages between people for research purposes.	2.30	0.64	Rarely Utilized
3.	Communicate and share information with people of like interest for research	2.03	0.58	Rarely Utilized
4.	Create pages and share information with audience for research.	1.70	0.55	Rarely Utilized
5.	Participate in video chat and share information for research.	2.21	0.71	Rarely Utilized
	Extent to which Google Plus is utilized to:			
6.	Form circle of friends that can share research information/ideas.	2.34	0.56	Rarely Utilized
7.	Create feedback pages for information sharing for research.	2.00	0.67	Rarely Utilized
8.	Share research contents for public view and criticism.	2.15	0.60	Rarely Utilized
9.	Create profile for public view and obtain information for research purposes.	2.22	0.61	Rarely Utilized
	Extent to which YouTube is utilized to:			
10.	Acquire some tutorials for research (watching videos and obtain research information)	2.13	0.59	Rarely Utilized
11.	Gain some basic knowledge for research	2.10	0.67	Rarely Utilized
	Extent to which Myspace is utilized to:			
12.	Make new friends and obtain research information for research.	1.90	0.55	Rarely Utilized
13.	Watch videos and obtain research base fans for research forum	1.87	0.57	Rarely Utilized
	Extent to which Skype is utilized to:			
14.	Obtain information for research work through video calls.	2.00	0.59	Rarely Utilized
15.	Organize Internet based conference calling to discuss research issues, such as Tele-video	1.95	0.53	Rarely Utilized
	Extent to which Academia.edu is utilized to:			
16.	Source for research papers	2.46	0.71	Rarely Utilized
17.	Follow research studies of lecturers	2.05	0.62	Rarely Utilized
	Cluster Mean	**2.11**		**Rarely Utilized**

Data in Table 1 reveal that the respondents rarely utilized social networking technologies for research as reflected in the items 1-17 with mean ratings ranging from 1.70 to 2.40 and standard

deviations ranging from 0.53 to 0.71.The cluster mean of 2.11 indicates that business education students in tertiary institutions in Delta State utilized rarely utilized social networking technologies for research.

Hypothesis

There is no significant difference in the mean ratings of business education students from the University and those from the Colleges of Education in Delta State on the extent they utilize social networking technologies for research.

Table 2: Summary of t-test analysis of Respondents' Mean Ratings on the extent they utilize Social Networking Technologies for Research

Variable	N	X	SD	df		t-cal.	T-crit.	Decision
Uni. Students	169	2.05	0.57					
				372	0.05	1.12	1.960	Not Significant
COE Students	205	2.12	0.59					

Data in Table 2 show that the calculated t-value of 1.12 at 372 degree of freedom and at 0.05 level of significance is less than the critical value of 1.960. This shows that there is no significant difference in the mean ratings of business education students in university and college of education on the extent they utilize social networking technologies fro research. Therefore, the hypothesis was not rejected.

Discussion

Findings on the research question revealed that business education students in tertiary institutions in Delta State rarely utilized social networking technologies for research. This finding is in line with Ilo and Ifijeh (2011) who decried the inability of students to utilize the opportunities provided by social networks in conducting their school projects. It is against this backgroud that Hameed, Magbool, Aslam, Hassan and Anwar (2013) suggested that students should use properly utilize social network technologies to source and obtain viable information, for their research works. Furthermore, the study revealed that students in the university and colleges of education rarely utilize social networking technologies for research. This is in line with Akanbi (2013) who decried the inability of students to use social networking technologies for research. It therefore becomes imperative that students are made aware of the need to properly channel the time spent on social network to conduct their research study rather than for socialization.

Conclusion

Based on the findings of the study, the researchers concludes that business education students in tertiary institutions in Delta State rarely utilized social networking technologies for research. It is therefore imperative that adequate measures are put in place to improve students' awareness of the need to take advantage of the technologies for academic research and other academic purposes.

Recommendations

Based on the findings of the study, the researchers proffer the following recommendations:

1. The administrators of business education programmes should engage in regular orientation and re-orientation on the use of social networking technologies for their research work.

2. Network providers should be invited to seminars and workshops geared towards educating students on the need to use social network technologies in their research work.
3. The tertiary institutions administrators should ensure that there are available internet networks in and around the school premises so as to enable students log into the social networks.
4. Government should also ensure that there is available power supply in the school and also provide wifi free zones in the schools were students can connect to the network.

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EXTENT OF INTEGRATION CHALLENGES OF NEW TECHNOLOGIES IN TEACHING BUSINESS EDUCATION COURSES IN TERTIARY INSTITUTIONS

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Abstract

The study focused on challenges of integrating new technologies for teaching in business education courses in tertiary institutions in North-East, Nigeria. Three research questions guided the study and two hypotheses were tested. A descriptive survey design was adopted. The population consisted of 107 business educators. No sample as taken, as the population size was manageable. A 24-items structured questionnaire validated by three experts was used for the study. The reliability of the instrument was ensured using test-re-test technique and data collected were analyzed using Pearson Product Moment Correlation Co-efficient formula which yielded an overall reliability co-efficient value of 0.89. Data related to the research questions were analyzed using mean and standard deviation in respect to research questions, while t-test was used to test the null hypotheses at 0.05 level of significance. The findings of the study revealed that financial and pedagogical issue constraints affected integration of new technologies in teaching business education courses in tertiary institutions to a high extent. The study revealed that business educators from federal and state owned tertiary institutions do not differ significantly on the extent financial and pedagogical issue constraints affected integration of new technologies in teaching business education courses in North-East, Nigeria. Thus, some suitable measures for improving integration of new technologies in teaching business education courses in tertiary institutions in North-East, Nigeria were highlighted as well. It was concluded that new technologies should be integrated and various ways of improving on the integration of new technologies in teaching business education courses include in-services training, installation of internet facilities, provision of electricity supply and organizing workshops/seminars in related areas among others. Based on the findings of the study, it was recommended that government should grant permission to business educators to undertake in-service training (locally and internationally) workshops, seminars and conferences in order to keep them abreast with the use of the new technologies and more funds should be provided among others.

Key words: *New technologies, integration, challenges, business education courses, tertiary institutions*

Introduction

Technology has become an integral part of the instructional process resulting in the development of new concepts in the logistics of instruction. The use of Information and Communications Technology (ICT) resources have made teaching and learning easier, concrete, real and more result-oriented. Since the introduction of ICT, there has been a growing concern for the use of new technologies such as Internet, computer, scanner, e-mail, and projectors for teaching and learning.

Technology is defined by Redmann and Kotrlik in Ile, Udegbunam and Odimmega (2015) as the making modification, usage, and knowledge of tools, machines, techniques, crafts, systems and methods of organization in order to solve a problem. Technology improves a pre-existing solution to a problem, achieve a goal, handle an applied input or output relation or perform a specific function.

Many are just beginning to explore the true assistance technology offers for teaching and learning. When properly used, technology help students acquire the skills they need to survive in a complex, highly technological knowledge-based economy. Thus, technologies are applied in classroom situation to enhance teaching and learning processes.

Ekpenyong in Ile, Udegbunam and Odimmega (2015) asserted that old technologies such as manual typewriters, black boards, chalk, text books, duplicating machines, dictating machines, franking machines, tape recorders, manual libraries used in teaching have their origin from Paul Frefor banking of knowledge. At the period when educators were seen as the custodians, givers and distributors of knowledge, whatever, the educators said were right and students followed strictly all the dictates of their teachers. They were also teacher-centered and resulted in low retention of knowledge. A business educator who by today has not been trained in the new technologies cannot be effective, efficient or able to deliver the knowledge and skills required by the students to succeed in the new work environment that is increasingly becoming ICT based. It is in keeping with the dynamics of social change and the demands on education that the Federal Government of Nigeria (FRN, 2013) in National Policy on Education came up with some policy innovations and changes, one of which was the introduction of information and communications technology (ICT) into the school system. In realization of this fact, the federal government of Nigeria has put in place a robust transformation agenda in education intended to put Nigeria in a better position to be a competitive player and in the process transform all sectors of its economy through tertiary education.

Tertiary education in Nigeria recognize the fact that mastering the basic skills and concepts of new technologies as the core of education must be the major plank through which transformation agenda in education could be realized. This is because education is a catalyst for any meaningful change in the society. Education, according to Adesina in Umoru (2015) is the tool for integration of individual effectively into a competitive society so that the individual can achieve self-realization, develop national consciousness, promote unity, and strive for social, economic, political, scientific, cultural and technological process. In the opinion of Alufohal and Ezeani (2012), education is vital instrument that liberates the people from ignorance and stimulates development. From the forgoing, this can be achieved through business education programme.

Specifically, business education as a component of vocational technical education programme prepares individuals for careers in business; and to be intelligent economic consumers of goods and services (Ugwoke, 2011). Therefore, Business education is one vital programme in Nigeria tertiary institutions that has the capacity to bring about the required liberation and stimulation of the citizens for global competition and national development. It is believed that for any nation to help in promoting sustainable economic growth or development, effort shall be made to invest sufficient amount of financial resources on education particularly for teaching and learning in business education course. Therefore, for the business education programme to sustain its relevance in providing the needs of individuals and that of the society, it must embrace current trends in modern technologies in the academic and economic demands of the society.

New technologies needed for teaching and learning of business education courses according to Ezenwafor (2012) include broadcast materials or CD-Rom for information collection and storage; micro-computers with software applications to write or produce documents; keyboards, e-mail messaging; internet browsing using search engines, windows messengers and yahoo chat room. Others are opaque projectors, slide projectors and multimedia projectors, e-banking, e-commerce and e-economies. There are also computer software and applications such as word processors, spreadsheets, power-point, desktop publishing and graphics.

Other technological devices available for teaching and learning outlined by Osuala (2009) include media typewriter or automated typewriter, closed circuit TV, word processor, video tape recorder, sound on paper system, e-commerce, advanced calculators, dial access system, digital library, individual audio application and audio-visual retrieval system. Furthermore, Osuala stated that these technologies are not new in many advanced countries; they are relatively new in Nigeria. Nwazor and Udegbunam (2016) found that only few new technologies were available for teaching of business education courses in college of education in South-western, Nigeria.

However, Reigebuth and Joseph in Nwazor and Udegbunam (2016) saw technology integration as focusing on "how" to use technology to support the way teaching and learning is currently being done in schools. It also enhances the use of modern instructional mode of teaching and learning in tertiary institutions to meet the demands of the current trends in academics. Integrating technology into classroom instruction means more than teaching basic computer skills and software programs in a separate computer class. Some of them are already being integrated in some schools but they are yet to be used in many of Nigeria educational institutions.

Similarly, Agyei and Voogt in Ile, Udegbunam and Odimmega (2015) lamented that teachers are not integrating new technologies in classroom instruction in spite of government and private efforts in the procurement of new technology facilities for tertiary institutions in Nigeria. Ile, Udegbunam and Odimmega further viewed current teaching strategies used in tertiary institutions, and lack of teachers' knowledge of ways to integrate new technologies in instruction as major barriers to technology integration. Oliver (2009) also observed that, ICT has not been extensively integrated in the education system in Nigeria when compared to other fields such as business and engineering. Reasons for the low integration of new technologies in education system, according to the Oliver, include high costs associated with implementing these technologies that prevent schools rural and urban, private and public owned from using them for instruction. Other factors highlighted are limited information sharing, limited skills of teachers in new technology integration, epileptic power supply, internet network failure, management attitude, and lack of technical assistance.

Integration is a combination of parts that work well together. It is an art of combining or adding parts to form a unified whole. Integrating new technologies into teaching and learning involves incorporating new technology into day-to-day instruction as part of processes through which curriculum objectives are met (Fan, 2014). New technologies integration requires teachers' knowledge in the subject area, as well as an understanding of how students learn using new technology, and a good level of new technology technical expertise among the teachers. Effective technology integration must happen across the curriculum in ways that deepen and enhance the learning process. In particular, it must support four key components of learning: active engagement, participation in groups, frequent interaction and feedback, and connection to real-world experts. Effective technology integration is achieved when the use of technology is routine and transparent and when technology supports curricula goals. Technology also changes the way teachers teach, offering educators' effective ways to reach different types of learners and assess students' understanding through multiple means. It also enhances the relationship between teachers and students. When technology is effectively integrated into subject areas, teachers become advisers, content experts, and coaches. Technology helps to make teaching and learning more meaningful and fun.

According to Nagel (2013), despite increasingly widespread adoption of technologies in virtually every aspect of education, significant challenges are preventing widespread affective implementation. Nagel observed that key among all the challenges is the lack of sustainable

professional development for business educators who are required to integrate the new technologies into classroom practices include financial constraints and pedagogical issue constrains, among others. Financial constraints refer to inadequate funding by institutions. A risk factor related to the institutions inability to provide sufficient financial resources to meet minimum needs of investing or purchasing of new technology resources. According to Gbadamosi (2009), inadequate equipment, insufficient training and retraining of teachers on the new technology, lack of maintenance of the existing equipment and upgrading, and infrastructure deficit are effect of financial challenges by institutions. Pedagogical issue constrains refer to a practice whereby many business educators do not see change and growth as an integral part of their profession and they are not willing to swim against the tide of conventional operating procedures often at considerable personal cost (Center for the Use of Research and Evidence CUREE, 2012). Many of the business educators resisted changing from traditional pedagogical methods to more innovative technology-based teaching and learning.

Influencing factors on new technologies integration challenge for teaching of business education courses could be ownership of institutions. Ownership of institutions in this study means federal and state owned tertiary institutions were business education courses are offered in North-East, Nigeria. Udegbunam (2016) noted that a great dichotomy existed between business educators federal and state tertiary institutions with regards to new technology integration. Udegbunam maintained that federal owned tertiary institutions and state tended to have more ICT personnel and resources. ICT resources integration has high influence in teaching and learning of business education.

However, Nagel (2013) observed that key among all the challenges is the lack of sustainable professional development for business teacher educators who are required to integrate the new technologies into classroom practices. Therefore, in developing countries like Nigeria, integration of new technologies is challenged with the problem of finance to purchase equipment such as computer, computer laboratories, internet and e-mail facilities, videophone systems and teleconferencing devices, fax and wireless applications, digital library, digital classrooms, multimedia systems and the problem of multimedia courseware development among others (Global Information Technology Report, in Nwana, 2012). Other studies indicated that there is dearth of trained teachers for new technologies, pedagogical issues constraints, lack of facilities, infrastructures and equipment (Jegede & Owolabi, 2008). It is against this background that this study was carried out to ascertain the challenges and to find out ways of improving the integration of new technologies in teaching business education courses in tertiary institutions in North-East Nigeria.

Statement of the Problem

One of the aims of integrating new technologies is to improve the quality of education and expand access to education. The education sector is expected to be technologically driven and requires that technological resources are fully integrated in it. Unfortunately, the education sector seems to be lacking the necessary technological resources needed to bring the Nigerian education sector at par with international standards. Business education programme being a skills development programme seem to be worst hit by the dearth of requisite technological tools on one hand and the skills needed to effect the integration on the other. The consequence is that the programme is faced with the challenge of producing the needed manpower for the world of work. For technology to be successfully useful and deliver the goods expected of it such as making business education graduates global workers, it should be made part of the educational delivery of learning.

Purpose of the Study

The main purpose of this study was to ascertain the challenges of integrating new technologies in teaching business education courses in tertiary institutions in North-East, Nigeria. Specifically, the study sought to:

1. Ascertain the extent of financial constraints affect integrating of new technologies in teaching business education courses in tertiary institutions in North-East, Nigeria.
2. Ascertain the extent of pedagogical issue constraints affect integration of new technologies in teaching business education courses in tertiary institutions in North-East, Nigeria.
3. Find out the ways of improving the integration of new technology in teaching business education courses in tertiary institutions in North-East, Nigeria.

Research Questions

The following research questions guided the study:

1. To what extent do financial constraints affected integrating of new technologies in teaching business education courses in tertiary institutions in North-East, Nigeria?
2. To what extent do pedagogical issues constraints affected integrating of new technologies in teaching business education courses in tertiary institutions in North-East, Nigeria.
3. In what ways can the integration of new technologies in teaching business education courses in tertiary institutions in North-East, Nigeria be improved?

Hypotheses

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

1. There is no significant difference in the mean responses of business educators in federal and state owned tertiary institutions on the extent financial constraints affected integrating of new technologies in teaching business education courses in North-East, Nigeria.
2. There is no significant difference in the mean responses of business educators in federal and state owned tertiary institutions on the extent pedagogical issue constraints affected integrating of new technologies in teaching business education courses in North-East, Nigeria.

Method

Descriptive survey design was adopted for the study. The researchers considered this design appropriate for this study since it intended to collect data from practicing business educators regarding the challenges of integrating new technologies in teaching business education courses in North-East tertiary institutions, Nigeria. The population of this study comprised 112 business educators in tertiary institutions that offer business education in North-East, Nigeria. Data collected was a 24 items structured questionnaire. The instrument for data collection was a structured questionnaire titled Challenges of Integrating New Technologies for Teaching Business Education Courses in Tertiary Institutions (CINTTBEC). The instrument was validated by three experts-two in business education and one in measurement and evaluation from Nnamdi Azikiwe University, Awka. Their comments enhanced the content validity of the instrument. Test re-test method was used to establish the reliability of the instrument, and the Pearson Product Moment Correlation Coefficient was used to test the reliability of the instrument. The analysis yielded a co-efficient value of 0.89 indicating that the instrument was reliable for the study using the application of Statistical Package for Social Sciences (SPSS) version 21. The questionnaire was structured on a five-point scale, with response categories as "Very High Extent", "High Extent", "Moderate Extent", "Small Extent" and "Very Small Extent" for research question one and two while research question three have four-point scale, with response categories as Strongly Agree, Agree, Disagree and Strongly Disagree.

The administration of the instrument was carried out personally by the researchers with the help of four research assistants. Out of 112 copies of the questionnaire administered on the respondents, a total of 107 copies of the questionnaire were successful retrieved and were used for data analysis. Data collected regarding the research questions were analyzed using mean and standard deviation while the t-test was used to test the null hypotheses at 0.05 level of significance. In order to determine the challenges of integrating new technologies for the teaching business education courses in tertiary institutions in North-East, Nigeria, a decision rule was based on mean ratings between 4.50-5.00 were regarded as very high extent, items with mean ratings of 3.50-4.49 were considered as high extent and items with 2.50-3.49 were regarded as moderate extent. Furthermore, items with mean ratings of 1.50-2.49 and 0.50-1.49 were considered as small extent and very small extent respectively in research question one and two while for three any item whose mean score was 2.50 above to 4.00 qualify to be accepted. On the other hand, any item with a mean score below 2.50 did not qualify to be accepted. In testing the null hypotheses, where the calculated p-value is less than the stipulated level of significance (0.05), it meant that there was a significant difference and the hypothesis was rejected. Conversely, where the calculated p-value is equal to or greater than the stipulated level of significance (0.05), it meant that there was no significant difference and the hypothesis was not rejected.

Results

Research Question 1:

To what extent do financial constraints affected integrating of new technologies in teaching business education courses in tertiary institutions in North-East, Nigeria?

Table 1: Mean ratings responses of respondents on the extent financial constraints affected integration of new technologies for teaching business education courses in tertiary institutions. (N = 107)

S/N	Extent financial constraints affected integration of new technologies in teaching business education courses	X	SD	Remark
1.	Lack of funds for procurement of computers	4.30	.64	High Extent
2.	Low purchase level of technology for teaching in the country	4.10	.70	High Extent
3.	Insufficient educational infrastructure to aid teaching and learning process	4.00	.45	High Extent
4.	Lack of funds for procurement of lab equipment	4.19	.39	High Extent
5.	Lack of funds for training /retraining of teachers	4.09	.54	High Extent
6.	Lack of funds for consumables	4.20	.75	High Extent
7.	Lack of support from the business community and government	4.29	.78	High Extent
8.	Dearth of grants from donor agencies	4.19	.75	High Extent
	Grand Mean	**4.17**		**High Extent**

Data in Table 1 show that the respondents reveal that financial constraints affect integration of new technologies in teaching business education courses in tertiary institutions to a high extent. The item by item analysis shows that all the items achieved mean scores ranging from 4.00 4.30 which indicate high extent. It is observed that the standard deviation show homogeneity in responses of the respondents. The grand mean score of 4.17 indicates that financial constraints affect integration of new technologies for teaching business education courses in tertiary institutions in North-East, Nigeria to a high extent.

Research Question 2

To what extent do pedagogical issue constraints affected integrating of new technologies in teaching business education courses in tertiary institutions in North-East, Nigeria?

Table 2: Mean ratings responses of respondents on the extent pedagogical issue constraints affected integration of new technologies for teaching business education courses in tertiary institutions.

(N=107)

S/N	Extent pedagogical issue constraints affected integration of new technologies in teaching business education courses	X	SD	Remark
1.	Resistance to change from traditional methods to technology-based method of teaching	3.90	.70	High Extent
2.	Teachers attitude toward the use of new technologies e.g. non-challant	3.90	.54	High Extent
3.	Lack of technical support	4.30	.46	High Extent
4.	Lack of access to ICT resources	4.19	.39	High Extent
5.	Lack of ICT skills for teaching	4.00	.44	High Extent
	Grand Mean	**4.06**		**High Extent**

The item by item analysis in Table 2 shows that all the items achieved mean scores ranging from 3.90 4.30 which indicate high extent on how pedagogical issue constraints affect integration of new technologies in teaching business education courses in tertiary institutions in North-East Nigeria. It is observed that the standard deviation showed homogeneity in responses of the respondents. The grand mean score of 4.06 indicates that pedagogical issue constraints affected integration of new technologies in teaching business education courses in tertiary institutions in North-East, Nigeria to a high extent.

Research Question 3

In what ways can the integration of new technologies in teaching business education courses in tertiary institutions in North-East, Nigeria be improved?

Table 3: Mean score and standard deviation of respondents' on the ways of improving the integration of new technologies in teaching business education courses in tertiary institutions in North-East, Nigeria. (N=107)

S/N	Ways of Improving the Integration of New Technologies in Teaching Business Education Courses	Mean	SD	Remarks
1.	Through in-service training	3.35	0.77	Accepted
2.	Through installation of internet facilities	3.16	0.85	Accepted
3.	Through provision of electricity	3.29	0.82	Accepted
4.	Through workshop/seminar in relevant areas	3.10	0.97	Accepted
5.	Private sector should be partnered with to invest in the provision of new technologies for business education	3.57	0.55	Accepted
6.	Business educators should demonstrate competencies in integrating new technologies	3.51	0.66	Accepted
7.	There should be adequate new technologies	3.16	0.93	Accepted
8.	There should be functional new technologies	3.09	0.94	Accepted

9.	Provision of Digital Library	3.38	0.83	Accepted
10.	There should be a law to enforce maintenance of new Technologies in business education	3.26	0.80	Accepted
11.	Employment of business educators should be based on demonstrable competencies in new technologies	3.43	0.91	Accepted
	Grand Mean	**3.30**		**Accepted**

Data in Table 3 shows that all the variables have mean scores above 3.50. The respondents accepted all the items as suitable measures for improving the integration of new technologies in teaching business education courses in tertiary institutions in North-East, Nigeria.

Testing of Hypotheses

Null Hypothesis 1:

There is no significant difference in the mean responses of business educators in federal and state owned tertiary institutions on the extent financial constraints affected integrating of new technologies in teaching business education courses in North-East, Nigeria.

Table 4: Summary of t-test responses of business educators in federal and state owned tertiary institutions on the extent financial constraints affected integrating of new technologies in teaching business education courses in North-East, Nigeria.

N=107

Ownership of Institution	**N**	$\overline{X}$	**SD**		**Df**	**t-val**	**p-val**	**Remarks**
Federal	36	3.12	.14					
				0.05	105	.89	.27	Not Significant
State	71	3.08	.11					

Source: Field Study, 2018.

Data in Table 4 indicate that the aggregate mean ratings of business educators in federal and state owned tertiary institutions on the extent financial constraints affected integrating of new technologies in teaching business education courses is 3.12 and 3.08 while the corresponding standard deviation is .14 and .11. The Table indicates that the t-value is .89 at degree of freedom of 105, while the p-value is 0.27. Testing at alpha level of 0.05, the p-value is not significant, since the p-value is greater than the alpha value (0.05). Therefore, the null hypothesis is not rejected; hence, the mean responses of business educators in federal and state owned tertiary institutions do not significantly differ on the extent financial constraints affect integrating of new technologies in teaching business education courses in North-East, Nigeria.

Null Hypothesis 2

There is no significant difference in the mean responses of business educators in federal and state owned tertiary institutions on the extent pedagogical issue constraints affected integrating of new technologies in teaching business education courses in North-East, Nigeria.

Table 5: Summary of t-test responses of business educators in federal and state owned tertiary institutions on the extent pedagogical issue constraints affected integrating of new technologies in teaching business education courses in North-East, Nigeria.

N=107

Ownership of Institution	N	$\overline{X}$	SD		Df	t-val	p-val	Remarks
Federal	36	3.21	.19					
				0.05	105	.67	.36	Not Significant
State	71	3.18	.15					

Source: Field Study, 2018

Data in Table 5 indicate that the aggregate mean ratings of business educators in federal and state owned tertiary institutions on the extent pedagogical issue constraints affected integrating of new technologies in teaching business education courses is 3.21 and 3.18 while the corresponding standard deviation is .19 and .15. The Table indicates that the t-value is .67 at degree of freedom of 105, while the p-value is 0.36. Testing at alpha level of 0.05, the p-value is not significant, since the p-value is greater than the alpha value (0.05). Therefore, the null hypothesis is not rejected; hence, the mean responses of business educators in federal and state owned tertiary institutions do not significantly differ on the extent pedagogical issue constraints affected integrating of new technologies in teaching business education courses in North-East, Nigeria..

Discussion of Findings

Findings of the study in the first research question revealed that all the items on the extent financial constraints affected integration of new technologies in teaching business education courses in tertiary institutions to a high extent and achieved mean scores ranged from 4.00-4.30. This implies that financial constraints affect integration of new technologies in teaching business education courses in tertiary institutions. This finding is in line with Gbadamosi (2009) who noted that inadequate equipment, insufficient training and retraining of teachers on the new technology, lack of maintenance of the existing equipment and upgrading, and infrastructure deficit are effect of financial challenges by institutions. In support, Nagel (2013) observed that lack of sustainable professional development for business educators who are required to integrate the new technologies into classroom practices.

The result of the study revealed that business educators from federal owned tertiary institutions do not differ significantly from business educators in state owned on the extent financial constraints affected integration of new technologies in teaching business education courses. This means that the ownership of institutions did not affect the extent financial constraints affected integration of new technologies in teaching business education courses in tertiary institutions in North-East, Nigeria.

The findings of the study revealed that all the items on the extent pedagogical issue constraints affected integration of new technologies in teaching business education courses in tertiary institutions to a high extent and achieved mean scores ranged from 3.90 4.30. This implies that pedagogical issue constraints affect integration of new technologies in teaching business education courses in tertiary institutions. This findings is in agreement with the view of Center for the Use of Research and Evidence CUREE (2012) that many of the business educators resisted changing from traditional pedagogical methods to more innovative technology-based teaching and learning.

The study revealed that business educators from federal owned tertiary institutions do not differ significantly from their counterpart in the state on the extent pedagogical issue constraints affected integration of new technologies in teaching business education courses. This means that the

ownership of institutions did not affect the extent pedagogical issue constraints affected integration of new technologies in teaching business education courses in tertiary institutions in North-East, Nigeria.

Finally, the study also revealed that business educators accepted all the suggested ways as suitable measures for improving the integration of new technologies in teaching business education courses in tertiary institutions in North-East, Nigeria.

Conclusion

Based on the findings of the study, it is concluded that new technologies have been recognized as very vital in adding easy teaching and learning in the educational system. Information technologies have always held great promise for transforming our teaching, thinking and learning. In spite of the importance of new technologies in educational sector vis-s-vis the business education, there are quite a number of challenges associated with the integration of new technologies in teaching business education courses in tertiary institutions in North-East, Nigeria. Some of them are financial constraints and pedagogical issue constraints among others. Finally, ways of improving on the integration of new technologies were also highlighted which include in-services training, installation of internet facilities, provision of electricity supply and organizing workshops/seminars in related areas among others.

Recommendations

In the view of findings of the study, it is recommended that:

1. The government should grant permission to business educators to undertake on in-service training (whether locally or internationally), workshops, seminars and conferences in order to keep them abreast with the use of the new technologies.
2. More funds should be provided by the government for purchase of relevant new technologies to enhance teaching of business education courses in all tertiary institutions.
3. Relevant new technologies resources should be provided to enhance teaching and learning of business education courses in all tertiary institutions.
4. The school administrators such as Provost and National Commission of Colleges of Education, Vice Chancellor and National University Commission (NUC) should acquire grants from donors to purchase and improve on the new technology infrastructure and training of teachers in new technologies integration in the classroom. It would enable the business education students to embrace the integrating of new technologies to improve their thinking and problem solving skills needed to tackle challenges in the modern society.

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UTILIZATION OF INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) IN TEACHING AND LEARNING OF BUSINESS SUBJECTS IN JUNIOR SECONDARY SCHOOLS IN DELTA, STATE

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Abstract

The study investigated the utilization of Information and Communication (ICT) in teaching and learning of business subjects in junior secondary schools in Delta State, Selected public school from Oshimili, Uvwie, and Warri Local Government were used as a case study. The population and sample for the study were business subjects teachers and students from junior secondary schools, numbering 204. Three research questions and two hypotheses guided the study. Structured questionnaire was used to collect the data for the study. Mean and stranded deviation were utilize to answer the research questions, and t-test statistics was employed the test the hypotheses at 0.05 level of significance. Some of the findings of the study include the unavailability and non-utilization of information and communication technologies required for teaching and learning in business subjects in junior secondary schools in Delta State. Other findings were the level of infrastructural decay and the existence of several barriers capable of militating against the teaching and learning of ICT in business subjects. The study therefore recommended that governments at all levels; stakeholders and beneficiaries of business education programme should be made to fund the provision of adequate and functional ICT facilities. It was also recommended that adequate infrastructure should be provided. The identified barriers militating against the teaching and learning of ICT in business studies in senior secondary schools in Delta State should to removed.

Keywords: *Utilization, Information Communication and Technology*

Introduction

Information and Communication Technologies (ICT) are electronic gadgets that receive process, store, retrieve and disseminate information to facilitate and support teaching-learning incorporating a variety of learning strategies (Nwosu, 2017). The use of ICTs in the education process encompasses a continuum of integrated technologies, consisting of applications like power point at one end and virtual learning environments and managed learning environments with significant impact upon teaching strategies at the other end (Onojetah, 2014). Functionally, information and communication technologies (ICT) application includes television and radio that show processes and activities, compact discs (CDs) and digital versatile discs (DVDs) based on laser technologies for writing, reading data, hybrid approaches that provide users with access to media-rich-up-to- data information and video conferencing a method of performing interactive video communications over a regular high- speed internet connection involving two or more participants in different locations.

Undoubtedly, the emergence of new technologies such as computer, word processor, the internet, automated teller machines, reprographic machines, micrographic machines, accounting machines, modern telephonic system including handsets and multimedia among others, have not only revolutionized office environment but have also brought changes in the way people do things (Nwosu, 2017). The computer is one of the most visible of the new technologies. Much as new technologies are indispensable in business subject delivery, the idea of quality service delivery is of utmost importance. Change is the only constant factor in human existence, as a result, in recent years teaching and learning methods have started to change in educational institutions in general and business in particular (Okwuanaso in Okoli and Wagbara, 2016)

Teaching itself is a two ways communication and learning is very important because there must be teaching for learning to take place. This implies that any teaching which does not result in a change in the behaviour of learners is not teaching at all. All teaching plans should therefore be a symbiosis of theoretical vigor with "hands on" practical application. This makes the utilization of ICT by both teachers and students in teaching and learning of business subjects easier. The Federal Republic of Nigeria (FRN, 2014) viewed Secondary School Education as the type of education given after primary education. The goals of education are further highlighted by FRN to include contribution to national development through high level relevant manpower training; developing and inculcating proper values for the survival of the individual and society; acquisition of both physical and intellectual skills which will enable individuals to be self-reliant and useful members of the society among others. They further said that, it may not be because it is relatively new in this part of the world, but because ICT encompass a range of technologies and application systems of microprocessors that have had profound impact on the society and its way of life.

Information and communication technology, is giving rise to new concepts, new ideas and making impact not only in the industries/ businesses but also in the education sector. ICT has simplified education through the utilization of electronics media, internet among others. According Ezeabi and Obeyi in Ibelegbu, (2013), the production and introduction of calculators and computer in the education system worldwide has helped in simplifying teaching and learning in schools, thereby promoting national stability and economic survival. The entire world has become a global village through information and communication technology. The new wave of business subjects and ICT is a dynamic change cutting across every country; a change that is being experienced even more in developing countries. ICT, globalization and educational technology cannot be ignored by any nation, hence, there is need for continued application of ICT in all spheres of educational activities in order to achieve the much desired growth which will enable enhanced technological, social and economic advancement in the developing world (Iben, 2010).

In the words of Onojetah (2014), technological advancement refers to all the processes that integrate computer and communication devices with the traditional manual process. According to the author, virtually, every office function can be automated, thus enhancing the office workers' jobs. With the advent of technological revolution that gave birth to new technologies (ICT) in education, there has been a departure from the conventional approach in curriculum implementation because its main purpose is to transform the old method and approaches to curriculum implementation and not to silence, extinguish or erase curriculum contents (Nwana, 2012).

The philosophy advanced by Apple Classrooms of Tomorrow Today ($ACOT^2$) (2008) based on a collaborative effort with the education community which identified the essential design principles for the 21st century higher education that focus on the relationship that matter most those among students, teachers and curriculum in which skills and outcomes are the hallmark, are very important. According to ACOT ^{2} (2008), 21st century learning is at the influence of three major

influences - globalization which increases global interdependence and competition, technology innovations that enables more engaged teaching and learning and provide 24/7 access to content, people and new research on how people learn.

Owing to the fact that business subjects at the secondary school level provide the students with employment opportunities after school, or opportunity for higher education, it is essential to make students to develop adequate skills and abilities to apply these new technologies wherever they will find themselves after this level of education. The new information and communication technologies in teaching/ learning of business subjects according to Ezenwafor (2012) include;

a. Using broadcast materials or CD ROM for information collection and storage.
b. Using micro-computers with soft-ware applications to write or produce documents.
c. Skillful keyboarding
d. E-mailing and messaging
e. Internet browsing using search engines, windows messenger, yahoo chat room and others.
f. Using opaque projector, slide projector and multi-media projector.
g. Utilizing e-banking, e-marketing and others.
h. Utilizing different computer software application as word processors, spreadsheets, power point, desktop publisher, graphics and others.

Other technological devices available for teaching business subjects according to Osuala in Ido and Effiong (2014) include media typewriter or automated typewriter, close circuit T.V, word processor, video tape recorder sound on paper system, e-commerce, advanced calculators, dial access system, digital library modem, individual audio application and audio-visual retrieval system. Although these technologies are not new in many advanced countries, they are relatively new in Nigeria (Nwosu, 2017). While some of them are already being utilized in some schools, they are yet to be used in many public secondary schools. Ezenwafor (2012) stated that the earlier the students are taught to move away from the traditional method of using manual typewriter, cutting stencils, adding with manual calculator, to embrace modern technological devices, the better for them. This is because on graduation they are expected to demonstrate marketable skills that will enables them fit into and remain relevant in competitive labour market.

New technologies (ICT) in business education in general and business teachers in particular has posed many challenges to business teachers not only in Nigeria but the world all over (Achugbue, 2011). Many secondary schools do not give adequate priority and attention to the acquisition and utilization of new instructional technologies in business subjects despite their enormous benefits to the teaching/learning process. A survey of the study carried out by other researchers revealed that most secondary schools visited lacked computer laboratories, computer systems, internet facilities, modern teaching aids, scanning machine, media typewriter, electricity, projector, nor any cyber-café around the school compound. The lack of these facilities makes it difficult to teach and prepare students for the use of ICT now and in the future world of work. In a study carried out by Nwosu (2012) on strategies for motivating secretarial education students' interest in emerging technologies, it was discovered that new office technological equipment are lacking and that more theoretical concepts are thought than practical work in emerging office technology

Statement of the Problem

The integration of new technologies into the curriculum content, the new business subjects curriculum contains some components of Information and Communication Technology (ICT) such as computer appreciation, word processing, the use of internet and data processing, which were absent in the old curriculum of business subjects. The researcher observed that most business subjects teachers

in Senior Secondary Schools in Delta State have difficulties in teaching Information and Communication Technology (ICT) component of the curriculum.

The present business subjects teachers were trained theoretically and had been working in the school system for many years, particularly before the introduction of modern technologies in teaching and learning. These teachers were not thought with ICT facilities. This suggests that the training received by teachers and students seem to be irrelevant to the present curriculum because of technological changes taking place in the teaching and learning of ICT and in the work place where students will find themselves after graduation (Nagel, 2013). The acknowledgement that business subjects students in the secondary schools in Delta State lag behind in their skills and competencies in the utilization of ICT brings the problem to the fore-front hence, the need for this study.

Purpose of the Study

The purpose of the study was to determine the extent of utilization of Information and Communication Technology (ICT) in the teaching and learning of business subjects in senior Secondary Schools in Delta State. Specifically, the study sought to find out:

1. The extent of availability of information and communication technologies in the teaching and learning of business subjects in Senior Secondary Schools in Delta State.
2. The extent of utilization of Information Communication Technologies in teaching and learning of business subjects in Senior Secondary Schools in Delta State.
3. The barriers militating against the utilization of Information and Communication Technology in the teaching and learning of business subject in Senior Secondary Schools in Delta State.

Research Questions

The following research questions guided the study:

1. To what extent is information and communication technologies available for the teaching and learning of business subjects in Senior Secondary Schools in Delta State?
2. To what extent is ICT utilized in the teaching and learning of business subjects in Senior Secondary Schools in Delta State?
3. What are the barriers militating against the utilization of ICT in the teaching and learning of business subjects in Senior Secondary School in Delta State?

Hypotheses

The following hypotheses were tested at 0.05 level of significance

$H0_1$: There is no significant difference in the mean responses of business teachers and students on the availability of ICT for the teaching and learning of business subjects in Senior Secondary Schools in Delta State.

$H0_2$: There is no significant difference in the mean responses of business teachers and students of business subjects on the utilization of ICE in the teaching and learning of business subjects in Senior Secondary Schools in Delta State.

Method

The researcher adopted a survey design. The research was carried out in Government/ public Senior Secondary Schools in Delta State where business subjects are thought. The population of the study consisted of 1,204 business subject teachers and students in 243 public schools drawn from the 27 Local Government Areas in Delta State. Business subject teachers and student were used for the study because they were able to provide the needed information concerning the utilization of

information and communication technologies in senior secondary schools in Delta State. The sample size used in this study comprised 152 business subject students and 52 business subject teachers. The sample was randomly selected. The instrument for data collection was a structured questionnaire. The questionnaire was structured on a 4 point scale.

Three experts validated the instrument, two in Education Management and one expert in business education. To establish the reliability of the instrument, it was pilot tested with 20 business subject teachers and 30 business subject students in Onitsha Urban, Anambra State. The responses of these teachers and students were subjected to test using Cronbach Alpha. The computation showed that 0.08 was obtained using correlation coefficient.

Mean and standard deviation were used to answer the research questions, and t-test statistics was employed to test the hypotheses at 0.05 level of significance. Any item with mean score of 2.50 and above was regarded as available and any item with mean score of less than 2.50 was considered as somewhat available for the first research question, for the second research question, any item with mean score of 2.50 and above was considered as utilized and anyone with mean scores less than 2.50 was regarded as somewhat utilized. For the third research question, any item with mean score of 2.50 and above was regarded as agreed and any item with mean score that is less than 2.50 was considered as somewhat significant. The hypothesis was accepted if the calculated table value was less that the calculated table value, and rejected if the calculated table value was more that the critical table value.

Results

Research Question 1

To what extent is information and communication technologies available for the teaching and learning of business subjects in Senior Secondary Schools in Delta State?

Table 1: Mean and standard Deviation of Response on the Extent of Availability of Information and Communication Technologies affect the teaching and learning of Business Studies in Senior Secondary Schools N = 204

S/N	Item Description	X	SD	Decision
1	Computer	1.87	0.68	Somewhat Available
2	Internet	2.53	0.74	Not Available
3	Internet Modem	1.31	0.56	Not Available
4	IPad	1.18	0.50	Somewhat Available
5	Digital Versatile Discs (D	2.62	0.80	Not Available
6	Podcast	1.74	0.63	Not Available
7	Mobile Technologies	2.07	0.56	Available
8	Compact Discs (CDs)	2.86	0.67	Not Available
9	Video Conferencing Devices	1.09	0.28	Not Available
10	Cell Phones	3.81	0.54	Not Available
11	Blogs	2.79	0.47	Not Available
12	Smart Phones	1.99	0.34	Not Available
13	Teleconferencing Devices	1.13	0.38	Not Available
14	E-Library	1.07	0.25	Not Available
15	Smart/Interactive	1.02	0.14	Not Available
16	Television	2.94	0.24	Available
17	Power Supply	2.14	0.35	Somewhat Available
18	Scanners	1.97	0.30	Not Available
19	LCD Projectors	1.07	0.28	Somewhat Available
20	Dedicated e-Learning Centres	2.97	0.18	Not Available

Table 1 above revealed that 14 items out of the 20 were regarded by the respondents as not available, while 4 item are somewhat available and only two items were available. This conclude that information and communication technologies equipments are not available in the teaching and learning of business studies in secondary schools.

Research Question 2

To what extent is ICT utilized in the teaching and learning of business subjects in Senior Secondary Schools in Delta State?

Table 2: Mean and Standard Deviation of Responses on the Extent to which ICT is Utilized in Teaching and Learning of Business Subject in Senior Secondary Schools in Delta State.

N = 204

S/N	Item Description	X	SD	Decision
21	Interactive Board	1.75	0.62	Somewhat Utilized
22	Printer	2.53	0.70	Not Utilized
23	Desktop Computers	1.35	0.54	Somewhat Utilized
24	Scanners	1.14	0.40	Not Utilized
25	Laptop Computers	2.65	0.75	Not Utilized
26	Digital Versatile Disk Recorder	1.70	0.54	Not Utilized
27	Internet Services	2.24	0.47	Not Utilized
28	Digital Unit	2.87	0.57	Not Utilized
29	Overhead Projector	1.16	0.47	Not Utilized
30	Closed Circuit television Cameras	2.98	0.47	Not Utilized
31	Film and projector	1.17	0.37	Not Utilized
32	Satellite	1.03	0.25	Somewhat Utilized
33	Teleconferencing Devices	1.15	0.45	Not Utilized
34	E-Library	2.21	0.47	Somewhat Utilized
35	Smart/Interactive	1.01	0.10	Not Utilized
36	Photocopiers	1.04	0.20	Somewhat Utilized
37	Uninterrupted power supply	1.83	0.49	Somewhat Utilized
38	Scanners	1.99	0.35	Not Utilized
39	Digital versatile disk player	1.06	0.36	Somewhat Utilized
40	Electricity	2.97	0.18	Somewhat Utilized

Table 2 revealed that 12 items out of the 20 were regarded by the respondents as not utilized while 8 item are somewhat utilized and no items were utilized. This conclude that information and communication technologies equipments are not utilized in the teaching and learning of business studies in secondary schools.

Research Question 3

What are the barriers militating against the utilization of ICT in the teaching and learning of business subjects in Senior Secondary School in Delta State?

To answer this research question, mean and standard deviation were used.

Table 3: Mean and Standard Deviation of Responses on the Significant of the Barriers Militating against the Utilization of Information and Communication Technologies in the Teaching and Learning of Business Subject in Senior Secondary Schools in Delta State. N = 204

S/N	Item Description	X	SD	Decision	X	SD	Decision
41	Shortage of new technologies	3.56	0.64	Significant	3.57	0.64	Significant
42	Infrastructure-related barriers	3.39	0.93	Significant	3.37	0.93	Significant
43	Funding	3.79	0.46	Significant	3.78	0.46	Significant
44	Poor electricity supply	3.60	0.67	Significant	3.59	0.66	Significant
45	Attitude of Students towards the utilization of ICT	3.55	0.67	Significant	3.58	0.60	Significant
46	Poor background of business students in new technologies	3.71	0.56	Significant	3.58	0.42	Significant
47	Available new technologies that are not functional	3.84	0.51	Significant	3.94	0.31	Significant
48	Attitude of business teachers towards the utilization of ICT	3.47	0.74	Significant	3.47	0.74	Significant
49	Lack of ICT skills by business teachers	3.44	0.66	Significant	3.45	0.64	Significant
50	Lack of skill manpower	3.60	0.55	Significant	3.64	0.48	Significant
51	Business teachers work load	3.04	0.68	Significant	3.05	0.76	Significant
52	Business studies teachers skills	2.83	0.70	Significant	2.80	0.70	Significant
53	Time table restrictions	2.78	0.42	Significant	2.54	0.79	Significant
54	Resistance to change	1.55	0.50	Significant	1.50	0.52	Significant
55	Management support	3.66	0.54	Significant	3.64	0.56	Significant
56	Policies	2.80	0.82	Significant	2.77	0.82	Significant
57	Resources	3.89	0.32	Significant	3.73	0.53	Significant

Table 4 presents the findings on the barrier of teaching and learning of ICT in business studies in selected secondary schools in Delta State that were investigated. Of all the items, only one was viewed as somewhat significant; the others are significant. The findings indicated the presence of a serious problem where business studies students are constrained by myriads of barriers/challenges in the utilization of new technologies (ICT) to make them relevant in their careers/occupations on graduation.

Test of Hypothesis

Hypothesis 1

There is no significant difference between the mean responses of business teachers and students on the utilization of ICT in teaching and learning of business subject in junior secondary schools in Delta State.

Table 4: T-test Analysis of Hypothesis

Responses	$\bar{X}$	SD	P	t-Cal	t-Crit	Decision
Availability	2.01	0.45				
			0.05	1.57	1.96	Accepted
Utilization	1.79	0.46				

From Table 4, the t-cal value of 1.57 is less than the t-crit value of 1.96, suggesting that there is no significant difference between the mean responses of the respondents on the extent of availability and utilization of teaching and learning of ICI in business studies in the schools investigated. The null hypothesis is therefore accepted.

Hypothesis 2

There is no significant difference between the mean responses of business teachers and students of Business subject on the challenges facing the effectiveness of teaching and learning of ICT in Business subject in Junior Secondary Schools in Delta State.

Table 6: T-test Analysis of Hypothesis 2

Respondents	$\overline{X}$	SD	N	Df	P	Cal	Crit	Decision
Teachers	3.32	0.61	100					
				202	0.05	0.11	1.96	Accepted
Students	3.31	0.62	104					

According to Table 6, the t-cal value of 0.11 is less the t-crit value of 1.96, indicating that there is no significant difference between the mean responses of the respondents on the barriers inhibiting the integration of ICT for learning into business education curriculum in X the institutions investigated. The null hypothesis is therefore accepted.

Discussion of Findings

The findings of the study showed that majority of the items were regarded to be unavailable. In other word, these components of new technologies required in business subject delivery were not as available as they should have been. This is detrimental not only to business subjects but also to education generally in a state desirous to be among the developed economic of 2020_s. Previous studies support the finding, for example Onojetah (2014) carryout similar study in Delta and Edo State schools, one of the net negative effects of unavailability is the product of students lacking skills and competencies in utilizing information and communication technologies while in school, world of work and in the wider society.

The findings of the study indicated that business studies students somewhat utilized new technologies because out of the 20 times, only 5 were utilized. The result ought to have been more of utilization and less of somewhat utilization. The implication is that new technologies were not utilized more appropriately. There is a correlation between availability and utilization of new technologies as the status of the former greatly influenced the latter. Therefore, where new technologies (ICT) were not available, it is most probable that their utilization would be non-existent. The studies by Madu and Pam (2011) corroborate the findings as they found out that, of 10 ICT items facilities identified as required for teaching and learning of business subject, seven were not utilized which only three were utilized.

Study also revealed that 16 out of the 17 factors regarded as barriers to the integration of ICT in business studies curriculum were significant. The results of research Questions 1 and 2 have much in common with this finding. Several studies have irrefutably showed that these factors were significant barriers hence present-day graduates have been described as lacking relevant skills and competencies in utilizing new technologies associated with modern society. In their studies, Bingimlas (2009) found a plethora of barriers that were classified as intrinsic, and AL-Alwani, (2005) extrinsic, supporting the present study. Studies by Akuchie (2008), Sam (2011), Bassey (2007) and Kamb (2009) also identified unavailability and non-utilization of new technologies as barriers to new technologies integration in the teaching-learning process.

The test of the two hypotheses showed that they were accepted. Utilization was found to be a function of availability. Therefore, where there was unavailability there will be no utilization because they are closely related. The study by Madu and Pam (2011) supports the findings. For the second hypothesis, there was no doubt that several barriers limited the integration of technology in business of subject. Previous studies agreed with this finding, (Aduwa-Ogiegbaen and Iyamu, 2005; Madu and Pan, 2011), Extensive literature and studies reviewed by Bingimlas (2009) also corroborate this finding. Unavailability and non-utilization of ICT facilities in business subjects in particular and education generally in Nigeria which serve as barriers, has been major contending issues.

Conclusion

Education in the 21st century is premised on the availability and utilization of ICT facilities which is new technology in serious minded countries; they are inevitable in business studies curriculum that is education for self employment and for career in the world of work, requiring demonstrable skill and competencies. However the study revealed that non-availability and utilization in Delta State in particular and Nigeria landscape in general has resulted from several barriers. It is thus important to give serious attention to the findings of this study, if business graduates are to be relevant in the global arena dominated by competitiveness and new technologies in every facet of the society.

Recommendations

The following recommendations are pertinent:

1. The provision of ICT facilities with their peripherals that are adequate and functional for teaching and learning of business subjects should be addressed by government at all levels now before it is too late;
2. All policies relating to the utilization of ICT facilities in teaching and learning of business subjects at secondary school level of education system should be fully implemented in order to raise the level of ICT literacy;
3. Adequate and sustainable funding for ICT facilities should be implemented. In doing this, all stakeholders, including governments at all levels, the private sector and other beneficiaries should be made to contribute their share of the finding to be transparently, equitably and jointly determined by governments at all levels and the stakeholders;
4. It is no longer news that electricity supply to power the integration of ICT facilities is not available. Similarly, the problem of infrastructural decay has been well-documented. This is the time for government to address these problems for the desired results.

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INFORMATION AND COMMUNICATION TECHNOLOGY AND EMPLOYABILITY POTENTIALS AMONG UNDERGRADUATE BUSINESS EDUCATION STUDENTS: TOWARDS PREPARING STUDENTS FOR GLOBAL COMPETITIVENESS

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Abstract

This study determined the level of utilization of ICT tools and the level of teaching of ICT skills to undergraduate business education students. Two research questions were answered, while two hypotheses were tested at 0.05 level of significance. The area of the study was University of Calabar. Survey research design was adopted for the study. A questionnaire titled "information and communication technology and employability potentials' Questionnaire" (ICTAEPQ) was used for data collection. Three experts validated the instrument. The reliability of the instrument was established using test retest method. The population of the study was 333 undergraduate business education students. The sample for the study was 167 undergraduate business education students selected using the stratified random sampling technique. Data collected were analyzed using mean scores for the research questions and One Way Analysis of Variance for the hypotheses. The findings revealed that lecturers did utilize ICT tools in teaching the students. Also there was no significant difference in the mean ratings of business education students in 200 level, 300 level and 400 level on the level of teaching of ICT skills to business education students in enhancing their employability potentials. Based on the findings some recommendations were made which included that the university authorities should make provision for e-library and ICT studio for teaching in business education programmes.

Introduction

Information and communication technology has become a household term globally and has brought radical changes in the way people live, learn and work. The last decade or two have witnessed tremendous changes in the way businesses and organizations operate due to the emergence of Information and communication technology (ICT). According to Ubani in Njoku (2006) ICT is the combination of technologies for collecting, storing, processing, communicating and delivering of information. Anyakoha in Ikwuka (2013) defined ICT as the electronic means of capturing, processing, storing and disseminating information. Presently classrooms are shifting away from rows of desks to an environment that promotes collaboration between students, teachers and learning devices.

Schein, Wilson and Keelan (2017) stated that in this era of 24-hour news cycle, the traditional once-a-day press conference featuring talking heads with a bunch of fancy titles has to be revamped and supplemented with Twitter posts, YouTube videos and the like made possible by ICT skill. The public according to the authors needs to be engaged in conversations and debate about issues affecting them. Scheim et al went further to note that data from Statistics Canada (2010) showed that not only are more and more Canadians using the internet at home in their daily lives but that they are engaging in an ever more diverse array of online activities via ICT tools.

These activities show the growing integration of ICT skills into the peoples' personal and professional lives and the shift from what Schein, Wilson and Keelan addressed as "Web 1.0" platforms to the dynamic, interactive, and collaborative qualities of what they call Web 2.0. It is not an over statement to state that the new ICT environment is characterized by interactivity, user- generated content and multi- directional communication flows. Appraising the positive attribute of e-learning

via ICT Schein, Wilson and Keelan (2017) noted that the transition to Web 2.0 reflects a shift from a "one-way conversation" to a "multi-way conversation," in which users participate as both creators and consumers of the data. The nature of the content produced by users vary considerably across platforms, from passively collected data that can be fed back into the system and reflected back to users in word clouds or other popularity metrics, to content actively created, propagated, and iteratively revised by users in wikis, blogs, and video-sharing or social networking sites, on RSS feeds or through the creation and circulation of "widgets," "gadgets," and "badges" that can be embedded in sites across the web.

Turnbull (2009) asserted that the user behaviours enabled by ICT architecture have shifted the boundaries between experts/information providers and lay people/information-consumers. Today information is increasingly created and co- created by users in a dynamic, collective manner. There has been a change in what individuals expect of information delivery services. Hesse (2009) argued that just as consumers now expect twenty-four hour access to information through ICT applications, they increasingly expect 24-hour customer service capabilities, including expanded self-serve options online. Consumers want to be able to bypass traditional gatekeepers of system information, whether they are booking flights or conducting bank transactions, expecting timely transparent access to information they want, in the form they want it in, and as they need it. Information-seekers adapted to today's media environment rely on other users' reviews.

Individuals and organizations according to Ajuluchukwu and Duruamaku-Dim (20013) due to ICT application have access to information that was previously neither available nor expected. The environment has changed from information insufficiency to information overload. This has been made possible by e-learning, a necessity for globalization, global learning and working. Globalization has brought nations and regions closer together as parties and as competitors in technology and entrepreneurship. Globalization provides that the education one receives be relevant irrespective of the environment one finds oneself. The Nigerian government realizing the need for educational revolution towards the actualization of better society has encouraged the introduction of teaching of ICT into Nigerian educational systems. This is to enable Nigerian graduates of the different educational systems obtain the required ICT skills needed to fit in perfectly in any part of the world in this era of globalization. Thus compete perfectly globally.

Globalization enhances the use of, and empowers in-depth awareness of ICT skills. ICT skills as defined by cedefop (2014) are the skills needed to use efficiently the elementary functions of information and communication technologies to retrieve, assess, store, produce, present and exchange information and to communicate and participate in collaborative networks via the internet. Dryden in Edozie, Olibie and Agu (2010) observed that educational systems all over the world are trying to come to grip with e-learning, but that nearly all are doing it wrongly, in that they are turning to graft 21st century technology on to a 19th century school model. They observed that even the best universities are making the same mistake of replacing black- and white overhead projector transparences with one way power point colour presentations without empowering the students in ICT skills.

In this era of globalization it is necessary that all available means be used to achieve global competitiveness. Nigeria as a nation cannot afford to be left behind. There is an indication that, in this 21st Century, the search for job and employment will largely be based on the level of an individuals' acquired ICT skills. Individuals who do not possess these skills would be classified as outdated and not in tune with the present realities. ICT has brought about changes in all facets of human activities

both at home and offices. Thus, many of the offices and their inherent activities have gone digital. This however, requires a work force that is digitally inclined to work in such places hence the need to acquire employability skills by students while they are still in school.

Employability skills are job-related skills which enable employee to professionally carry out day to day routines. They are the skills that are required for securing jobs, sustaining in jobs and progressing in the jobs. According to the Integrated Employability Training Center (IETC) (2014), employability skills are range of abilities or competencies that one may develop during one's life through education, training, work experiences, interest and extra-curricular activities. Employability skills require that an individual be conversant with Information and communication technology skills and also be conversant with ICT tools.

Being conversant with ICT tools refers to the level of application of ICT tools in information sharing and dissemination to others as required. ICT tools have become powerful additions to the communication toolkit. They are currently utilized both as broadcasting platform to amplify messages, learning environment and as an entirely new way of collaborating and co-creating content with target audiences. There is a general belief that ICT tools such as social media, are rapidly transforming how the public relates and how individuals seek out and consume information. There is a shift in peoples' communication behaviours and their expectations about the degree of openness, transparency and responsiveness of the communication environment. Populations that are difficult to reach via traditional media usually due to geographic remoteness or other social factors can be targeted and effectively reached via ICT tools.

Information and communication technology skills refer to the level of technical know-how of ICT tools. It refers to the ability to use, identify and fix minor problems leading to malfunctioning of ICT tools. It also include the ability to connect other peripheral devices to computers. Ajuluchukwu (2015) explained that individuals are taught in business education programmes to be creative and be able to implement new ideas and ways of doing things. Graduates from business education programmes are expected to be job creators and not job seekers. With the prevailing skills in ICT which business education students are expected to acquire in the course of their study, they are expected to find employment on graduation, become self-employed or create job opportunities for others. Individuals in business education are not only encouraged to acquire knowledge but also use the knowledge.

This is supported by the second objective of business education programme in the National Universities Commission's Benchmark Minimum Academic Standards document of 2007. This objective has it that the business education programmes are aimed at producing manpower endowed with analytical and critical knowledge of the major factors in contemporary business world to influence the development of a virile economy. The government in pursuance of this objective has put some policies in place, like compulsory teaching of ICT in schools to ensure that students acquire the needed ICT skills which will enable them to be employed.

The teaching of ICT has also been incorporated into school's curriculum to ensure that these problems are put to the barest minimum. But this vision has not been realized as business education graduates from the different educational systems are seen moving around with files searching for jobs. This has prompted the need for this research on information and communication technology and employability potentials among undergraduate business education students towards preparing students for global competitiveness

Statement of the Problem

Information and communication technology skills competency are required virtually in every establishment to keep day to day running of activities. Thus lack of ICT skills and not being able

to communicate with ICT tools will put off a prospective business education graduate from being employed. The government has put some policies in place, like compulsory teaching of ICT skills in schools to ensure that students acquire the needed ICT knowledge which will enable them to be employed and also be in tune with global work requirement. The teaching of ICT has also been incorporated into schools' curriculum to ensure that these problems are put to the barest minimum, yet the problem of graduate unemployment continued. The researchers are thus concerned as to the level of business education students' ICT skills acquisition and business educators' use of ICT tools in teaching business education students in enhancing their employability potentials towards preparing students for global competitiveness. To this end this study is conceived.

Purpose of the Study

The main purpose of this study was to assess the level of information and communication technology and employability potentials among undergraduate business education students towards preparing students for global competitiveness. Specifically, the study found out the level of:

1. Use of ICT tools in teaching business education students in enhancing their employability potentials.
2. Teaching of ICT skills to business education students in enhancing their employability potentials.

Research Questions

The following research questions guided the study. What is the level of:

1. use of ICT tools in teaching business education students in enhancing their employability potentials?
2. teaching of ICT skills to business education students in enhancing their employability potentials?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance

1. There is no significant difference in the mean ratings of business education students in 200 level, 300 level and 400 level on the level of use of ICT tools in teaching business education students in enhancing their employability potentials?
2. There is no significant difference in the mean ratings of business education students in 200 level, 300level and 400 level on the level of teaching of ICT skills to business education students in enhancing their employability potentials?

Method

The research design used for this study was the survey research design. The study was specifically carried out using business education students in University of Calabar, Calabar. The population of the study was 332 undergraduate business education students from 200 level, 300 level and 400 level. The stratified random sampling technique was used to select a sample size of 167 for the study. The instrument for data collection was a questionnaire constructed by the researchers titled "information and communication technology and employability potentials' Questionnaire" (ICTAEPQ). The questionnaire contained 21 items divided into two clusters. The questionnaire was structured on a modified five point Likert scale of Very Well Utilized, Well Utilized, Moderately Utilized, Not Well Utilized and Not Utilized on the one hand, and Very Well Taught (VWT), Well Taught (WT), Poorly Taught (PT), Very Poorly Taught (VPT) and Not Taught (NT).

Three experts from the University of Calabar validated the instrument. The reliability of the instrument was established using test retest method. The reliability coefficient for the entire instrument was 0.82. Copies of the questionnaire were administered personally by the researchers. However only 165 copies were properly completed by the respondents and used for data analyses. The data obtained from the administered instrument were analyzed using weighted mean, standard deviation for the research questions and One Way Analysis of Variance (ANOVA) for the hypotheses.

The following real limit of numbers were used to interpret the mean values attracted by each item of the questionnaire: Very Well Taught (VWT), 4.50 5.00. Well Taught (WT) 3.50 4.49 Poorly Taught (PT), 2.50 3.49, Very Poorly Taught (VPT) 1.50 2.49 and Not Taught (NT).0. 05 1.49. For the standard deviation, any value up to or above 1.00 was considered that the scores were not homogeneous. While the standard deviation value below 1.00 was considered that the scores were homogeneous. For the test of hypotheses, the decision was to reject the null hypotheses where the F calculated is greater than the table value. If otherwise, the hypothesis was not reject. The researcher used the Statistical Package for the Social Sciences (SPSS) version 20 for the analyses.

Results

Research Question 1

What is the level of utilization of ICT tools in teaching business education students in enhancing their employability potentials?

Table 1: Mean Ratings of Respondents on the Utilization of ICT Communication Tools in Teaching Business Education Students

S/N	Use of ICT Communication tools	$\overline{X}$	SD	Remark
1.	Social media sites	1.31	.46	NU
2.	Video conferencing	1.16	.38	NU
3.	Power point slides	1.50	.61	NWU
4.	Interactive videos	1.26	.57	NU
5.	Video cassette recorder	1.20	.40	NU
6.	Compact disk-audio player	1.18	.39	NU
7.	Overhead projectors	1.12	.33	NU
8.	Electronic chalkboard	1.21	.34	NU
	Cluster Mean	**1.24**	**.44**	**NU**

Key: NU = Not Utilized, $\overline{X}$ = mean, SD = Standard deviation

Data in Table 1 show that all the eight items used for the cluster are rated as not being utilized. All the standard deviation values are not up to 1.00. This standard deviation values show that there is homogeneity in the respondents' ratings.

Research Question 2

What is the level of teaching of ICT skills to business education students in enhancing their employability potentials?

Table 2: Mean Ratings of Respondents on the Teaching of ICT Skills

S/N	ICT Skills	$\bar{X}$	SD	Remark
9.	Word processing skills	4.54	.50	VWT
10.	Web navigating skills	3.09	.63	PT
11.	Computer network application skills	2.71	.61	PT
12.	Window explorer skills	3.49	.50	PT
13.	File management skills	3.50	.50	WT
14.	Folder management skills	3.50	.50	WT
15.	Skills used in downloading software from the web	3.30	.71	PT
16.	Skills used in installing computer software onto a computer system	2.85	.74	PT
17.	E-mail management skills	2.89	.78	PT
18.	Website design skills	2.81	.59	PT
19.	Electronic presentation skills	3.13	.72	PT
20.	Computer network management skills	2.82	.65	PT
21.	Video conferencing skills	2.51	.61	PT
	Cluster Mean	**3.16**	**.62**	**PT**

Key: VWT = Very well taught, PT= Poorly Taught, WT =Well taught

Data in Table 2 show that of the 13 items, one item is rated as being very well taught, two items are rated as being well taught while ten items are rated as being poorly taught. The cluster has a cluster mean value of 3.16. This falls within the rating of being poorly taught. All the standard deviation values are not up to 1.00 indicating homogeneity in the respondents' ratings.

Test of the Hypotheses

Hypothesis 1

There is no significant difference in the mean ratings of business education students in 200 level, 300 level and 400 level on the level of utilization of ICT tools in teaching business education students in enhancing their employability potentials.

Table 3: Summary of the analysis of One Way Analysis of Variance (ANOVA) of 200 level students, 300 level students and 400level students on the level of utilization of ICT tools in teaching business education students in enhancing their employability potentials.

Source of Variance	Sum of Square	df	Mean Square	F-cal	F-crit	Remark
Between Groups	.200	2	.100	.047	3.06	Not Significant
Within Groups	345.412	162	2.132			
Total	**345.612**	**164**				

The result in Table 3 shows ANOVA statistical result of undergraduate business education students, on the level of utilization of ICT tools in teaching business education students in enhancing their employability potentials. The test shows F-calculated as .147 while F-critical is 3.06 at 2 and 162 degrees of freedom and 0.05 level of significance. By this result the null hypothesis is not rejected.

Hypothesis 2

There is no significant difference in the mean ratings of business education students in 200 level, 300level and 400 level on the level of teaching of ICT skills to business education students in enhancing their employability potentials.

Table 4 : Summary of the analysis of One Way Analysis of Variance (ANOVA) of 200 level students, 300 level students and 400level students on the level of teaching of ICT skills to business education students in enhancing their employability potentials.

Source of Variance	Sum of Square	df	Mean Square	F-cal	F-crit	Remark
Between Groups	.688	2	.344	. 083	3.06	Not Significant
Within Groups	674 .561	162	4.164			
Total	**674 .249**	**164**				

The analysis in Table 4 shows the summary of ANOVA statistical result of mean difference among the business education students, on the level of teaching of ICT skills to business education students in enhancing their employability potentials. The result shows F- calculated value of .083 while the value of F- critical is 3.06 at 2 and 162 degrees of freedom and 0.05 level of significance. The calculated F- value is less than the critical F- value. The result is therefore not significant. The null hypothesis is not rejected.

Discussion of Findings

The results of the study revealed that business education lecturers are not utilizing the ICT tools in teaching business education students. The implication is that the business education students' employability potentials were not properly being enhanced thus they are inadequately being prepared for global competiveness. The findings of this study is in line with the findings of Nwanewezi (2013) who conducted a study on factors hindering the effectiveness of teaching of information and communication technology courses as perceived by office technology and management teachers and found out that inadequate and insufficient practical sessions, use of inappropriate teaching method are among the factors. The findings of this study find relevance in the findings of Etonyeaku (2013). Etonyeaku conducted a study on the utilization of ICT in business teacher education programmes for quality assurance in government tertiary institutions in Enugu State and found out that ICT tools and facilities were not utilized in teaching in the tertiary institutions.

The tested hypothesis, showed that there was no significant difference in the mean ratings of 200, 300 and 400 level students on the level of utilization of ICT tools in teaching of undergraduate business education students in enhancing their employability potentials. The findings of this study are supported by the observation of Akere and Agu in Akinola (2011). The authors noted that the implementation of the nations' ICT policy is a distant cry. The authors stated that the policy document is good with bright ideas but that its implementation was crude and that the National Information Development Agency established in March 2001 was ineffective despite the huge sums of money sunk into it by the government. The finding of this study is at variance with the findings of Ndinechi and Ementa (2013) who conducted a study on business education students' rating of the teaching of word processing and desk top publishing skills in tertiary institutions in Southeast Nigeria. They found out that word processing skills are well taught in tertiary institutions in Southeast Nigeria

The study also revealed that business education lecturers were poorly teaching ICT skills to business education students in enhancing their employability potentials. The implication is that the business education students are poorly prepared for global competitiveness. This is in line with what Akinola (2012) noted that the teaching of ICT courses have not been effectively carried out by lecturers and instructors. That students' success in result grades does not truly reflect their proficiency in the practical application of the ICT knowledge to the accomplishment of specific-work situation task.

This finding affirms the statement by Dryden in Edozie, Olibie and Agu, (2010). Dryden observed that educational systems all over the world are trying to come to grips with e-learning, but that nearly all are doing it wrongly, in that they are turning to graft the 21st century technology on to a 19th century school model. They observed that even the best universities are making the same mistake of replacing black- and white overhead projector transparencies with one way power point colour presentations without empowering the students in ICT skills.

The tested hypothesis, showed that there was no significant difference in the mean ratings of business education students in 200, 300 and 400 levels on the level of teaching of ICT skills to business education students in enhancing their employability potentials. The finding from this study found relevance in the statement by Okolocha and Ile (2007) that lack of use of ICT in schools previously can be attributed to lack of support and/or training and lack of adequate knowledge of the benefit of ICT in the teaching and learning process especially as it relate to employability potentials in the face of global unemployment of the youthful population. The finding is at variance with the opinion of Bakaree (2010) who explained that more and more Nigerian schools, especially those in the urban areas, are acquiring microcomputers and putting them to use for instruction,

Conclusion

Based on the findings from this study, it is concluded that the acquisition of various ICT skills and teaching students with ICT tools at the undergraduate level is inadequate. This will lead to universities producing graduates who do not poses the employability potentials necessary for the present 21st century global competitiveness. Thus the business education graduates from the tertiary institutions in the country are not effectively prepared for global competitiveness.

Recommendations

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

1. The university authorities should make provision for e-library and ICT studio for teaching, business education courses to enable the student have practical experience.
2. Lecturers should upgrade their knowledge and skills in ICT through seminars and workshops to enable them update their knowledge in line with new ICT tools. Thus empowering them in their teaching of ICT application.
3. Students should endeavour to acquire the aforementioned skills in ICT before graduating from the university to enhance their employability potentials.
4. The government should ensure that there is constant power supply within the campus so as to improve activities in ICT.

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CHALLENGES AND STRATEGIES FOR NEW TECHNOLOGIES APPLICATION IN TEACHING AND LEARNING BUSINESS EDUCATION IN THE E-WORLD IN UNIVERSITIES IN SOUTH EAST NIGERIA

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Abstract

The study investigated challenges and strategies for new technologies application in teaching and learning business education in the e-world in universities in Southeast Nigeria. Two research questions were answered while two hypotheses were tested. The study adopted descriptive survey design. The population for the study comprised 75 business education lecturers in the eight public universities offering business education in South-East Nigeria. The entire population was used for the study because of its manageable size, hence, there was no need for sampling. Data were collected using a structured questionnaire structured on a 5-point Likert scale of Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree with corresponding values of 5, 4, 3, 2 and 1 respectively. Three experts in business education validated the questionnaire and the Cronbach Alpha reliability of the questionnaire yielded a reliability coefficient of 0.75. copies of the questionnaire were distributed to the respondents. However, 73 copies representing (97%) out of the 75 copies of the questionnaire were retrieved and found usable. Data collected were analyzed using mean and standard deviation for the research questions, while the t-test was used to test the hypotheses. The findings of the study identified 10 challenges and 10 strategies for improving new technologies application in the teaching and learning of business education in universities in South-East Nigeria. There were no significant differences in the mean ratings of business education lecturers on 16 out of the 20 items, whereas, there were significant differences in the mean ratings of the lecturers on the remaining four items of the study. The study among others recommended the organization of in-service training for business educators on the application of new technologies in instructional delivery.

Introduction

Technology has become an integral part of the instructional delivery as a tool resulting in the development of new concepts in the logistics of instruction. The application of new technologies has made teaching and learning a bit easier, concrete, real and more result-oriented. Ile, Udegbunam and Odimmega (2015) asserted that since the introduction of ICT, there has been a growing concern for the use of new technologies in the educational system to improve quality of teaching and learning process. Nigerian government, in order to implement the national policy on education, has emphasized that new technologies should be increasingly used and improved upon at all levels of the education system (FRN, 2013). Considering the relevance of new technologies in the teaching and learning process, Nigeria has promised to provide facilities and necessary infrastructure for the promotion of new technologies application at all levels of education system, business education in the universities inclusive (Amiaya, 2016).

The emergence of new technologies application in the teaching and learning process has revolutionized the entire educational system in Nigeria. Thus, Utoware and Onyesom (2012) maintained that education generally has received the massive penetrating influence of the new technologies application in the instructional delivery and had impacted on the quality and quantity of

teaching and learning in the conventional and distance educational learning system. Teaching and learning with new technologies application has become important instructional process to enhance accessibility, efficiency and quality of teaching and learning by facilitating access to resources and services as well as improve remote exchange and collaboration (Amiaya, 2016). New technologies can help to improve teaching and learning only when they are used effectively with clear goals and proper strategies. The effective use of new technologies requires innovation in teaching methods.

Johnson in Amiaya (2016) defined new technologies as modern equipment useful in solving problems. New technologies are set of any productive electronic techniques which offers a significant improvement over the established technologies for a given process in a specific historic context. New technologies include internet and other information technologies such as mobile phone, DMB (Digital Multimedia Broadcasting) that have been widely used in other social environments as well as in the educational field. New technologies application have the great potential to support education across curriculum, business education curriculum inclusive, and thus provide opportunities for an effective communication between teachers and students in ways that have not been possible before (Utoware, Kren-Ikidi & Apreala, 2016). Business education deals with empowerment necessary to meet business challenges in a dynamic business in the e-world or society. It offers recipients the ability to cope with emerging changes in education and in business where the person is expected to manifest all the skills acquired while in training.

Thus, business education is planned for training and developing recipients to expose them in the field of business, and as professionals, expanding the way for imparting competencies for economic development in the e-world or society. For Business education programme to sustain its relevance in providing the needs of individuals and that of the society in the e-world, it must embrace current trends in new technologies application in the academic and economic demands of the society. New technologies in teaching and learning in business education programme, according to Ezenwafor (2012), include broadcast materials or CD-Rom for information collection and storage, micro-computers with soft-ware applications to write or produce documents, E-mail and messaging, internet browsing using search engines, windows messenger and yahoo chat room. Others are opaque projectors, slide projectors and multimedia projectors, different computer software and applications such as word processors, spreadsheets, power-point, desktop publishing and graphics, among others.

Challenges of new technologies application has led to learners not being adequately exposed to those experiences that will guarantee the total development of their being in the e-world. At present we leave in a global village; around the globe, the latest and most complex technology is the area of educational technology. The growth in new technologies and its application in education have brought great transformation in the e-world. The use of new technologies has made teaching and learning less burdensome effective and result-oriented by providing cyberspace for learning, avenue for sharing idea and information. The level of development in any society is usually determined by the quality and quantity of knowledge in the various spheres of human activity available to and acquired by the citizens. Knowledge is acquired and sustained through efficient information and communication system based on the technology level attained. However, there are many challenges in new technologies application in teaching and learning. In developing countries like Nigeria, there is frequently a shortage of qualified ICT teachers and lack of fund. The rapid changes that have taken place all over the world pose a challenge to the educational sector. There is the need to enrich the universities with new technologies application strategies for effective teaching and learning process.

Statement of the Problem

The aim of new technologies application in the teaching and learning process is to improve the quality of education and expand access to education. The education sector is expected to be technologically driven and requires that technological resources are fully applied for effective teaching and learning process. Unfortunately, the education sector seems to be lacking the necessary technological resources needed to bring the Nigerian education sector at par with international standards. Business education programme being a skills development programme seem to be worst hit by the dearth of requisite technological resources on the one hand and the skills needed to effect the application on the other hand. The consequence is that the programme is faced with the challenge of producing the needed manpower for the e-world of work. According to Nagel (2013), despite increasing widespread adoption of new technologies in virtually every aspect of education, significant challenges are preventing widespread effective implementation. Nagel observed that key among all the challenges is the lack of sustainable professional development for business educators who are required to apply the new technologies in the classroom practices. It is against this background that this study was carried out to ascertain the challenges and strategies for new technologies application in the teaching and learning of business education in universities in South-East Nigeria.

Purpose of the Study

The main purpose of the study was to ascertain the challenges and strategies for new technologies application in the teaching and learning of business education programme in universities in South-East Nigeria. Specifically, the study sought to:

1. ascertain the challenges for new technologies application in the teaching and learning of business education in universities in South-East Nigeria.
2. determine the strategies for improving new technologies application in the teaching and learning of business education in universities in South-East Nigeria.

Research Questions

The following research questions guided the study.

1. What are the challenges for new technologies application in the teaching and learning of business education in universities in South-East Nigeria?
2. What are the strategies for improving new technologies application in the teaching and learning of business education in universities in South-East Nigeria?

Hypotheses

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

1. There is no significant difference in the mean responses of male and female business education lecturers on the challenges for new technologies application in the teaching and learning of business education in universities in South-East Nigeria.
2. There is no significant difference in the mean responses of business education lecturers from State universities and those from Federal universities on the strategies for improving new technologies application in the teaching and learning of business education in universities in South-East Nigeria.

Method

The study adopted descriptive survey design. According to Nworgu (2015), a survey research design is one in which a group of people or items is studied by collecting and analyzing data from only a few people or items considered to be representative of the entire group. This design, therefore, was considered appropriate for the study as it collected data on the opinions of business education lecturers and students in universities in South East Nigeria. The study was carried out in public universities in South East Nigeria. The population for the study comprised 75 business education lecturers in the eight public universities offering business education in South-East Nigeria. The entire population was used for the study because of its manageable size, hence, there was no need for sampling. The data for the study were collected using a structured questionnaire. The instrument was constructed using a five point rating scale of Strongly Agreed (SA) 5 points, Agreed (A) 4 points, Undecided (U) 3 points, Disagreed (D)2 points and Strongly Disagreed (SD) 1 point. Three experts in business education validated the questionnaire. The questionnaire has a reliability index of 0.75, which was established through a pilot test on 10 lecturers and 30 students of business education in Delta State University, Abraka and University of Benin, Benin City. The internal consistency was determined using Cronbach Alpha procedure. Copies of the questionnaire were administered and collected by the researchers with the help of seven research assistants after proper briefing on the purpose of the study. The questionnaire were distributed to the respondents. However, 73 copies representing (97%) out of the 75 copies of the questionnaire were retrieved and found usable. Data collected were analyzed using mean and standard deviation for the research questions, while the t-test was used to test the hypotheses. The decision rule for the research questions was based on the real limit of numbers as follows:

Response Options	Point	Real Limit of Numbers
Strongly Agreed (SA)	5	4.50 - 5.00
Agreed (A)	4	3.50 - 4.49
Undecided (U)	3	2.50 - 3.49
Disagreed (D)	2	1.50 - 2.49
Strongly Disagreed (SD)	1	1.00 - 1.49

The null hypothesis was accepted when the t-calculated value is less than the t-table value. On the other hand, the null hypothesis was not accepted when t-calculated value is greater than the t-table value.

Results

Research Question One

What are the challenges for new technologies application in the teaching and learning of business education in universities in South-East Nigeria?

Hypothesis One

There is no significant difference in the mean responses of male and female business education lecturers on the challenges for new technologies application in the teaching and learning of business education in universities in South-East Nigeria.

The data for answering research question one and testing hypothesis one are presented in Table 1 below:

Table 1: Mean Ratings of Male and Female Business Education Lecturers on Challenges for New Technologies Application in the Teaching and Learning of Business Education in Universities in South-east Nigeria (n = 73)

SN	Challenges for New Technologies Application	X_M	X_F	X_G	SD_G	t-cal	t-tab	Remarks RQ	Remarks H0
1	Dearth of new technologies equipment	4.30	4.23	4.26	0.85	1.21	1.96	A	NS
2	Financial problem for procurement of new technologies equipment	4.33	4.35	4.34	0.90	0.37	1.96	A	NS
3	Unsteady electricity supply to power the new technologies equipment	4.71	4.50	4.60	0.79	2.10	1.96	SA	S*
4	Lack of space to accommodate the available new technologies equipment	4.71	4.66	4.69	0.74	1.23	1.96	SA	NS
5	Lack of maintenance of available new technologies equipment	4.12	3.63	3.87	0.61	3.32	1.96	A	S*
6	Inability of some business educators to apply new technologies in instructional delivery	4.47	4.43	4.45	0.70	0.89	1.96	A	NS
7	Inadequate training opportunities for business educators to update themselves on changes of new technologies in instructional delivery	4.52	4.49	4.50	0.89	0.69	1.96	SA	NS
8	Inadequate knowledge of some students to cope with the application of new technologies in instructional delivery	4.35	4.33	4.34	0.86	0.36	1.96	A	NS
9	Inadequate internet connectivity in the universities environment to reach out to every body	4.26	4.22	4.24	0.92	0.04	1.96	A	NS
10	Cost of subscribing to the new technologies for use.	4.76	4.40	4.58	0.74	2.23	1.96	SA	S*

Key: X_M = *Mean of Male;* X_F = *Mean of Female;* X_G = *Grand mean;* ***SD*** = *Standard Deviation; t-cal = t-calculated; t-table value; Number of the Respondents (73);* ***SA*** = *Strongly Agree;* ***A*** = *Agreed,* ***S**** = *significant;* ***NS*** = *Not Significant.*

The grand mean ratings of the responses of the respondents on six out of the 10 identified items in Table 1 range from 3.87 4.45 which are within the boundary limit of 3.50 4.49 on 5-point Likert rating scale. This indicated that the respondents agreed that the six identified items in the table are challenges for new technologies application in the teaching and learning of business education in universities in South-East Nigeria. The grand mean ratings of the respondents of the remaining four items in the Table, that is, items 3, 4, 7 and 10 are 4.60, 4.69, 4.50 and 4.58 respectively which fell within boundary limit of 4.50 5.00 on a 5-point Likert rating scale. This implied that the respondents strongly agreed that the remaining four items in the table are challenges for new technologies application in the teaching and learning of business education in universities in South-East Nigeria. The standard deviation values for the 10 items were between 0.61 0.92 which indicates that the responses of the respondents are close to the mean and one another.

The data presented in the table on t-test statistics showed that the t-cal (t-calculated) values of seven out of the 10 items in the table ranged from 0.04 to 1.23 which are all less than the t-tab (t-table) of 1.96. This indicated that there are no significant differences in the mean ratings of male and female lecturers of Business education on the seven items of challenges for new technologies application in the teaching and learning of business education in universities in South-East Nigeria. Therefore, the hypothesis of no significant difference in the mean ratings of male and female lecturers of Business education is accepted on the seven items in the table. The t-cal (t-calculated) values of the remaining three items in the table, that is items 3, 5 and 10 are 2.10, 3.32 and 2.23 which are all greater than the t-tab (t-table) of 1.96 indicating that there are significant differences in the mean ratings of male and female lecturers of Business education on the remaining three items of challenges for new technologies application in the teaching and learning of business education in universities in South-East Nigeria. Hence, the hypothesis of no significant difference in the mean ratings of male and female lecturers of Business education is rejected on items 3, 5 and 10 in the table.

Research Question Two

What are the strategies for improving new technologies application in the teaching and learning of business education in universities in South-East Nigeria?

Hypothesis Two

There is no significant difference in the mean responses of business education lecturers from State universities and those from Federal universities on the strategies for improving new technologies application in the teaching and learning of business education in universities in South-East Nigeria.

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

Table 2: Mean Ratings of Business Education Lecturers in State and Federal Universities on Strategies for Improving New Technologies Application in the Teaching and Learning of Business Education in Universities in South-east Nigeria (n = 73)

SN	Strategies for Improving New Technologies Application	X_S	X_F	X_G	SD_G	t-cal	t-tab	Remarks	
								RQ	H0
1	In-service training for business educators on the application of new technologies in instructional delivery	4.57	4.52	4.54	0.87	0.79	1.96	SA	NS
2	Installation of internet facilities to make the universities e-environment	4.57	4.29	4.43	0.83	3.59	1.96	A	S*
3	Provision of regular electricity to power new technologies equipment	4.35	4.40	4.37	0.71	1.05	1.96	A	NS
4	University and private sector partnership to invest in provision of new technologies	4.14	4.23	4.18	0.82	0.46	1.96	A	NS
5	Employment of qualified business educators with competencies of ICT in the application of new technologies	4.33	4.49	4.41	0.53	1.36	1.96	A	NS
6	Enactment of institutional law to enforce maintenance of new technologies equipment	4.26	4.18	4.22	0.68	0.91	1.96	A	NS
7	Favourable institutional policies governing the application of new technologies should be formulated	4.28	4.34	4.31	0.60	0.24	1.96	A	NS
8	Every student should have the right to ICT services at low or no cost around the university environment	4.47	4.45	4.46	0.73	0.37	1.96	A	NS
9	Students telephone lines should be digitalized to get the universities internet connectivity	4.50	4.54	4.52	0.93	0.61	1.96	SA	NS
10	Government should subsidize internet facilities for students for new technologies application	4.21	4.23	4.22	0.66	0.35	1.96	A	NS

Key: X_S = *Mean of State;* X_F = *Mean of Federal;* X_G = *Grand mean;* ***SD*** = *Standard Deviation; t-cal = t-calculated; t-table value = 1.96; Number of the Respondents (73);* ***SA*** = *Strongly Agree;* ***A*** = *Agreed,* ***S**** = *significant;* ***NS*** = *Not Significant.*

The grand mean ratings of the responses of the respondents on eight out of the 10 identified items in Table 2 range from 4.18 4.46 which are within the boundary limit of 3.50 4.49 on a 5-point Likert rating scale. This signified that the respondents agreed that the eight identified items in the table are strategies for improving new technologies application in the teaching and learning of business education in universities in South-East Nigeria. The grand mean ratings of the respondents of the remaining two items in the table, specifically, items 1 and 9 are 4.54 and 4.52 respectively which fell within the boundary limit of 4.50 5.00 on a 5-point Likert rating scale. This indicated that the respondents strongly agreed that the remaining two items in the table are strategies for improving new technologies application in the teaching and learning of business education in universities in South-

East Nigeria. The standard deviation values for the 10 items were between 0.53 0.93 which indicated that the responses of the respondents are close to the mean and one another.

The data presented in the table on t-test statistics further showed that the t-cal (t-calculated) values of nine out of the 10 items in the table ranged from 0.24 to 1.36 which are all less than the t-tab (t-table) of 1.96. This indicated that there are no significant differences in the mean ratings of business education lecturers from State universities and those from Federal universities on the strategies for improving new technologies application in the teaching and learning of business education in universities in South-East Nigeria. Consequently, the hypothesis of no significant difference in the mean ratings of the two groups of Business education lecturers is accepted on the nine items in the table. On the other hand, the t-cal (t-calculated) value of the remaining 1 item in the table, that is item two was 3.59 which was greater than the t-tab (t-table) of 1.96 indicating that there was significant difference in the mean ratings of business education lecturers from State universities and those from Federal universities on item two in the table. Therefore, the hypothesis of no significant difference in the mean ratings of Business education lecturers from State universities and those from Federal universities is rejected on item two in the table.

Discussion of Results

The study identified the challenges for new technologies application in the teaching and learning of business education in universities in southeast Nigeria to include dearth of new technologies equipment, financial problem for procurement of new technologies equipment, unsteady electricity supply to power the new technologies equipment, lack of space to accommodate available new technologies equipment and lack of maintenance of available new technologies equipment. Others are inability of some business educators to apply new technologies in instructional delivery, inadequate knowledge of some students to copy the application of new technologies in instructional delivery and cost of subscribing to the new technologies all for use, among others. The findings of this study agreed with that of Ssekakubo, Suleman and Marsden (2011) who found that some probable causes of failure in the adoption of electronic-learning management include high ICT illiteracy rate among the student community, low comfort levels with technology, poor marketing strategies, ineffective maintenance strategies and insufficient user/technical support, Internet accessibility and knowledge gap between LMS stakeholders; which is corroborated with the result of the present study. The findings of this study also corroborated that of Lawal, Bassey and Ani (2008) who found that the constraints and hindrances such as insufficiency of resources to be shared, inadequate funds, communication bottlenecks, absence of relevant ICT facilities, epileptic power supply and absence of a national policy on resource sharing were identified as obstacles in adopting of technology in Nigerian school system.

This study identified strategies for improving new technologies application in teaching and learning of business education in universities in South-East Nigeria to include in-service training for business educators on the application of new technologies in instructional delivery, installation of internet facilities to make the universities e-environment, provision of regular electricity to power new technologies equipment. Other strategies are that there should be university and private sector partnership to invest in provision of new technologies, enactment of institutional law to enforce on maintenance of new technologies equipment, student telephone lines should digitalized to get the university internet connectivity, government should subsidize internet facilities for students for new technologies application and favourable institutional policies governing the application of new technologies should be formulated, among others. The findings of this study supported that of Tarus, Gichoya and Muumbo (2015) who reported that strategies such as expansion of ICT e-learning

infrastructure to facilitate the access to e-learning by students, teaching staff and other stakeholders through allocation of more resources towards ICT and e-leaning infrastructural development, prioritization of ICT and e-learning in budgetary allocation like other core activities of the university and reduction in the cost of internet bandwidth to make it more affordable to universities will enhance the rate of adoption of technology use in university education. In addition, the findings of this study conformed with that of Ukachi (2011) who carried out a study on awareness and utilization of open source software in Nigerian schools and proffered solutions to include engaging in continuous professional development, joining concerned software user's group and collaborating with colleagues with vast experience in the software were put forward for improved adoption and use of open source software by Nigerian Universities.

Conclusion

The challenges of new technologies application in Nigerian public schools has led to learners not being adequately exposed to those experiences that will guarantee the total development of their being in the e-world. Around the globe, the latest and most complex technology is the area of educational technology. The growth in new technologies and its application in education have brought great transformation in the e-world but this has not been adequately embraced in Nigerian tertiary institutions. It was based on this background that this study was carried out to identify challenges and strategies for new technologies application in teaching and learning business education in the e-world in universities in Southeast Nigeria. Data were collected from 75 Business education lecturers with the use of structured questionnaire. From the data collected and analysed, the study identified 10 challenges hindering the adoption of new technologies for teaching and learning Business education and 10 strategies for improving new technologies application in the teaching and learning of business education in universities in South-East Nigeria. The result on the hypotheses tested showed no significant differences in the mean ratings of business education lecturers on 16 out of the 20 items, whereas, there are significant differences in the mean ratings of the lecturers on the remaining four items of the study.

Recommendations

Based on the findings of the study, the study recommended that:

1. immediate adoption of the identified strategies for enhancing new technologies application such as organization of in-service training for business educators on the application of new technologies in instructional delivery,
2. installation of internet facilities to make the universities e-environment,
3. employment of qualified business educators with competencies of ICT in the application of new technologies and
4. provision of subsidies for internet facilities in school environment by the government and school management for staff and students use to foster quality teaching and learning.

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SUPERVISORS' APPRAISAL OF ADEQUACY OF OFFICE TECHNOLOGY AND MANAGEMENT GRADUATES' WORK PERFORMANCE IN POLYTECHNICS IN DELTA STATE

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Abstract
The study was designed to find out the supervisors' appraisals of adequacy of office technology and management graduates' work performance in polytechnics in Delta State. Three research questions guided the study one null hypothesis was tested at 0.05 level of significance. The population of the study consisted of all the 67 supervisors of secretaries in polytechnics in Delta State Nigeria. Data was collected using a validated research questionnaire. Data relating to the research questions were analyzed used mean while t-test was using in testing the null hypothesis. The results of the study indicated that the work performance of office technology and management graduate in the areas of word processing, spreadsheet and internet application skills is adequate. It was therefore concluded that the objectives of office technology and management programme in polytechnics in Nigeria was achieved. It was recommended among others that the current OTM curriculum for polytechnics should be analyzed and reviewed to ensure that current skills requirements of information technology as well as the relevant facilities are adequately reflected in order to maintain relevance and currency of education practices. Emerging concepts and skills required for coping with the dynamics of information technology should be infused into the curriculum.

Keywords: *Supervisor, Appraisal, Adequacy, Work Performance*

Introduction

Over the years, the global world has experienced technological changes in business and office activities/functions. In Nigeria, many government and private sector offices, are fast adapting to modern technologies. This trend appears to be one of most viable ways to survive the industrial and group competitions as well as the evolving global technological culture. Enyekit in Okoro (2017) asserted that the modern business office is rapidly changing as a result of office automation, which has brought about new methods in carrying out functions performed by people in organizations. One office employees that constantly use this ever-changing technology in the office is the office manager who is expected to handle numerous office functions related to information processing.

An office manager or a secretary is a member of staff who is concerned with the preparation, preservation and transmission of different types of office documents as well as conventional secretarial duties of confidential nature at various levels in an organization (Olanye, 2015). This implies that a qualified secretary should possess basic secretarial skills, have sufficient business acumen, be versatile in office information and communication technology and have sufficient knowledge of the operations of all departments within the organization where he/she works.

Based on the above, Office Technology and Management programme was designed to prepare the graduate for office works in public and private sector of the economy. Maduabuchi (2008) added that Office Technology and Management (O.T.M) programme came into being in 2004 in response to persistent calls by business educators and supervisors, that the time to change the

curriculum for secretarial studies programme in polytechnics in Nigeria had long past. According to Nwosu in Ohakwe and Njoku (2009), the review was necessitated by the fact that the skills, attitude and knowledge previously acquired in the course of the study were inadequate to arm today's graduate secretaries with the competencies needed to adjust to the rapidly changing needs of the office.

The aim of O.T.M programme as stipulated by the National Board for Technical Education (NBTE, 2004) is to produce graduates who should fit properly into the office of any computerized organizations and perform professionally the functions of a secretary. The functions, among others, include relating the functions of the office to the whole organization, attending meetings and providing information as may be required, making accurate records of proceedings, filing and retrieving information, taking appropriate action independently when faced with challenging secretarial office problems, showing personal qualities and attributes that are conducive and co-exist with the work group.

Thus, the NBTE structured the curriculum to encompass general education subjects, foundation courses and professional courses. The general education components includes courses in citizenship education and communication, the foundation courses are economics, business mathematics, accounting, Nigeria Labour law and entrepreneurship education, and the professional courses includes information and communication technology (ICT), shorthand, keyboarding, office administration and management, career development, professional ethics and social responsibility, record management et cetera.

It is anticipated that the curriculum of OTM programme would equip the graduates sufficiently with information and communication technology skills for office work. The training is expected to equip students with word processing, electronic spreadsheet and internet technology skills among others. With word processing skills graduates would be use a word processor to create files and folders; use input devices to enter and edit texts accurately; manipulate information (opening, copying, cutting, pasting, saving and deleting files); preview, print and save documents among others (Okoro & Ndinech, 2013). Word processing skills are required for almost every office function of the secretary. Similarly, electronic spreadsheet processing skills enable them to organise and analyse data into lists and Tables. With spreadsheet application such as Microsoft Excel (MS Excel), information is easily displayed and people can insert formulas to work with data.

However, internet technology skills empower office workers to carry out online office functions in modern business offices. The internet is a network in which users at one computer can, if they have permission, get information from another computer. It has the capacity of sending and receiving messages; and allowing people to stay in the comfort of their homes and transact immeasurable volume of businesses all over the world (Okiti-Okagbare, 2008). The work effectiveness of OTM graduate workers in the above functional areas can be determined based on their supervisors' appraisal.

Appraisal in this study implies an impartial analysis and evaluation conducted according to established criteria to determine the acceptability, merit, or worth of a thing (Horny, 2016). It is an expert estimation and judgment of the quality, quantity or other characteristics of something or someone. Supervisors in this context include Deans, Heads of Departments, Director Programmes, Heads of Units and so on whose role is to supervise the OTM graduate worker under them. Since these supervisors have both the knowledge and experience required to suitably assess the level of effectiveness of their secretaries in various areas of office functions, it is therefore imperative to conduct this study based on supervisors' appraisal.

Statement of the Problem

Office technology and management programme was introduced to produce office profession who will be able to combine information and communication technology skills and versed business knowledge needed to carry out the ever changing and computerized office functions. In specific term, the curriculum indicated that graduate of the programme can fit properly into the office of any computerized organizations and perform professionally the functions of a secretary. The functions, among others, include relating the functions of the office to the whole organization, attending meetings and providing information as may be required, making accurate records of proceedings, filing and retrieving information, taking appropriate action independently when faced with challenging secretarial office problems, showing personal qualities and attributes that are conducive and co-exist with the work group.

However, no report has been published as to how adequate employers of labour considered the graduates of the programme in Delta State in terms of job performance and effectiveness. The researcher is therefore worried that if the above situation empirically determined, training institutions would remain in the dark as to the level of job effectiveness of its graduates and possible adjustment needed in the training of their students. It is against this bedrock that the present study was designed to find out the job effectiveness of office technology and management graduates in information and communication technology functions.

Purpose of the Study

The study was carried out to determine supervisors' appraisal of adequacy of office technology and management work performance in polytechnics in Delta State. Specifically the study sought to determine the;

1. adequacy of office technology and management graduates' work performance in word processing skills
2. adequacy of office technology and management graduates' work performance in spreadsheet processing skills
3. adequacy of office technology and management graduates' work performance in internet technology skills

Research Questions

The following research questions guided the study:

1. How adequate do supervisors rate OTM graduates' work performance on word processing skills?
2. How adequate do supervisors rate OTM graduates' work performance on spreadsheet application skills?
3. How adequate do supervisors rate OTM graduates' work performance on internet technology skills?

Hypothesis

1. Male and female supervisors of office technology and management graduates do not differ significant in their mean ratings on the adequacy of OTM graduates' work performance in polytechnics in Delta State.

Method

The research design used for this study is survey design. The population of the study comprised 67 supervisors of secretaries in polytechnics in Delta State. The distribution of supervisors of secretaries according to their institutions are as follows: Delta State Polytechnic Ozoro (28); Delta State Polytechnic Ogwashi-Uku (21) and Delta State Polytechnic Oghara (18). This information was generated from the various institutions. The entire population was used for the study since the number is small and relatively manageable, hence there was no sampling. A 30 item questionnaire was used as

instrument for the study. The research instrument has two parts Part A and Part B. Part A contains information on the respondent's biographic data. Part B is divided into three sections in line with research questions raised for the study. The instrument was structured to elicit information from the assessment of respondents on a 5 point rating scale as follows: Very Adequate 5, Adequate 4 Moderately Adequate 3, Rarely Adequate 2 and Not Adequate 1. The instrument was validated by two experts one from Delta State Polytechnic Ogwashi-Uku and the other from University of Benin, Benin City. The questionnaire constructed was administered by the researcher to the respondents with the aid of research assistants. Out of a total of 62 copies of the questionnaire distributed 62 copies were returned base on which analysis for this study was done. In analyzing the data to be collected from the instrument administered, simple mean was used to analyze the responses for research question while t-test was used to test the hypothesis formulated for the study. The decision rule is this: Any item with a mean rating that is equal to or greater than 3.0 was considered 'Adequate' while any item with a mean rating that is less than 3.0 was considered 'Inadequate'. The null hypothesis was tested using t-test statistics at $p < 0.05$.

Results

Research Question 1

How adequate do supervisors rate OTM graduates' work performance on word processing skills?

Table 1: Supervisors' Mean Rating of OTM Graduates Work Performance on Word Processing Skills (N=62).

S/N	Items	Mean	Remark
1.	Loading a word processing application software e.g. MS Word,	4.00	Adequate
2.	Creating and organizing computer files and folders	3.60	Adequate
3.	Using storage devices (hard disk, diskette, CD, flash etc.) for storing and sharing files	3.90	Adequate
4.	Using input devices to enter and edit text	3.80	Adequate
5.	Copying, cutting and pasting text	4.20	Adequate
6.	Inserting pictures and symbols into a document with correct margin and layouts	4.30	Adequate
7.	Changing text font and size in a document	4.00	Adequate
8.	Creating and formatting a table in a document	3.60	Adequate
9.	Using Word Art to create and shape text in a document	3.40	Adequate
10.	Previewing, printing and saving text in a word processor	3.00	Adequate
	Grand Mean	**3.78**	**Adequate**

The data in Table 1 reveal how supervisors of office technology and management graduates rate their work performance in word processing skills. All the items in this section received mean scores above 3.0. The grand mean of 3.78 shows that the respondents considered the work performance of OTM graduate workers in polytechnics in Delta State adequate.

Research Question 2

How adequate do supervisors rate OTM graduates' work performance on spreadsheet application skills?

Table 2: Supervisors' Mean Rating of OTM Graduates Work Performance on Spreadsheet Application Skills (N = 62).

S/N	Items	Mean	Remark
11.	Opening a spreadsheet application software	4.20	Adequate
12.	Adjusting column's width and row's height	3.40	Adequate
13.	Entering and sorting data in worksheet	3.80	Adequate
14.	Creating formula to carryout arithmetic computation in a worksheet	2.80	Inadequate
15.	Naming/renaming a worksheet	4.60	Adequate
16.	Merging and centering data in a worksheet	3.60	Adequate
17.	Inserting borders, columns and rows	4.00	Adequate
18.	Deleting columns and rows	2.40	Adequate
19.	Creating editing and formatting charts and graph using spreadsheet application	2.89	Inadequate
20.	Previewing, printing and saving a worksheet	3.12	Adequate
	Grand Mean	**3.92**	**Adequate**

The data in Table 2 reveal how adequate supervisors rate the work performance of OTM graduate workers in polytechnics in Delta State. Apart from creating formula to carryout arithmetic computation in a worksheet and creating editing and formatting charts and graph using spreadsheet application which received mean scores of 2.80 and 2.89 respectively, all other items on electronic spreadsheet skills received mean score above 3.0. The grand mean of 3.92 is a further indication that the respondents were of the opinion that OTM graduates' work performance in spreadsheet application skills is adequate.

Research Question 3

How adequate do supervisors rate OTM graduates' work performance on internet technology skills?

Table 3: Supervisors' Mean Rating of OTM Graduates Work Performance on Internet Technology Skills (N = 62)

S/N	Items	Mean	Remark
21.	Accessing internet application software or web browser	3.80	Adequate
22.	Creating an e-mail account	3.60	Adequate
23.	Opening and composing mail online	3.60	Adequate
24.	Sending and receiving mails with attachment	4.20	Adequate
25.	Controlling junk e-mail messages	2.00	Inadequate
26.	Chatting with friends, colleagues and clients online	3.80	Adequate
27.	Ability to use shared devices within a network	4.20	Adequate
28.	Refreshing and saving a web page	3.50	Adequate
29.	Downloading information from the internet	3.80	Adequate
30.	Uploading information into the internet	3.80	Adequate
	Grand Mean	**3.62**	**Adequate**

The data in Table 3 reveal how adequate supervisors of OTM graduate work rate their secretaries work performance in internet technology skills. Apart from controlling junk messages which received a mean score of 2.0, all other item on internet technology skill received mean score above 3.0. This implies the respondents were of the opinion that OTM graduates' work performance in internet technology skills is adequate.

Testing of Hypothesis

Male and female supervisors of office technology and management graduates do not differ significant in their mean ratings on the adequacy of OTM graduates' work performance in polytechnics in Delta State.

Table 4: The t-test Analysis of Supervisors on Work Performance of OTM Graduates

Gender	N	X	S	z-cal		df	z-crit	Remark
Male	45	3.92	0.87	1.08	0.05	64	1.21	Retained
Female	17	3.88	0.92					

Table 3, shows the t-test analysis of responses of male and female supervisors of OTM graduate workers on the adequacy of work performance of OTM graduates workers in polytechnics in Delta State with mean scores of 3.60 and 3.82 respectively. The z-calculated value of 1.08 is less than the z-tabulated value of 1.21 at 64 degree of freedom and 0.05 level of significance. Therefore, the null hypothesis is retained which implies that, male and female supervisors of office technology and management graduates do not differ significant in their mean ratings on the adequacy of OTM graduates' work performance in polytechnics in Delta State.

Discussion of Results

The study revealed that the work performance of OTM graduate workers in the area of word processing skills is adequate. This result is in agreement with the findings of Okoro and Ndinechi (2013) who held that polytechnic OTM lecturers are competent in the area of word processing skills hence the utilize them in training their students. The result of Olanye (2015) also supported the findings when the study held that secretaries in government ministries in Delta State possessed word processing competencies for effective job performance.

The findings of the studdy indicated how adequate supervisors of OTM graduate workers consider the work performance of OTM graduates in the area of electronic spreadsheet application skills. The result indicated that the work performance of OTM graduate workers in the area of spreadsheet application skills is adequate. This finding corroborated the report of Ezenwafor (2012) who found out that business education lecturers in tertiary institutions were competent in spreadsheet application skills and adequately utilize it in training students. Similarly, Okoro and Ndinechi 2013) also held that polytechnic OTM lecturers are competent in the spreadsheet application skills. Hence, there no doubt that these set of workers must have been well exposed to the skill in the course of their training in polytechnic.

Finally, the result of the analysis of Research Question 3 indicated that the work performance of OTM graduate workers in the area of internet application skills is adequate. This finding agreed

with Olanye (2015) who found out that, secretaries in government ministries possessed the required internet application skills for effective job performance. Egbri (2012) also held that business educators in the south east are conversant with internet facilities and make use of them in preparing their students for the world of work and entrepreneurship.

Conclusion

Based on the findings of the study, it has been concluded that the work performance of office technology and management graduates' work performance in polytechnics in Delta State is adequate in terms of word processing, spreadsheet and internet application skills. This implies that the goal of office technology and management programme in polytechnic in Nigeria is being achieved as the training institutions are playing their significant role of producing quality manpower needs of modern office.

Recommendations

Consequent upon the findings of the study, the following recommendations are made:

1. The current OTM curriculum for polytechnics should be analyzed and reviewed to ensure the current skills requirements of information technology as well as the relevant facilities are adequately reflected in order to maintain relevance and currency of education practice, emerging concepts and skills required for coping with the dynamics of information technology should be infused into the curriculum.
2. Polytechnics should be provided with appropriate and relevant business office equipment and machines for practical training in office occupation.
3. The role of the business educators in today's technological oriented workplace is to prepare students to succeed in such a work environment where change is continuous and adaptability is an essential employee attribute. Therefore, as trainers of office workers, they should constantly update their knowledge and skills in information technology through workshops, conferences, personal study, seminars and in-service training.
4. Employers of labour should always employ graduates of office technology and management programme since set of graduates are adequately equipped with relevant skills and knowledge to put theory into action and deliver result.

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ASSESSMENT OF THE CONTRIBUTION OF OFFICE TECHNOLOGY AND MANAGEMENT PROGRAMME ON SKILL DEVELOPMENT FOR SELF-RELIANCE IN BALI LOCAL GOVERNMENT TARABA STATE

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Abstract

The paper assessed the contribution of office technology and management programme on skill development for self-reliance in Bali Local Government Taraba State. The study was guided by two research questions and two null hypotheses. The population and sample of the study comprised of 10 lecturers and 43 graduates of OTM who are self-reliant in Bali Local Government. Structured questionnaire titled Contribution of Office Technology and Management Programme on Skill Development Questionnaire (COTMPSDQ) with 4-point scale and 21 constructs was used to elicit data from the respondents. The instrument was duly validated. The reliability of the instrument was determined using cronbach Alpha method and it yielded a coefficient of 0.83. The 53 questionnaires were personally administered and collected by the researcher. 49 of the questionnaires were properly filled and used for the study and this represents 98% of the administered questionnaire. Mean and Standard Deviation were used to answer the research questions while t-test statistics was employed to test the null hypotheses at 0.05 level of significance. The study found that OTM programme has equipped many graduates in Bali LGA for self-reliance. Other findings were that many graduates of OTM are willing to be self-reliant and graduates who are self-employed are very efficient in their business. The results of the hypotheses further revealed that there is no significant difference between the mean responses of lecturers and graduates on all the items. Thus, inference drawn was that the lecturers and graduates did not differ in their opinion on the contribution of OTM programme on skill development for self-reliance in Bali LGA. Based on these findings the study recommended amongst others that OTM lecturers should always encourage the students to be innovative and contribute in the improvement of the economy after graduation instead of remaining idle waiting for paid jobs.

Keywords: *Office Technology and Management, programme, Skill Development, Self-reliance.*

Introduction

Skill development is the only criteria for advancement in office technology and management. A system of education required for the present economic downgrade is education and training that can prepare learners for self-employment. Office technology and management programme is designed to allow learners develop their skills in different areas of learning. According to Federal Government of Nigeria Policy on Education (2004) the objectives of Polytechnic education is to provide course of instructions and training in applied sciences, other technology, engineering, business management leading to the production of adequate manpower who can provide the technical knowledge and skills necessary for occupational development in the nation as well as training and imparting necessary skills for the production of skilled personnel. Graduates of OTM are inclusive in the skilled manpower produced by Polytechnics in Nigeria. Office technology and management is a segment of business education concerned with the development of skills, knowledge and abilities needed to enable the recipients function effectively in a modern office environment (Fadare, 2014).National Board for Technical Education (2006) designed OTM programme to equip recipients with office skills for employment in various fields of endeavour. It includes acquisition of vocational skills in OTM, students are equipped with effective work competencies and socio-psychological work skills which are very essential to every day interactions with others.

Hornby (2010) defined skill as the ability to do something well. Boytzis (2010) stated that skill is the ability to demonstrate a system and sequence of behaviour that is functionally related to attaining a performance goal. Atakpa (2014) viewed skill as the rapidity, precision, expertise, dexterity and proficiency exhibited through mental and manual repetition of performance of an operation. It is a well-established habit of doing something through acquisition of performance capabilities. Nnaji and Bagudu (2017) stated that skill acquisition prepares individuals for self-employment. Etonyeaku (2013) opined that skill is the capacity of a person to accomplish a task with desired precision and certainty. He maintained that skill acquisition involves practical knowledge in combination with cleverness, expertise, dexterity and ability to perform function which could be acquired or learnt in school. Secretaries in the modern business offices have functions beyond the traditional functions. The goal of a skill is to integrate productive efforts for proper maximization or utilization of resources and to get optimum output.

Development is a gradual process of becoming bigger, stronger or more advanced in a profession. Put together skill development is the ability to do something that comes from training experience or practice. It involves the ability to use one's knowledge effectively and readily in execution or performance. It is a learned power of doing something competently. Office technology and management programme is aimed at contributing to the national sustainability through self-reliance. It equips recipients with employability skills in various fields of endeavour. Bali Local Government is located in Bali town in the North-east of Nigeria. It is a rapidly developing urban centre and administrative headquarter of Bali L.G.A in Taraba State situated 180km away from Jalingo the State capital.

According to Esene (2013) the emphasis in the OTM curriculum is to radically shift from where the profession has been in order to join the rest of the developed countries. Akasi and Aliu (2018) observed that OTM programme is information systems management and information system profession that relates the functions of information system to organizational structure. The OTM curriculum as reviewed by NBTE (2004) laid emphasis on computer related courses such as (a) secretarial studies and techniques in office management and control (b) information and communication technology application which include computer appreciation like web page design, desktop publishing, database management and (c) general education relating to contemporary issues usually called general studies. The general objectives of the programme can therefore, be summarized as acquisition of secretarial skills, acquisition of general education and laying foundation for advanced studies and for contribution in national development.

In webpage design the students are expected to design software application to enhance online performance and utilization of internet for commercial and business purposes. This is the area of creating an e-mail address, username and password, composing, replying and sending e-mails. Sani (2007) stated that OTM education involves the process of guiding and initiating the learners to acquire the necessary skills, facts, knowledge, habits and attitudes that will make them co-exist with others as useful and productive members of the society. He upheld that it is a programme of instruction designed to equip its recipients with knowledge and skills for gainful employment. Nwosu (2007) supported this when he said that OTM education is to assist in the production of suitable secretarial manpower with requisite skills, knowledge and attitudes for effective participation in economy. Adeyemi (2006) agreed that OTM education provides adequate training for Nigerian citizens for the new world order of technological devices. OTM graduates acquire and develop needed skills, attitudes and knowledge to meet with the new technological challenges which have revolutionary changes in the offices. Ojohwoh (2014) supporting these views said that OTM is an

effective, efficient productive and functional educational programme which prepares graduates for self-employment, paid jobs employment, self-reliance and self-realization. She upheld that it is a competence-based programme that allows its recipients to be independent and be employer of labour.

Yusuf and Iyiola (2018) added that acquisition of relevant skills is very important at various levels of the Nigeria education because the progress of a nation is a function of the level of the resourcefulness of the people which to a great extent, relates to the level of quality of the training and purposeful development of education in that nation. They maintained that such progress or development could only occur when an individual in the society is gainfully employed and per capital income is enhanced. Agi and Yellowe (2013) stated that education should be geared towards the system of producing the right type of manpower in the right quality and quantity for nation building. The national education goal is principally the acquisition of appropriate skills and the development of mental, physical, social abilities and competencies as equipment for the individual to leave in, and contribute to the development of the nation. Furthermore OTM programme trains the learner to operate with ease, dexterity, efficiency and effectiveness the emerging technological devices which range from computer with scanner and coloured printers, to fax machines, photocopiers, franking machines, internet facilities, micrographic and reprographic machines, shredding machines telephone with cellular and word processors to qualify for paid jobs or for self-employment. The OTM lecturers are the instruments through which skills are developed in the students. Skill development is measured by the way the graduates handles the machines. OTM is a skill programme which has its fundamental principles that is followed in order to achieve the desired objectives. Self-employment is being encouraged so as to reduce unemployment which has gone to a very a high rate in the nation. If students are given the requisite skills they can operate a business after graduation.

Statement of the Problem

Since the introduction of technology,questions continue to arise on the relevance of Office Technology and Management programmebecause the society beliefs that everyone can nowinput data in a computer. It is believed that the major learning experience in OTM is typing documents. In support of this Olayanju (2016) stated that the introduction of technology has provoked real questions whether secretarial professionals are stillneeded in the office environment. She upheld that many people are of the opinion that since virtually everybody is now computer-literate and are able to perform the basic secretarial functions, such as typing and printing of documents from computer without the input of secretarial professionals, there is not much for them in an office environment. Buttressing on this point Ademiluyi (2016) states that some administrators point to the declining fortunes of the secretarial profession in the advanced countries, where vast proportions of the population are computer-literate and can perform basic secretarial function without the support of secretarial professionals, as evidence that the profession is in the twilight of its relevance. He maintained that attention has been drawn to the fact that in some offices here in Nigeria, the secretarial cadre is being phased out on the premise that every employee should be able to perform his own secretarial function. Esene (2013) said that there are allegations and counter-allegations that the products (graduates) of OTM should be the basis of assessment. OTM is a programme designed to develop useful skills required for employment in the public business offices and for self-reliance.Some of the graduates are self-employed because it is believed that they have acquired the right acumen and skills to set up businesses to contribute to sustainable national development. The

Department of Office Technology and Management Federal Polytechnic Bali has been churning out graduates since its inception but no study has been undertaken to establish the level of competence of these graduates for self-reliance. It is on this premise that the study assessed the contribution of office technology and management programme on skill development for self reliance in Bali Local Government Taraba State.

Purpose of the Study

The major purpose of the study is the assessment of the contribution of office technology and management programme on Skill Development for Self-reliance in Bali Local Government Taraba State. Specifically, the study.

1. Examined the contribution of OTM programme on skill development of graduates in Bali LGA
2. Ascertained the efficiency of graduates who are self-reliant in Bali LGA

Research Questions

The following research questions guided the study

1. To what extent has OTM programme contributed on skill development of graduates in Bali LGA?
2. How efficient are graduates who are self-reliant in Bali LGA?

Hypotheses for the Study

Two null hypotheses were tested at 0.05 significance level.

$H_{01.}$ There is no significant difference between the mean ratings of lecturers and graduates on the contribution of OTM programme on skill development of graduates in Bali LGA

$H_{02.}$ There is no significant difference between the mean ratings of lecturers and graduates on the efficiency of graduates who are self-reliant in Bali LGA.

Methods

The study adopted the descriptive survey research design. The population of the study comprised of 10 lecturers and 43 graduates of OTM who are self-reliant in Bali LGA. The sample was the entire population hence an intact population. A structured questionnaire on a 4-point scale titled Contribution of Office Technology and Management Programme on Skill Development Questionnaire (COTMPSDQ) with 21 constructs was used to collect data for the study. For Research Question 1, the options were: Very High Extent(VHE), High Extent (HE), Fair Extent (FE) and Low Extent (Low Extent) (4, 3, 2, and 1). The options for Research Question 2 were: Highly Efficient (HE), Very Efficient (VE), Efficient (E) and Not Efficient (NE) (4, 3, 2, 1,) respectively. Two experts from the Department of office Technology and Management Federal Polytechnic Bali validated the instrument. Cronbach Alpha reliability method was used to test the reliability of the instrument and it yielded a coefficient of 0.83 which means that the instrument was adjudged to be highly reliable for the study. The instrument was administered and collected personally by the researcher after completion. 49 of the administered and collected questionnaire were properly filled and used for the study and this represents 98% of the administered questionnaire. Mean and Standard Deviation were used to answer the research questions. T-test statistics was used to test the hypotheses at 0.05 level of significance. The decision rule was that items with a mean score range of 3.00 to 4.00 were regarded as very high extent and highly efficient respectively, 2.00 to 2.99 as high extent and very efficient, 1.00

to 1.99 as fair extent and efficient and mean scores of 0.00 to 0.99 as low extent and not efficient. Standard Deviation according to Uzoagulu (2012) is a measure of dispersion or variability from the mean. He upheld that researchers always report the mean along with the Standard Deviation and vice versa. The hypotheses was rejected if the calculated t-value is equal or greater than the critical t-value that is, there is a significant difference. Similarly, if the calculated t-value is less than the critical t-value; the hypotheses was not rejected that is there is no significant difference.

Table 1: Mean rating responses of lecturers and graduates on contribution of OTM programme on skill development of graduates in Bali LGA.

S/N	Item Statements	X	SD	Remark
1.	OTMequips students with employability skills	3.86	0.24	Very High Extent
2.	OTM graduates acquire and develop needed skills	3.59	0.33	Very High Extent
3.	It equips students to join the rest developed countries	2.63	0.94	High Extent
4.	It is a process of guiding learners to acquire skills	3.88	0.24	Very High Extent
5.	It complies with the national education goal	3.52	0.43	Very High Extent
6.	OTM students acquire mental and social abilities	3.62	0.15	Very High Extent
7.	It encourages learners to be self-reliant	3.47	0.22	Very High Extent
8.	It provides training on new technologies	4.00	0.00	Very High Extent
9.	OTM graduates contribute to national development	2.68	0.95	High Extent
	Mean of Means/Standard Deviation	**3.47**	**0.39**	**Very High Extent**

The result in Table I shows that OTM programme contributed on skill development of graduates in Bali LGA because all the items have remarks of either very high extent or high extent with mean scores ranging from 4.00 to 2.63.

Research Question 2

How efficient are graduates who are self-reliant in Bali LGA?

Table 2: Mean ratings of respondents on the efficiency of graduates who are self-reliant in Bali LGA

S/N	Item Statements	X	SD	Remarks
1.	Efficient in the use of computers	3.19	0.94	Highly Efficient
2.	Efficient in knowledge and attitudes	2.75	0.98	Very Efficient
3.	Efficient in innovation and creativity	2.95	0.76	Very Efficient
4.	Knowledge and skill for effective participation	3.87	0.24	Highly Efficient
5.	Skills to meet with the new technological challenges	3.09	0.68	Highly Efficient
6.	Become employers of labour	3.50	0.31	Highly Efficient
7.	Production of suitable manpower with requisite skill	3.58	0.33	Highly Efficient
8.	Habits to enable them co-exist with others	2.75	0.57	Very Efficient
9.	Efficient in ICT application	2.80	0.41	Very Efficient
10.	Efficient in information systems management	3.24	0.36	Highly Efficient
11.	Efficient in accomplishing task with precision	2.61	0.94	Very Efficient
12.	Function efficient in a modern office environment	3.25	0.36	Highly Efficient
	Mean of Means/Standard Deviation	**3.13**	**0.57**	**Highly Efficient**

The result in Table 2 shows that OTM graduates who are self-reliant in Bali LGA are highly efficient and very efficient because all the items had a mean score above 2.50.

Hypotheses Testing

$H_{01:}$ There is no significant difference between the mean ratings of lecturers and graduates on the contribution of OTM programme on skill development of graduates in Bali LGA

Table 3. Summary of t-test of the difference between lecturers and graduates responses onthe contribution of OTM programme on skill development of graduates in Bali LGA.

Group	N	Mean	SD	t-cal	Df	p-value	Decision
Lecturers	10	3.43	0.80				
				0.196	47	1.69	NS
Graduates	39	3.36	0.82				
Source: Field survey August, 2018							p>0.05

N = Number of Respondents, SD = Standard Deviation, t-cal = t-test calculated, df = Degree of FreedomP-value = table value, NS = Not Significant, S = Significant

The result in Table 3 shows that lecturers in FPB recorded a mean score of 3.43 on the contribution of OTM programme on skill development of graduates in Bali LGA. While graduates had a mean score of 3.36 on their ratings of OTM programme on skill development of graduates. The t-cal of 0.196 is less than t-table value of 1.69 at 0.05 level of significance and 47 degree of freedom. Therefore, the null hypothesis was not rejected.

$H_{02:}$ There is no significant difference between the mean ratings of lecturers and graduates on the efficiency of graduates who are self-reliant in Bali LGA.

Table 4: Summary of t-test of the difference between lecturers and graduates responses on the efficiency of graduates

Group	N	Mean	SD	t-cal	Df	p-value	Decision
Lecturers	10	3.45	0.66				
				0.169	47	1.56	NS
Graduates	39	3.28	0.70				
Source: Field survey August, 2018							*p>0.05*

The result in Table 4 shows that 0.169 is the value of t-calculated and 1.56 is t-table value at 0.05 level of significance. Since t-calculated value is less that table value, the hypothesis was not rejected. Hence, there is no significant difference between the mean ratings of lecturers and graduates onthe efficiency of graduates who are self-reliant in Bali LGA.

Discussion of Findings

The findings in research question 1 showed that all the respondents agreed that OTM programme contributed toa very high extent on skill development of graduates in Bali LGA. Attempt was made here to discuss the finding in line with the relevant literature reviewed. The study in Table 1 revealed that OTM equips students with employability skills, OTM graduates acquire and develop needed skills, and it prepares students to join the rest developed countries. This is in agreement with the studies ofNwosu (2007) and Sani (2007) who stated that OTM is a process of guiding learners to

acquire skills, OTM programme complies with the national education goal, and OTM students acquire mental, physical and social abilities. Supporting these viewsAdeyemi (2006) found thatOTM programme equip recipients with office skills for employment in various fields of endeavour. This was also in line with NBTE (2006) revealed curriculum which said thatOTM programmeincludes acquisition of vocational skills, students are equipped with effective work competencies and socio-psychological work skills which are very essential to every day interactions with others.

The results of the study in respect to research question 2 revealed that all the respondents agreed with the 12 items that graduates of FPB who are self-reliant in Bali LGA are highly efficient in their services which include:efficient in the use of computers, efficient in knowledge and attitudes, gainfully employed and per capital income is enhanced, knowledge and skill for effective participation in economy, skills to meet with the new technological challenges, become employers of labour. This concurred with studies of Agi and Yellowe (2013) who stated that education should be geared towards the system of producing the right type of manpower in the right quality and quantity for nation building. In support of this view Yusuf and Iyiola (2018) added that acquisition of relevant skills is very important at various levels of the Nigeria education because the progress of a nation is a function of the level of the resourcefulness of the people which to a great extent, relates to the level of quality of the training and purposeful development of education in that nation. Akasi and Aliu (2018) observed that OTM programme is information systems management and information system profession that relates the functions of information system to organizational structure.

The test of the null hypothesis 1 revealed that lecturers and graduates did not differ significantly in their mean ratings on the contribution of OTM programme on skill development of graduates in Bali LGA. The second hypothesis of no significant difference between the mean ratings of lecturers and graduates on the efficiency of OTM graduates who are self-reliant in Bali LGA was not rejected.

Conclusion

In view of the findings and discussions of this study, OTM programme has contributed to a high extent on skill development of graduates for self-reliance in Bali local Government Area of Taraba State. It is therefore concluded that OTM programme in Federal Polytechnic Bali equips the student for self-reliance.

Recommendations

Based on the findings the researcher proffers the following recommendations:

1. OTM lecturers should always encourage the students to be innovative and contribute in the improvement of the economy after graduation instead of remaining idle waiting for paid jobs.
2. The lecturers should be versatile in the use of new technologies and make use of them when teaching so that the students can develop their skills ready for self-employment.
3. Government should provide all the needed infrastructure in schools and management should make such infrastructure available to the Departments that need them so that they can be utilized in teaching to make the students efficient for self-employment.

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NEW TECHNOLOGIES AND BUSINESS EDUCATION PROGRAMME IN NIGERIA

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Abstract
This paper discusses the new technologies and business education in Nigeria. The paper realized that for the goals and objectives of business education programme to be achieved, that there must be total adaptation to the changes in the new technologies. The paper highlighted the concept of new technologies, business education, importance of new technologies, new technologies and business education, challenges associated with new technologies. The conclusion drawn was that, for business education student to continue to be relevant, they should be trained to meet the market demands of various occupations. It was recommended amongst others that students should be given opportunity to make use of the new technologies available in their department so as to enable than get use to them. Furthermore, there should be frequency of training and re-training programme of teachers to update their skills on the new technologies.

Keywords: *New technologies, Adaptation, Challenges and Business Education programme.*

Introduction

Business education is an aspect of learning that prepares individuals for roles in business and offers them knowledge about business. The goal of business education is primarily to produce competent, skilful and dynamic business teachers, office administrators and businessmen and women that will effectively compete in the world of work. Business education as an integral part of vocational and technical education is a form of vocational education according to Idialu (2017) that is directed towards developing the learner to become productive in teaching, paid employment and self-employment, by providing knowledge and skills to the learners thereby enabling them to adequately impart knowledge into others and handle sophisticated office technologies and information systems.

Over the past two decades, developments in the economic, social and technological environment have led to far-reaching changes in the way organization operate. In particular, advances in Information Technology (IT) have assisted the emergence of new organizational forms, work practices and training methods. As a result, in recent years teaching and learning methods have started to change in educational institutions in general and in business education in particular

Change is the only constant factor in life. This characterizes the dynamism in the competitive business environment. Education is seen as a document per excellence in preparing citizens for effective roles in the society. One form of education that equips its recipients to adapt to the changing world of work is business education. According to the American Vocational Association (AVA) in Osuala (2009), business education is a programme of instruction which consist of two parts: (a) office education; a vocational education programme for office careers through initial refresher and

upgrading education leading to employability and advancement in office occupation, and (b) general business education; a programme to provide students with information and competencies which are needed by all in managing personal and business affairs and in using the services of the business world. For business education programmes to remain relevant in providing the needs of individuals and that of the society, it must embrace current technological trends in the academic and economic demands of the society.

Utoware and Kren-Ikidi (2013) maintained that new technologies in business education are designed to prepare students for variety of careers in high-tech business offices. It is not easy to develop taxonomy of new technologies in business education because of their diversity and evolution in structures and functions. According to McLoughlin and Clark in Utoware and Kren-Ikidi (2013), they may be classified into process and product technologies. There are core and application technologies. To Haag, Cummings and McCubbrey (2002), new technologies are grouped into four categories namely: new technologies for all the senses; new technologies for internet explosion; new technologies for the wireless revolution; and new technologies for personal use.

No doubt, the emergence of new office technologies such as the computer, word processor, the internet, automated teller machines, reprographic machines, modern telephonic systems including handset and multimedia, among others, have not only revolutionized the office environment but have also brought changes in the ways people are doing things. Nevertheless, there are still challenges facing new office technologies in business education which is very complex and enormous. Nigeria is still a developing country struggling to move out from the office of the old (traditional office) to the electronic office. The most important challenge is for teachers to accept organization and society's entrance into the information age. This will enable them to blend easily with the new technologies. Teachers who are teaching business education must be ready to upgrade themselves with the modern business teaching equipments since business organizations nowadays are upgrading to new office technologies. This makes it very crucial that business educators inculcate the knowledge in the students before they start seeking for job. There is urgent need for adoption of new technologies in business education to ensure efficiency and effectiveness. It is against this background that this paper tries to look at the new technologies and business education in an ever changing technological era.

New Technologies

Technologies, especially modern technologies, has been found be one of the basic instruments that drive firms and organizations forward. Muller, Ayemhnre and Mordi (2012) described technology as the application of science especially to industrial objectives or the scientific method and material used to achieve a commercial or industrial objectives. Oguejiofor and Nworgu (2014) also deposited that it can be referred to as the collection of such tools, machinery, and procedures involved in meeting a need. Therefore, technologies allows an organizations and its employees to be more productive and efficient.

According to Arolasafe in Nwazor (2014), technology used in business and in education is an application of science or scientific knowledge and tools to solve practical problems. It takes the form of information technology whereby facts or details about something (information) are transmitted by various methods to solve varieties of problems. Varieties of technologies: Various devices that make up the technologies in use in business and in education are listed below. They are:

a. Information Technology, made up of computers;
b. Telecommunications technologies consisting of telephones (with fax), broadcasting by radio and television through satellites; and
c. Networking technologies such as the internet consisting of mobile phone technology, voice over IP telephony (VOIP) and satellite communications (Arolasafe, 2006:3).

New Technologies and Business Education Programme

Business education as a component of vocational education prepare individual for career in business and also to be intelligent consumers of economic goods and services. Iwuh (2016), saw business education as a study that equips the individuals with occupational skills and knowledge that will enable him/her fit into, and find job satisfaction in the labour market. Amoor and Udoh (2008) noted that business education play a significant role in the economic development by providing knowledge and skills to the learners thereby enabling them to adequately impart knowledge into others, and handle sophisticated office technologies and information systems.

Technology could be defined as the application of the scientific method to solving problems in our daily life. New technologies which revolve round the use of internet and resources have emerged and are aimed at improving productivity. These new technologies are designed to prepare students for a variety of careers in high-tech business offices. Examples of internet and learning media that facilitate teaching and learning in business education include: Projectors, E-mail, smart boards, mimeo boards, teleconferencing, video conferencing. E-book reader and streaming videos. (E-how, 2012). New technologies in teaching and learning business education subjects according to Ezenwafor (2012) include;

1. Using broadcasting materials or CD Rom for information collection and storage
2. Using micro computers with software applications to write or produce documents.
3. Skillful keyboarding
4. E-mailing and messaging
5. Internet browsing using search engines, windows, messenger, yahoo, chat room etc
6. Using opaque projector, slide projector and multi-media projector
7. Utilizing e-banking, economic the applications such as word processors, spreadsheets, Powerpoint, deskstop publisher, graphics etc

Other examples of emerging technologies include

Cloud computing
Mobile learning
Tablet computing
Moocs
Open content
Learning analytics
Game and gratification
3d printing.
Https://www.teachthought.com

The society generally is ICT-driven and in order to keep abreast of this change, there must be a restructuring in the knowledge and skills given to learners/students in business education. Electronic office is one of the phenomena of the 21st century which is paperless office approach in which every office work is done with the use of computer. These has necessitated to the prompt attention given to ICT centres, computer laboratories etc in our various institution of higher learning. For the goals and objectives of business education programme to be achieved in this 21st century, there must be total adaptation with these changes in technology.

Objectives of Business Education Programme.

Ekpenyong (2010), listed the following as objectives of business education programme.

1. Develop individuals who will be properly equipped with the pre-requisite knowledge and skills for productive work life.
2. Develop a pool for competent and reliable technical manpower, capable of being mobilized in times of national economic emergency
3. Develop individuals who will be capable of meeting the modern business and technological challenges.
4. Develop in the youth the right attitudes and skills toward work
5. Equip the youth for meeting community, state and national economic aspirations.
6. Equip the youth with the requisite knowledge skills for paid or self-employment
7. Enable the youth to choose and perfect on those areas of business education for which they have interest and aptitudes.
8. Equip the learners to develop skills for making rational economic decision in various areas of business.
9. Provide the vocational and technical knowledge
10. Enable the learners to relate their expertise to the needs of their communities
11. Prepare business and industrial managers who will be capable of meeting technological and managerial complexities of modern industry and to provide the vocational and technical knowledge in various areas of business.

To meet the standard of modern business, business educators should be prepared for basic jobs, for career development jobs, and for specialist after professional programmes.

Importance of Technology to Business Organization

Technology is such an integral part of the 21st century workplace that any business without some level of technical savvy will likely fail. It is that critical. The most basic level technology allows an organization and employees is to be more productive and efficient. Whether they are using a word processing program that allows them to edit with ease or an electronic bookkeeping system that pulls data at the touch of a keystroke, technology makes business easier. Sales calls can be scheduled and appointments, track employee time, and perform many tedious tasks that once took hours in only minutes.

Office technologies help to ensure accuracy. When it comes to business, one cannot stay in business if one does not have the numbers right. Modern spreadsheets like Excel, with its hundreds of computational formulas, help ensure accuracy. Accounting programs like QuickBooks allow one to accurately keep inventory, make and record sales, manage and pay bills, and handle payroll. Consider the time and cost once required to compile financial information.

Challenges Associated with new Technologies in Business Education Programme

Some challenges associated with new technologies in business education has been indentified Unqualified teachers: teachers are critical stakeholders in curriculum implementation. Unqualified teachers in some department of business education in our institutions have posed a big challenge in the learning and teaching of business education courses using new technologies. Most teachers in our various institutions are still trying to adapt to the ever changing technological age.

Amoor in Ugwuogo (2012) supported this by saying that "the employment of unqualified teachers to teach business courses in our institutions is a great disservice to quality of business education graduates/teachers"

Poor funding: One of the major challenges of implementing new technologies in business education is fund. Inadequate funding has affected the acquisition and in-service training of business educators for utilization of new technologies in higher institutions of learning. Many administrators fail to understand that business education is capital intensive. Many institution lack fund to arrange for refresher training for updating the skills of workers and teachers for improved performance.

Inadequate infrasture; Nedum-Ogbede (2016) opined that most of the institutions offering business education course are faced with adequate new technologies such as information and communication technology (ICT) to effectively utilize the opportunities offered by the internet. More so, large class size affects quality of delivery of practical courses.

Resistance to change: Some business education teachers have not accepted society into the information age. Umeh and Oguejiofor (2018) stated that expectations about business education are changing and business educators should all acknowledge that fact. Inability of most schools to resist change has also affected the effective utilization of new technologies in business education. Some business education teachers still want to remain in the old office with all the operations fully mechanical. Modern organization practices have broadened tremendously to include the challenging need of workers to adapt to the rapidly changing technologies, new equipment and work processes.

Conclusion

Change is the only thing that is vital in life and business education is facing new technological changes since the office environment has turned into the e-office, so it is vital for individuals and organizations to key into the ongoing race in order to compete favorably. They can only do this by acquiring the necessary skills needed for today's e-office before graduation. It is therefore concluded that business education students should be trained to meet the market demands of the various occupations. Business educators should be able to equip their students with the requite skills, knowledge and attitude to live and work in a dynamic and ever changing technological society.

Recommendations

1. There should be frequency of training and retraining. Programmes of teachers to update their skills with the new technologies.
2. Institutions should endeavour to upgrade their facilities where the facilities are considered obsolete.
3. Students should be given opportunity to make use of the new technologies available in the department so as to enable them get use to them.
4. Government should more to invest more money in education to ensure that these facilities are on ground.

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CHALLENGES OF IMPROVING BUSINESS EDUCATION PROGRAMMES THROUGH EFFECTIVE SCHOOL-INDUSTRY COLLABORATION FOR NATION BUILDING

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Abstract

The study focused on challenges of improving business education programmes through effective school-industry collaboration for nation building in tertiary institutions in Anambra State. Three research questions guided the study and three null hypotheses were tested. A descriptive survey research design was adopted. The population of the study consisted of 93 business educators in tertiary institutions that offer business education programme in Anambra State. No sample was taken, as the population size was manageable. A 32-items structured questionnaire validated by three experts was used for the study. The reliability of the instrument was ascertained using Cronbach Alpha which showed that the clusters achieved co-efficient values of 0.88, 089 and 0.76 *respectively for the clusters B1, B2 and B3, with an overall reliability co-efficient value of 0.83. Data related to the research questions were analyzed using mean and standard deviation while t-test was used to test the null hypotheses at 0.05 level of significance. The findings of the study revealed that there are no serious collaboration between the business education and industries except for the Students' Industrial Work Experience Scheme (SIWES). There is also no involvement of industries in the running of programme in business education in Anambra State, Nigeria. Some challenges tend to slow down the effective collaboration between business education, school and industries, and some suitable measures for improving the available programmes in business education through effective school-industry collaboration for nation building were identified. The study revealed that business educators in universities do not significantly differ from business educators in colleges of education on the available programmes, challenges and ways for improving business education through effective school-industry collaboration for nation building of tertiary institutions in Anambra State. It was concluded that business education programmes need effective collaboration between the school-industry to enhance nation building. It was recommended, among others, that school and industries should collaborate effectively in order to increase on the available programmes in business education for nation building.*

Keywords: *Challenges, Improving, business education programmes school-industry collaboration, nation building*

Introduction

Business education is one of the aspects of vocational education that focuses on skills and knowledge acquisition for the recipients towards national development. Business education according to Okoye (2013) could be divided into two namely education for business and education about business. Education for business according to Okoye provides professional training in method of business making, techniques in business making, tactics to attract clients and make profit, scheming ideas for profitable venture, appropriate attitude and behaviour of a good business man.

Education about business on the other hand prepares individual to know how and when to buy goods for profitable outcome (in-season and out season), where to obtain goods for better sales, where to situate business for continued existence, when to make best sales (increased turnover rate), when to make sales for increased profit, tricks in season forecast for good business making and elf-conviction indicator about risk taking in business. The goal of business education according to Anao in Nwazor and Udegbunam (2016) is the production of manpower that possesses the requisite knowledge, skills and attitudes for harnessing other resources and bring them into co-operative relationships yielding goods and services demanded by society for satisfaction of other wants and needs for national development.

Development according to Wu (2010) refers to a system integration and planned approach to improve the effectiveness of an individual/nation. To Nzotta (2012), development includes the progress made by person which may involve intellectual or conceptual growth along with practical performance. This shows that development has to be well organized, planned and articulated idea for change, upgrading, application and expression. Development enhances the trainee or learners in achieving optimum potentials and capabilities in business education before the end of the programme, and utilized to actual situations at either local or foreign scenes. Nation is defined by Joshua, Azuh and Olanrewaju (2015), relating to the whole of a particular country. Therefore, nation building is about future, a rightful step towards identifying more efficient use of technology and engaging in collaboration leaking to national development. Successfully nation building improves organization's ability to fulfill its mission over time and enhances its ability to have positive impact on the lives of its citizenry. Kaplan in Jim (2017) opined that self-effectiveness and critical analysis are two qualities that promote effective nation building.

Considering the unemployment situation in Nigeria, Bogoro (2015) affirmed that looking for a job in Nigeria is fast becoming a job itself. These clearly portray the mobility of graduates from different educational levels in the country to engage in creative ability that will lead to self-employment. There is urgent need to arrest to situation and allow sustainable development to take place. The best solution is to promote nation building through the different educational programmes offered at various educational levels in the country. Prominent among them are the school-industry collaboration that can enhance the ability of learner to view an environment and come up with suitable competencies needed for the world of work and opportunities available in the area. In fact, many countries of the world including Nigeria have considered business education as relevant in equipping young people with necessary skills and competencies that would enable them engage in skill acquisition and productive livelihoods (Ezeani, 2014).

Business education is defined by Aliyu (2006) as the intellectual and vocational preparation of people for earning a living in a contemporary business world. Udoh (2010) defined business education as a means by which an individual develops understanding and skills which enables him to enter into the business world and be self-reliant. Thus, business education aims at providing training for specific type of jobs; developing the ability to use skills in the environment of business and helping learners become intelligent consumers of goods and services.

Considering the high rate of poverty and unemployment and their attendant consequences among business education graduates from various tertiary institutions in Nigeria, one may wonder if the programme is actually achieving its goals. It is against this background that Odu (2010) lamented that there is a sharp rise of complaint among parents and industries that graduates of our tertiary institutions are half-groomed, lacking manipulative skills and not employable, have their retraining on being employed. Moreover, this poor state of business education programme in Nigeria clearly indicates that government alone may not be able to promote functional, skill-oriented and successful business education programme. Hence, there is urgent need for effective, well-articulated and coordinated school-industry collaboration in the provision of business education prgroamme. It is in

this regard, that Bamiro (2015) opined that one of the important prerequisites for enhancing business education programme is through effective school-industry collaboration.

School-industry collaboration is the partnership between formal education and industrial sector to create an enabling environment for students to acquire hands-on experience, knowledge, skills and appropriate attitude to world of work. Within communities are industries that have a highly skilled workforce of production, functional facilities and raw materials that could be very useful in the practical training of business education students. These industries through collaboration with schools could be made to meaningfully contribute to the training of students in appropriate skills that relate to their areas of interests (Oviawe, Uwameiye & Uddin, 2017). The collaboration will be more functional through education sector. Jim (2017) noted available programmes in business education that needed school-industry collaboration to include SIWES, organization of school-industry liaison offices, skill acquisition programmes for students, special skills training/retraining for lecturers, curriculum planning and review, research collaboration and grants, scholarship to technical education students and among others. Similarly, Oviawe, Uwameiye and Uddin (2017) revealed that a lot of challenges tend to slow down the collaboration between school and industries. These include students' apathy to SIWES, disruption of academic calendar by recurrent strike, poor supportive attitude of the industries, poor attitude of students during SIWES, industries' apathy to SIWES, poor economic state of the industries, lack of school-industry liaison offices, mismanagement of industries' donations and so on. While Oviawe, Uwameiye and Uddin (2017) noted that school-industry collaboration could be improved through the identified strategies like SIWES, continuous curriculum planning and review to meet the needs of the industry**, r**esearch collaboration and grants, IT, scholarship to business education students, planning of work-visits/excursions/field-trips, organization of seminars/workshops by the industries for business education students, invitation industrial workers for special lectures among others.

Education blooms in bio-network in which multiple stakeholders play vital roles, but academic institutions are fundamental to provide education and are in a position to stimulate and fortify collaboration with the industries to enhance the exposure of students to practical and real life situations of the workplace. This collaboration needs an extensive formal and flexible commitment on both the academic institutions and industries. The collaboration will make both sectors to share the felt needs, challenges, issues, strengths and weaknesses of training business education students. The industrial sector can provide expertise and collaborate with educators and educational institutions to develop the desired atmosphere and locally relevant pool of resources for students' training. This when appropriately controlled, would work well to produce the most needed business education products with enhanced nation building.

Thus, it has become necessary that industries should be keenly involved in the skills training of business education students to complement classroom experience to accustom them with skills acquired for employment in the industries upon graduation. Business education programmes should tap the energies and synergies as well as the resources of the industries to the full. An effective relationship between the schools and the industries will compel the industries to make their expertise, equipment and expendable materials available for learning of the students. To this end, Oviawe, Uwameiye and Uddin (2017) opined that as the industries contribute in the training of the students, certain deficiencies that beforehand existed in the training of students will be reduced if not entirely eliminated. The relevance of effective school-industry collaboration to students' training according to Ibik (2014) are to: (i) Make training of the students more meaningful and relevant to the available jobs in the industries; (ii) Expose students to the training environment which is a replica of the actual work environment of where they will work upon graduation so as to eliminate the phobia associated with

new work environment; (iii) Give students first-hand information regarding technologies, processes and latest development;(iv) Reduce the burden of career choice on the students, since proper career guidance and exposure to the different industries help them to identify careers that are in line with their interest and abilities; (v) Create and maintain avenue for the flow of information between the schools and industries about various careers and their entry level skill requirement; and (vi) Help on the planning and development of the relevant curriculum, that is, a curriculum that will take cognizance of the students' needs, the needs of the industries and those of the society.

The influencing factor on business education programme effectiveness through school-industry collaboration for nation building in tertiary institutions could be institutions type. Institutions type in this study means colleges of education and universities where the programme are taught in Anambra State. Jim (2017) revealed that no significant different regarding the school-industry collaboration on research and innovation, knowledge transfer and employability, and teaching and learning. In addition, Ankrah, Burgess, Grimshaw and Shaw (2013) noted that the knowledge transfer and employability, and teaching and learning in schoolindustry relationships require engagement and commitment to the collaboration from both parties.

Consequently, when effective school-industry collaboration is established, business education students will have the opportunity to receive the appropriate training from the real work environment and bridge the gap between classroom experience and the yearnings of employers of labour will be reduced to the barest minimum. Hence, this study will find out ways of enhancing business education programme through effective school-industry collaboration for nation building in tertiary institutions in Anambra State.

Statement of the Problem

Business education programme is an important type of professional education which aims at preparing managers, competent lecturers and executives for the future. Therefore, a functional business education programme needs effective collaboration with the relevant industries that the graduates will serve upon graduation. Although, business education students are exposed to Students Industrial Works Experience Scheme (SIWES) but Odugbasan in Jim (2017) opined that the experiences students acquire from these schemes are not adequate to their training needs. Schools need to collaborate with the industries for research assistance and collaboration, curriculum planning, infrastructural provision, in-service training, scholarships, seminars and work visits. According to Gbenedio (2012), many academic programmes tend to exist in isolation with few connections between the school and industries, and even between those in the same geographical area. Thus, it becomes importance for to ascertain the adequate measures to be used to enhance business education programme through school-industry collaboration for nation building in tertiary institutions in Anambra State. The problem of this study is that it seems that there are little or no effective collaboration between the institution and workplace despite the inherent mutual benefits derivable from such collaborations. Therefore, this study focused on challenges of improving business education programme through effective school-industry collaboration for nation building in tertiary institutions in Anambra State.

Purpose of the Study

The main purpose of this study was to determine the challenges of business education programmes through effective school-industry collaboration for nation building in tertiary institutions in Anambra State. Specifically, the study sought to:

1. Ascertain the available programmes in business education through effective school-industry collaboration for nation building in tertiary institutions in Anambra State.
2. Ascertain the challenges to available programmes in business education through effective school-industry collaboration for nation building tertiary institutions in Anambra State.
3. Find out the ways of improving on the available programmes in business education through effective school-industry collaboration for nation building tertiary institutions in Anambra State.

Research Questions

The following research questions guided the study:

1. How effective are the available programmes in business education through effective school-industry collaboration for nation building tertiary institutions in Anambra State?
2. What are the challenges to available programmes in business education through effective school-industry collaboration for nation building tertiary institutions in Anambra State?
3. In what ways can the available programmes in business education through effective school-industry collaboration for nation building be improved tertiary institutions in Anambra State?

Hypotheses

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

1. Business educators in colleges of education do not differ significantly from business educators in universities on the available programmes in business education through effective school-industry collaboration for nation building in tertiary institutions in Anambra State.
2. Business educators in colleges of education do not differ significantly from business educators in universities on the challenges to available programmes in business education through effective school-industry collaboration for nation building in tertiary institutions in Anambra State.
3. Business educators in colleges of education do not differ significantly from business educators in universities on the ways of improving available programmes in business education through effective school-industry collaboration for nation building in tertiary institutions in Anambra State.

Method

Descriptive survey research design was adopted for the study. The population for the study consisted of 93 business educators in tertiary institutions in Anambra State comprised of FCE(T)-Umunze; NAU, Awka; NOCE, Nsugba; COOU, Igbriam and Manadon University Okija. Record was gotten from the academic planning unit of the institutions as at 2018. The entire population was studied because of its manageable size. A 32-item structured questionnaire validated by three experts, two experts in business education and one in measurement and evaluation from Nnamdi Azikiwe University, Awka was used in gathering data for the study. To establish the instrument's reliability, split half test was utilized. The internal consistency of the instrument was established using Cranbach Alpha to which yielded reliability co-efficient values of 0.88, 089 and 0.76 respectively for the three clusters with an overall co-efficient value of 0.83. Data collected in the study regarding the three research questions were analyzed using descriptive statistics of mean and standard deviation. The

mean value was used to answer the three research questions while the standard deviation was used to determine the closeness of the mean ratings. Decision on the questionnaire items were interpreted on means, any mean score of 3.00 and above were considered agreed while the mean scores below 3.00 were considered disagreed. In data collection, out of the 93 copies of the questionnaire distributed to the respondents, 89 copies were actually retrieved from the respondents which represented about 95 percent. 2 copies were not properly filled and discarded. Two copies were not retrieved representing 1 percent each. The t-test was used to test the null hypotheses at 0.05 level of significance. Where the calculated p-value was less than the 0.05, it means that there was significant difference and the hypothesis was rejected. Conversely, where the calculated p-value was equal to or greater than the table value at level of significance (0.05), it means that there was no significant difference and the hypothesis was not rejected.

Results

Research Question 1

How effective are the available programmes in business education through effective school-industry collaboration for nation building tertiary institutions in Anambra State?

Table 1: Mean ratings of respondents on the available programmes in business education through effective school-industry collaboration for nation building in tertiary institutions

N = 89

S/N	Available Programme	$\overline{X}$	SD	Remarks
1.	SIWES.	4.23	0.55	Agree
2.	Organization of school-industry liaison offices	1.24	0.73	Disagree
3.	Skill acquisition programmes for students	1.39	0.88	Disagree
4.	Special skills training/retraining for lecturers	1.33	0.93	Disagree
5.	Curriculum planning and review	2.31	0.99	Disagree
6.	Research collaboration and grants	2.25	0.96	Disagree
7.	Scholarship to technical education students	1.07	0.40	Disagree
8.	Planning of work-visits/excursions/field-trips	1.09	0.46	Disagree
9.	Organization of seminars/workshops by the industries	1.20	0.55	Disagree
	for technical education students	1.25	0.72	Disagree
10.	Invitation of industrial workers for special lectures	1.28	0.44	Disagree
11.	School visits to industries for relevance information	1.02	0.41	Disagree

Data in Table 1 show that all the respondents generally agreed that all the items listed except one (item 1) were the available programme in business education through effective school-industry collaboration for nation building tertiary institutions with mean scores ranged of 4.23. This is because its mean score were below 3.00 which is the cut of point or the boundary real limit. They did not, however, disagreed on the remaining 10 items with mean scores ranging from 1.02 to 2.25. The standard deviations show that there is homogeneity amongst responses indicating a greater consensus of opinions.

Research Question 2

What are the challenges to available programmes in business education through effective school-industry collaboration for nation building in tertiary institutions in Anambra State?

Table 2: Mean ratings of respondents on the challenges to available programmes in business education through effective school-industry collaboration for nation building in tertiary institutions *N = 89*

S/N	Challenges to Available Programmes	$\bar{X}$	SD	Remarks
1.	Students' apathy to SIWES	3.43	0.30	Agree
2.	Disruption of academic calendar by recurrent strike	4.56	0.71	Agree
3.	Poor supportive attitude of the industries	4.20	0.84	Agree
4.	Poor attitude of students during SIWES	3.12	0.53	Agree
5.	Industries' apathy to SIWES	4.18	0.90	Agree
6.	Poor economic state of the industries	4.60	0.70	Agree
7.	Lack of school-industry liaison offices	4.37	1.00	Agree
8.	Mismanagement of industries' donations	4.50	0.83	Agree
9.	Poor maintenance culture of industries' supplies	4.34	1.02	Agree
10.	Gap in communication between the schools and Industries	4.60	0.70	Agree

Data in Table 2 show that the respondents agreed that all the items as challenges to available programmes in business education through effective school-industry collaboration for nation building in tertiary institutions with mean scores ranging from 3.12 to 4.60. This is because its mean score were above 3.00 which is the cut of point or the boundary real limit. The standard deviations show that there is homogeneity amongst responses indicating a greater consensus of opinions.

Research Question 3

In what ways can available programmes in business education through effective school-industry collaboration for nation building be improved in tertiary institutions in Anambra State?

Table 3: Mean ratings of respondents on the ways available programmes in business education through effective school-industry collaboration for nation building is improved in tertiary institutions *N = 89*

S/N	Ways available programmes in business education Through effective school-industry collaboration be improved	$\bar{X}$	SD	Remarks
1.	SIWES.	4.58	0.67	Agree
2.	Continuous curriculum planning and review to meet the needs of the industry	4.46	0.71	Agree
3.	Research collaboration and grants	4.30	0.70	Agree
4.	Scholarship to business education students	4.43	0.64	Agree
5.	Planning of work-visits/excursions/field-trips	4.40	0.83	Agree
6.	Organization of seminars/workshops by the industries for business education students	4.43	0.63	Agree
7.	Invitation industrial workers for special lectures	4.31	0.78	Agree
8.	Organization of school-industry liaison offices	4.24	1.00	Agree
9.	Sharing training facilities between school-industry	4.26	0.65	Agree
10.	Donation of equipment/devices from industries to business education institutions	4.51	0.65	Agree
11.	Special skills training/retraining for lecturers	4.49	0.70	Agree

Data in Table 3 show that the respondents agreed that all the items as suitable measures for improving the available programmes in business education through effective school-industry collaboration for nation building with mean scores ranging from 4.24 to 4.58. This is because its mean score were below 3.00 which is the cut of point or the boundary real limit. The standard deviations show that there is homogeneity amongst responses indicating a greater consensus of opinions.

Testing of Hypotheses

Null Hypothesis 1

Business educators in colleges of education do not differ significantly from business educators in universities on the available programmes in business education through effective school-industry collaboration for nation building in tertiary institutions in Anambra State.

Table 4: Summary of t-test analysis of colleges of education and universities business educators on the available programmes in business education through effective school-industry collaboration for nation building in tertiary institutions

N = 89

Type of Institution	N	$\bar{X}$	SD		Df	t-val	p-val	Remark
Universities	20	3.60	1.18					
				0.05	87	0.74	0.47	Not Sign.
Colleges of Education	69	3.52	1.12					

Source: *Field Study, 2018.*

Data in Table 4, indicate that the aggregate mean ratings of business educators in universities and colleges of education on the available programmes in business education through effective school-industry collaboration for nation building in tertiary institutions is 3.60 and 3.52, while the corresponding standard deviation is 1.18 and 1.12. The Table indicated that the t-value is .744 at degree of freedom of 87, while the p-value is 0.47. Testing at alpha level of 0.05, the p-value is not significant, since the p-value is greater than the alpha value (0.05). Therefore, the null hypothesis is not rejected; hence, the mean responses of business educators in universities do not significantly differ from business educators in colleges of education on the available programmes in business education through effective school-industry collaboration for nation building in tertiary institutions in Anambra State.

Null Hypothesis 2

Business educators in colleges of education do not differ significantly from business educators in universities on the challenges to effective programmes in business education through school-industry collaboration for nation building in tertiary institutions in Anambra State.

Table 5: Summary of t-test analysis of colleges of education and universities business educators on the challenges to effective programmes in business education through school-industry collaboration for nation building in tertiary institutions N = 89

Type of Institution	N	$\bar{X}$	SD		Df	t-val	p-val	Remark
Universities	20	3.23	1.11					
				0.05	87	0.50	0.25	Not Sign.
Colleges of Education	69	3.17	1.07					

Source: *Field Study, 2018.*

Data in Table 5, indicate that the aggregate mean ratings of business educators in universities and colleges of education on the challenges to effective programmes in business education through school-industry collaboration for nation building in tertiary institutions is 3.23 and 3.17, while the corresponding standard deviation is 1.11 and 1.07. The Table indicated that the t-value is .50 at degree of freedom of 87, while the p-value is 0.25. Testing at alpha level of 0.05, the p-value is not significant, since the p-value is greater than the alpha value (0.05). Therefore, the null hypothesis is not rejected; hence, the mean responses of business educators in universities do not significantly differ from business educators in colleges of education on the challenges to effective programmes in business education through school-industry collaboration for nation building in tertiary institutions in Anambra State.

Null Hypothesis 3

Business educators in colleges of education do not differ significantly from business educators in universities on the ways of improving available programmes in business education through effective school-industry collaboration for nation building in tertiary institutions in Anambra State.

Table 6: Summary of t-test analysis of colleges of education and universities business educators on the ways of improving available programmes in business education through effective school-industry collaboration for nation building in tertiary institutions N = 89

Type of Institution	N	$\overline{X}$	SD		Df	t-val	p-val	Remark
Universities	20	3.43	1.14					
				0.05	87	0.60	0.54	Not Sign.
Colleges of Education	89	3.37	1.17					

Source: *Field Study, 2018.*

Data in Table 6, indicate that the mean ratings of business educators in universities and colleges of education on the ways of improving available programmes in business education through effective school-industry collaboration for nation building in tertiary institutions is 3.43 and 3.37, while the corresponding standard deviation is 1.14 and 1.17. The Table 6 indicated that the t-value is .60 at degree of freedom of 87, while the p-value is 0.54. Testing at alpha level of 0.05, the p-value is not significant, since the p-value is greater than the alpha value (0.05). Therefore, the null hypothesis is not rejected; hence, the mean responses of business educators in universities do not significantly differ from business educators in colleges of education on the ways of improving available programmes in business education through effective school-industry collaboration for nation building in tertiary institutions in Anambra State.

Discussion of Findings

Findings of the study revealed that only item one are the available programme in business education through effective school-industry collaboration for nation building tertiary institutions with mean scores ranged of 4.23 while they rated remaining 10 items as disagreed with mean scores ranging from 1.02 to 2.25. This implies that there is almost no available programme in business education through school and industries except for SIWES. This disagreed with Jim (2017) who revealed that available programmes in business education through school-industry collaboration to include SIWES, organization of school-industry liaison offices, skill acquisition programmes for students, special skills training/retraining for lecturers, curriculum planning and review, research collaboration and grants. This implies that there are no serious collaboration between the business education institutions and the workplaces. In spite of the benefits of school-industry collaboration,

neither the schools nor the industries have indicated interest in collaboration or any strong move for partnership.

The study revealed that business educators in universities do not significantly differ from business educators in colleges of education on the available programmes in business education through effective school-industry collaboration for nation building in tertiary institutions. This means that the institution type does not affect the available programmes in business education through effective school-industry collaboration for nation building in tertiary institutions in Anambra State, Nigeria.

The findings of the study revealed that all the respondents rated all the items as challenges to available programmes in business education for effective school-industry collaboration for nation building in tertiary institutions with mean scores ranging from 3.12 to 4.60. This implies that the respondents agreed that these statements are the challenges to available programmes in business education to effective school-industry collaboration for nation building in Anambra State. The finding of this study is in line with the assertion of Oviawe, Uwameiye and Uddin (2017) that a lot of challenges tend to slow down the collaboration between school and industries.

The study revealed that business educators in universities do not significantly differ from business educators in colleges of education on the challenges to effective programmes in business education through school-industry collaboration for nation building in tertiary institutions in Anambra State. This implies that there are no serious linkages between the business education institutions and the workplaces. In spite of the benefits of school-industry collaboration, neither the schools nor the industries have indicated interest in collaboration or any strong move for collaboration

The findings of the study revealed that the respondents rated all the items as suitable measures for improving the available programmes in business education through effective school-industry collaboration for nation building with mean scores ranging from 4.24 to 4.58. This implies that the respondents agreed that all the items are possible ways or programmes that can be jointly engaged by schools and industries to enhance the capacity building of technical education students. The finding of this study supported by view of Oviawe, Uwameiye and Uddin (2017) who noted that school-industry collaboration could be improved through the identified strategies like SIWES, continuous curriculum planning and review to meet the needs of the industry**, r**esearch collaboration and grants, IT, scholarship to business education students, planning of work-visits/excursions/field-trips. The strategies as itemized above can enhance available business education programmes for nation building, if pursued forcefully by both parties.

The study revealed that business educators in universities do not significantly differ from business educators in colleges of education on the ways of improving available programmes in business education through effective school-industry collaboration for nation building in tertiary institutions in Anambra State. This implies that if both parties can apply the strategies mentioned above the school-industry collaboration will be enhanced.

Conclusion

Based on the findings of the study, it was concluded that there exist little connection between the business education programmes and the workplace. Business education programmes are constantly faced with the challenges to produce virile graduates that the current workplace would find fit and proper to assume functions in the industries. However, if there is an effective collaboration between the school and industry, these challenges would be reduced or addressed. Effective collaboration between the school-industry will salvage the deplorable learning environment of our business education programmes and enhance nation building.

Recommendations

Based on the findings of the study, the researchers proffer the following recommendations:

1. School and industries should collaborate effectively in order to increase on the available programnes of business education for nation building.
2. Business education with schools should provide liaisons offices for industries to and helps in bridging the collaboration gap schools and industries.
3. Schools should make sure that the strategies provided in this study be adequately implemented for effective collaboration between and industries to enhance nation building.

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FEATURES OF THE NIGERIAN ECONOMY AND IMPLICATIONS FOR BUSINESS EDUCATION

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Abstract
The study examined the features of Nigerian economy and the implications for Business Education. The study adopted a descriptive survey design. The population for the study was all 98 business educators drawn from three selected tertiary institutions in Rivers State, Nigeria; which include the Rivers State University, Port Harcourt, Ignatius Ajuru University of Education, Port Harcourt and Federal College of Education (Technical), Omoku. The entire population was used for the study since the size was manageable. A structured questionnaire titled "Features of Nigerian Economy and Implication for Business Education Questionnaire" (FNEIBEQ) was used as instrument for data collection. Three experts validated the instrument while PPMC was used to obtain the reliability coefficient of 0.82. Three research questions and three null hypotheses tested at 0.05 level of significance guided the study. Mean was used to analyzedata related to the research questions while Analysis of Variance was used in testing the formulated hypotheses. The findings revealed that the economy affects the availability of manpower, facilities and funds required for implementation of the business education programme. The researcher recommended that government should diversify and promote other sectors in other to improve the revenue base that will in turn improve the general allocation to education.

Keywords: *Nigeria Economy, Implications, Business Education*

Introduction

Nigeria is the most populous country in Africa with a population of over 140 million people. The country is also endowed with vast land, forest resources, and abundant natural resources, including rivers and lakes, oil and gas, and solid minerals. It is therefore a potentially large centre of production and consumption activities, and has the potential of becoming a big economy (Ayanwu, 2008).Accordingly, Ahmed (2014) asserted that Nigeria is the biggest economy in Africa with a GDP of US$510 billion and a per capita income of $2,688, which places her on 121st position. The per capita income position is an indication of an economy with low productivity. Starting from 1914 when Nigeria was created until the end of 1960 when Nigeria got her independence, and until the end of the first decade after independence; Nigerian economy has been agro-based. Agriculture has been the main source of income for the economy. The country was known for the production of some main agricultural products like groundnut and cotton (produced in the North), cocoa (produced in the West), and Palm oil (produced in the East, which includes the Niger-Delta region). Essays UK, (2013)

maintained that about 70 percent of the entire population was engaged in one form of Agriculture or the other. During the colonial era, railroads, roads and harbors were developed and market for consumer goods emerged as well with agricultural marketing board playing the role of NNPC today. About 31.3 per cent of the total land area in the country is arable and almost all forms of agriculture thrive in Nigeria.The weather condition is clement. Nigeria is also endowed with abundant natural resources as oil, gas and solid minerals.

Nigeria as a nation started enjoying economic buoyancy before and after independence despite the fact that her economy is a primitive one. Oyewole (2016) noted that Nigeria economy is a primitive one which its fundamental production tools remain among others hoe, axe and cutlass, and production depended on energy stored in muscles. Not long to the independence oil was discovered and continues booming till 1970s. As a result of this, the agriculture which had been the mainstay of Nigeria economy was abandoned due to the discovery of crude oil in large quantity. Oloibiri in the present Bayelsa state of Niger Delta region was where oil was explored first in commercial quantity. Till date, oil plays a major role in the economy, as it accounts for about 24.6 percent of GDP, 95.9 percent of foreign exchange receipts and 87.6 percent of government revenue (CBN, 2006). In addition, the country is endowed with vast reserves of natural gas, even more than oil. She is also richly endowed with a variety of solid minerals, ranging from precious metals to industrial minerals, such as barites, gypsum, kaolin and marble. Others include coal, iron ore, lead, limestone, tin, columbite and zinc. The overdependence on oil has brought about neglect of other sectors that could drive the economy of Nigeria. Revenues derived from oil have also not been properly channeled to boost educational activities that will in turn help drive the economy as Okoroma (2017) opined that funding of education by government is below the 26 percent UNESCO bench mark as represented in the table below;

Table 1: Federal Budget and Educational Sector Share (2001 - 2016)

Year	Total Budget	Allocation To Education	% Allocation To Education
2001	894,214,805,186	66,441,434,271	7.13
2002	578,582,851,520	63,856,955,913	6.90
2003	699,057,649,979	59,146,740,250	7.75
2004	889,154,844,588	60,495,410,864	5.24
2005	1,354,615,243,138	79,911,096,069	8.21
2006	1,518,877,922,467	88,150,303,003	10.43
2007	1,880,923,949,983	95,702,067,069	9.75
2008	2,213,230,236,349	97,712,819,757	10.04
2009	3,101,813,750,626	102,940,740,202	8.79
2010	3,931,265,321,767	126,729,399,627	7.37
2011	3,571,815,678,134	127,860,445,381	9.32
2012	3,945,036,061,331	126,158,572,828	9.86
2013	4,920,000,000,000	141,008,230,959	10.21
2014	6,620,000,000,000	493,400,000,000	10.68
2015	4,500,000,000,000	492,034,986,591	10.93
2016	6,080,000,000,000	369,600,000,000	8.08

Source: Okoroma, 2017.

President MuhammaduBuhari, N448.01billion was allocated to education, representing about 6 percent of the N7.30 trillion budget, contrary to the recommendation by UNESCO. Also, Adedigba (2017) revealed that N605.8 billion which represents 7.04 percent of 8.6 trillion 2018 budget was allocated to the education sector. This is below the 2017 allocation and far below the UNESCO recommended benchmark and this may significantly affect the Business Education programme which subsists under the education sector and is initiated to equip its learners with relevant skills that will help drive the economy.

Business education is a program that is geared towards the acquisition of knowledge and skills needed in the work place. According to Aliyu (2006), Business education is the education that creates avenue for acquisition and development of skills and competencies, attitudes and attributes by learners for efficiency of the economic system. The objective of business education according to Koko (2010) includes; production of skilled manpower for industries, production of business teachers/educators and production of entrepreneurs. Accordingly, Val-Ossai and Akpomi (2017) asserted that business education is a programme in education that prepares students for entry into and advancement of jobs within the business environment. Val-Ossai and Akpomi stressed further that it is an education programme which involves acquisition of skills, knowledge and competencies which make the recipient/beneficiary proficient. Ubulom and Enyekit (2017) asserted that;

> *Business Education is an aspect of educational or training process which an individual receives with the primary motive of enabling him acquire adequate attitudes, concepts, knowledge, understanding and skills in business activities for his personal or for vocational usage, for career as administrator or manager and for career as a business teacher wherever he may find himself in the world of work.*

Business Education can simply be defined as that aspect of educational programme designed to provide an individual with the needed business and vocational attitudes, understanding, knowledge and skills required for effective participation in the world of business. As a skilled programmist requires the use of hands-on facilities and modern technological wares that will enhance performance in the business world and efficient qualified manpower and all of this requires effective funding (p. 69).

Statement of the Problem

On paper the Nigeria economic system is mixed economic system, which in theory is a system based on a combination of private and public economic players, each with their specific roles in matters of the economy but in reality the Nigerian economic system is a government run system, which is heavily dependent on one commodity called oil (Ebomah, 2017). This present system allows for a huge involvement of government and its public enterprises, as key productive players in the matters of the economy rather than a regulatory one. This system is perfectly flawed and unsustainable, as government as an institution is not embedded with features of flexibility, dynamism and innovation like private enterprises are, to meet the targets of job creation, inclusive growth and development. Hence, poses several challenges to various sectors that make up the economy.

Business Education on the other hand, happens to be a programme geared towards the empowerment of its learners for survival in the business world. However, studies have shown that the Business Education programme suffers setbacks in achieving its objectives due to certain socio-economic challenges; such as insufficient manpower and inadequate material resources as opined by

Agboola (2015) and Oladunjoye (2016). It was therefore the interest of the researcher to examine the opinion of Business Educators as regards the features of the Nigerian economy and its implication for Business Education.

Purpose of the Study

The objective of this study was to examine business educators' perception of the features of the Nigerian economy and its implication for business education. Specifically the study sought to;

1. Ascertain whether the Nigerian economy affect the availability of manpower for implementation of the Business Education programme.
2. Ascertain whether the Nigerian economy affect the availability of facilities for implementation of the Business Education programme.
3. Ascertain whether the Nigerian economy affect the availability of funds for implementation of the Business Education programme.

Research Questions

The following research questions guided the study;

1. To what extent does the Nigerian economy affect the availability of manpower for implementation of the Business Education programme?
2. To what extent does the Nigerian economy affect the availability of facilities for implementation of the Business Education programme?
3. To what extent does the Nigerian economy affect the availability of funds for implementation of the Business Education programme?

Hypotheses

The following hypotheses were tested;

1. There is no significant difference in the mean responses of the three respondent groups on extent to which the Nigerian economy affect the availability of manpower for implementation of the Business Education programme.
2. There is no significant difference in the mean responses of the three respondent groups on extent to which the Nigerian economy affect the availability of facilities for implementation of the Business Education programme.
3. There is no significant difference in the mean responses of the three respondent groups on extent to which the Nigerian economy affect the availability of funds for implementation of the Business Education programme.

Method

The research design used in conducting the study was descriptive survey. The population for the study was all 98 Business Educators drawn from 3 selected tertiary institutions in Rivers State, Nigeria as reflected in the table below;

Table 2: Population Distribution

S/No	Institutions	No. of Bus. Educators
1.	Rivers State University	10
2.	Ignatius Ajuru University of Education	60
3.	Federal College of Education (Technical)	28
	Total	**98**

Source: Registry of the various institutions, 2018

The entire population was used for the study since the size was manageable; no sampling was required. The instrument used for data collection was a structured questionnaire titled "Features of Nigerian Economy and Implication for Business Education Questionnaire" (FNEIBEQ). The instrument provided responses to the three research questions with 15 items and a 4-point rating scale weighted as "Very High Extent" (VHE) 4 points, "High Extent" (HE) 3 points, "Low Extent" (LE) 2 points and "Very Low Extent" (VLE) 1 point. To establish the validity of the instrument, the questionnaire was subjected to face and content validity by three experts; two from the Department of Business Education and one expert from Measurement and Evaluation, all of Faculty of Education in Rivers State University. To ensure the consistency of the instrument, the test-retest method of reliability at an interval of 14 days was adopted. The Pearson product moment correlation was used to process the result. A reliability coefficient of .82 was established. All copies of the questionnaire were retrieved and used for the study. Mean was used to analyse the research questions posed for the study; a mean score of 2.50 stood as the benchmark for acceptance, while Analysis of Variance was used to test the null hypotheses formulated for the study at 0.05 level of significance. The decision rule for the f-value is: If the f-calculated is greater than the f-critical, the null hypothesis is rejected but accepted if the f-calculated is less than f-critical at .05 level of significance, this is employed thus; f-ratio = mean square between/mean square within (f = MSB/MSW).

Results

Research Question 1

To what extent does the Nigerian economy affects the availability of manpower for implementation of the Business Education programme?

Table 3: Mean Ratings on Extent to which the Nigerian economy affects the availability of manpower for implementation of the Business Education programme

S/N	STATEMENTS	RSU ($\overline{X}$ 1)	Rmk	IAUOE ($\overline{X}$ 2)	Rmk	FCE(T) ($\overline{X}$ 3)	Rmk	Mean	Rmk
1	The economy does not permit recruitment of adequate qualified lecturers.	3.16	VHE	3.05	VHE	3.00	VHE	3.06	VHE
2	The economy does not allow for recruitment of studio attendants.	3.16	VHE	1.70	VLE	1.71	VLE	2.19	LE
3	The economy does not give room for hiring of student teachers.	2.00	LE	1.65	VLE	1.86	VLE	1.84	VLE
4	The economy does not give room for invitation of qualified visiting professors.	2.75	HE	3.13	VHE	3.07	VHE	2.98	HE
5	The economy does not allow for provision of train the trainers facilitators.	3.08	VHE	3.35	VHE	3.14	VHE	3.19	VHE
6	The economy does not make it affordable for hiring of skilled lecturers for practicals.	2.91	HE	3.22	VHE	2.78	HE	2.97	HE
	Grand Mean							**2.71**	**HE**

Source: Survey Data, 2018.

** Rmk = Remarks,*

The responses of the respondents in Table 3 indicate that items 1, 4, 5 and 6 with mean scores of 3.06, 2.98, 3.19 and 2.97 were rated high and accepted. This implies that the respondents agreed that the economy does not permit recruitment adequate qualified lecturers; does not give room for invitation of qualified visiting professors; does not allow for provision of train the trainers facilitators and does not make it affordable for hiring of skilled lecturers for practicals. Also, the opinion of the respondents was rated low that the economy does not allow for recruitment of studio attendants and that the economy does not give room for hiring of student teachers as the both items in 2 and 3 were rated 2.19 and 1.84 respectively below average. However, the grand mean of 2.71 indicated a high extent to which the Nigerian economy affects the availability of manpower for implementation of the Business Education programme.

Research Question 2

To what extent does the Nigerian economy affects the availability of facilities for implementation of the Business Education programme?

Table 4: Mean Ratings on Extent to which the Nigerian economy affects the availability of facilities for implementation of the Business

S/N	Statements	RSU ($\overline{X}$ 1)	Rmk	IAUOE ($\overline{X}$ 2)	Rmk	FCE(T) ($\overline{X}$ 3)	Rmk	Mean	Rmk
7.	The economy affects the provision of land.	2.83	HE	1.77	VLE	1.5	VLE	2.03	LE
8.	The economy affects the provision of learning materials.	3.08	VHE	1.54	VLE	1.92	VLE	2.18	LE
9.	The economy affects the building of studios.	2.92	HE	3.32	VHE	3.17	VHE	3.14	VHE
10.	The economy affects the provision of lab equipment.	3.08	VHE	3.32	VHE	2.78	HE	3.06	VHE
11.	The economy affects the provision of adequate offices/classroom.	3.16	VHE	3.35	VHE	3.14	VHE	3.22	VHE
12.	The economy affects the provision of machines.	3.11	VHE	3.01	VHE	3.26	VHE	3.13	VHE
	Grand Mean							**2.97**	**HE**

Source: Survey Data, 2018.

** Rmk = Remarks,*

The responses of the respondents in Table 4 indicate that items 9, 10, 11 and 12 with mean scores of 3.14, 3.06, 3.22 and 3.13 were rated high and accepted. This implies that the respondents agreed that the economy affects the building of studios; provision of lab equipment; provision of adequate offices/classrooms as well as provision of machines. Also the respondents rated items 7 and 8 low with mean scores of 2.03 and 2.18 respectively below average; implying that the economy does not really affect the provision of land and learning materials for implementation of the Business Education programme. However, the grand mean of 2.79 indicated a high extent to which the Nigerian economy affects the availability of facilities for implementation of the Business Education programme.

Research Question 3

To what extent does the Nigerian economy affects the availability of funds for implementation of the Business Education programme?

Table 5: Mean Ratings on Extent to which the Nigerian economy affects the availability of funds for implementation of the Business Education programme

S/N	STATEMENTS	RSU ($\overline{X}$ 1)	Rmk	IAUOE ($\overline{X}$ 2)	Rmk	FCE(T) ($\overline{X}$ 3)	Rmk	Mean	Rmk
13.	The economy does not permit for adequate allocation of funds.	2.75	HE	3.13	VHE	3.00	VHE	2.96	HE
14.	The economy affects private support funding.	2.92	HE	2.74	HE	2.78	HE	2.81	HE
15.	The economy affects support from donor agencies.	1.83	VLE	1.58	VLE	1.5	VLE	1.57	VLE
16.	The economy affects internal generated funds.	3.25	VHE	3.13	VHE	3.17	VHE	3.18	VHE
17.	The economy affects collection of levy.	3.33	VHE	3.38	VHE	3.15	VHE	3.29	VHE
18.	The economy affects parental and community funding.	3.16	VHE	3.35	VHE	3.14	VHE	3.22	VHE
	Grand Mean							**2.73**	HE

Source: Survey Data, 2018.
** Rmk = Remarks,*

The responses of the respondents in Table 5 indicate that items 13, 14, 16, 17 and 18 with mean scores of 2.96, 2.81, 3.18, 3.29 and 3.22 were all rated high and accepted. This implied that the respondents agreed that the economy does not permit for adequate allocation of funds; affects private support funding; internal generated funds; collection of levy as well as parental and community funding but the respondents disagreed that the economy affects support from donor agencies as item 15 was rated low, 1.57 below average. However, the grand mean of 2.73 indicated a high extent to which the Nigerian economy affects the availability of funds for implementation of the Business Education programme.

Hypothesis 1

There is no significant difference in the mean responses of the three respondent groups on extent to which the Nigerian economy affects the availability of manpower for implementation of the Business Education programme.

Table 6: Analysis of Variance of the Respondents on the Nigerian economy and the availability of manpower for implementation of the Business Education programme

Source of Variance	SS	DF	MS	L/Significance	F-Cal	F-Crit	Decision
Between Groups	7.6	2	3.8	.05	2.62	3.15	Accepted
Within Groups	97.4	67	1.45				

Source: Survey Data, 2018.

Table 6 shows that at degree of freedom 2 and 67, the between groups variance score and within group variance score (between groups mean square and within group mean square) are 7.6 and 97.4 respectively. It also shows the calculated f-ratio of 2.62 which is lower than the f-critical of 3.15 at .05 level of significance. Thus, hypothesis 1 is accepted; indicating that there is no significant difference in the mean responses of the three respondent groups on extent to which the Nigerian economy affects the availability of manpower for implementation of the Business Education programme.

Hypothesis 2

There is no significant difference in the mean responses of the three respondent groups on extent to which the Nigerian economy affects the availability of facilities for implementation of the Business Education programme.

Table 7: Analysis of Variance of the Respondents on the Nigerian economy and the availability of facilities for implementation of the Business Education programme

Source of Variance	SS	DF	MS	L/Significance	F-Cal	F-Crit	Decision
Between Groups	9	2	4.5	.05	2.98	3.15	Accepted
Within Groups	101	67	1.51				

Source: Survey Data, 2018.

Table 7 shows that at degree of freedom 2 and 67, the between groups variance score and within group variance score (between groups mean square and within group mean square) are 9 and 101 respectively. It also shows the calculated f-ratio of 2.98 which is lower than the f-critical of 3.15 at .05 level of significance. Thus, hypothesis 2 is accepted; indicating that there is no significant difference in the mean responses of the three respondent groups on extent to which the Nigerian economy affects the availability of facilities for implementation of the Business Education programme.

Hypothesis 3

There is no significant difference in the mean responses of the three respondent groups on extent to which the Nigerian economy affects the availability of funds for implementation of the Business Education programme.

Table 8: Analysis of Variance of the Respondents on the Nigerian economy and the availability of funds for implementation of the Business Education programme.

Source of Variance	SS	DF	MS	L/Significance	F-Cal	F-Crit	Decision
Between Groups	6.01	2	3.01	.05	1.99	3.15	Accepted
Within Groups	101	67	1.51				

Source: Survey Data, 2018

Table 8 shows that at degree of freedom 2 and 67, the between groups variance score and within group variance score (between groups mean square and within group mean square) are 6.01 and 101 respectively. It also shows the calculated f-ratio of 1.99 which is lower than the f-critical of

3.15 at .05 level of significance. Thus, hypothesis 3 is accepted; indicating that there is no significant difference in the mean responses of the three respondent groups on extent to which the Nigerian economy affects the availability of funds for implementation of the Business Education programme.

Discussion of Findings

One of the findings of this study was that the Nigerian economy affects the availability of manpower for implementation of the Business Education programme. The study showed that the economy does not permit recruitment of adequate qualified lecturers; does not give room for invitation of qualified visiting professors; does not allow for provision of train the trainers facilitators and does not make it affordable for hiring of skilled lectures for practicals but this is not applicable to engaging studio attendants and hiring of student teachers as responded by the respondents in table 2. This finding agrees with Agboola (2015) and Oladunjoye (2016)who asserted that insufficient manpower is part of the challenges confronting the Business Education programme. This is as a result of the economic challenges confronting the government from allocating the required funds to drive education in Nigeria.

The study also revealed that the Nigerian economy affects the availability of facilities for implementation of the Business Education programme. The study showed that the economy affects the building of studios; provision of lab equipment; provision of adequate offices/classrooms as well as provision of machines but the economy does not really affect the provision of land and learning materials for the implementation of the Business Education programme. This finding aligns with Agboola (2015) and Oladunjoye (2016) who opined that inadequate material resources are a major setback in the implementation of the Business Education programme.

The study revealed that the Nigerian economy affects the availability of funds for implementation of the Business Education programme. The study showed that the economy does not permit for adequate allocation of funds; affects private support funding; internal generated funds; collection of levy as well as parental and community funding but the respondents disagreed that the economy affects support from donor agencies. This finding agrees with Okoroma (2017) who asserted that funding of education by government is below the 26 percent UNESCO bench mark.

Conclusion

The Nigerian economy is a mixed economy with capitalistic and socialistic features that has its major dependency on oil exploration. The production of oil and subsequent sales determines the revenue base of the nation and a drop in oil price generally affects other sectors. The Business Education programme like every other educational programme is government driven with little private interference. Generally, allocation to the education sector is below UNESCO recommendation and this has greatly affected the allocation of funds and provision of manpower and materials for educational activities in Nigeria.

Recommendations

Based on the findings, the following recommendations were made:

1. Business Education programme administrators should look at other available alternative manpower that will assist in academic activities for effective implementation of the programme.
2. Government and other stakeholders should synergize in provision of facilities and other instructional materials; this will help provide the needed facilities to drive the Business Education programme.

3. Government should diversify and promote other sectors in order to improve the revenue base and economy in general as this will positively improve the allocation of funds for education.
4. Business Education programme administrators should look at alternative means of funding in other to make funds available for implementation of the programme.

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CHALLENGES OF THE USE OF NEW TECHNOLOGIES IN TEACHING OF BUSINESS EDUCATION COURSES IN TERTIARY INSTITUTIONS IN RIVERS STATE, NIGERIA

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Abstract
The study addressed the challenges in the use of new technologies for teaching business education courses in tertiary institutions in Rivers State. The study highlighted the objectives of business education, new technologies in business education and the challenges of using new technologies in teaching business education courses. Survey research design was adopted for the study. The population consisted of 111 business educators drawn from the three tertiary institutions offering business education programme in Rivers State. The study undertook complete enumeration; hence, there was no sample. The instrument used for data collection was a structured questionnaire titled: Assessment of Challenges on Utilization of Modern Technologies in Business Education Programme Questionnaire (ACUMTBEPQ). The data collected were analyzed using Mean (x) and Standard Deviation (SD), while t-test was used to test the two null hypotheses at 0.05 level of significance. The study found that there were various factors challenging the use of new technologies in teaching business education courses, ranging from epileptic nature of electric power supply to poor funding of business education programme. Finally conclusion and recommendations were made.

Keyword: *New Technologies, Business Education, Challenges, Tertiary Institutions.*

Introduction

Many global issues have called for increased emphasis on the use of new technologies for teaching and learning in tertiary institutions all over the world. These include greater information access, greater communication via electronic facilities, synchronous learning, increased co-operation and collaboration, cost effectiveness and pedagogical improvement through simulations, virtual experiences and graphic representations (Owenbuigie, 2017). The use of these new technological gadgets seems to make teaching and learning a little bit easier, concrete real and more result-oriented. The use of new technologies is a departure from the conventional approaches of instructional delivery (curriculum implementation) in the education system. According to Nwana (2012), the main purpose of e-learning is to transform the old methods and approaches to curriculum implementation and not to silence the curriculum or to extinguish or erase the contents of curriculum. The holy book (bible) teaches that God sent not his son into the world to condemn the world; but that the world through Him might be saved (John 3:17). As Christ did not come to the world to abolish the law, rather that the world would be saved through Him, in the same vein, the purpose of e-learning is to transform the old methods and approaches to curriculum implementation and not to silence the curriculum.

Technology literally is referred to scientific knowledge. At this scientific era, technology is eminent seeming ubiquitous, touching almost all spheres of life, offices, education, hospitals among others. Redmamn and Kostrlik (2008) defined technology as the making, modification, usage and knowledge of tools, machines, techniques, crafts, systems and methods of organization in order to solve a problem, improve a pre-existing solution to a problem, achieve a goal, handle an applied input or output relation or perform a specific function.

New technologies are the modern technological devices recently invented to ease or facilitate communication. To this, Nwajiaka (2003) posited that new technology involves all the sophisticated machines and equipment invented around 21st century for easy gatherings, processing and transmission of information across the globe and for easy communication between people. Madu, Obidi and Genevive (2015) believed in the performance of modern technology, hence, stated that when technology is properly used, it will help students acquire the skills they need to survive in a complex, highly technological knowledge-based economy.

Tertiary institution also referred to as tertiary education is the level of education after secondary education. It is referred to as the third-level, third stage or post-secondary education. It is the educational level following the completion or a school providing a secondary education. The World Bank (2019) defines tertiary education as including universities as well as trade schools and colleges.

Tertiary education are the education level beyond the secondary school level especially education at the colleges of education, Polytechnics and University levels. They include both Federal and State Governments owned tertiary institutions. Tertiary education generally culminates in the issue and receipt of different certificates according to their level and nature. For example Nigeria Certificate in Education (NCE), diplomas and academic degrees by the colleges of Education, Polytechnics and Universities respectively.

Business education programme is an educational programme found in vocational technical education (VTE). Its aim according to Ugwoke (2011) is to prepare individuals for careers in business and also to be intelligent economic consumers of goods and services. Business education has been defined by Okoro (2016) as a study of new technologies in business and the acquisition of skills, attitudes, understanding and knowledge, leading to occupations in various sections of the people's economic and social lives. These and all other definitions of business education centre on the acquisition of skills that will enable the learner on graduation become saleable by gaining either paid employment or establishing a business and become self-reliant.

This type of education like other VTE aspects has intensified emphasis in skills acquisition for its graduates with the view to enhancing their capabilities for self-employment. The knowledge the students or learners acquire in this field enables them function successfully in the business world. One would deduce from the definitions that the programme goes ahead to equip the learners with the skills and competencies to establish and run the business successfully and not only having the knowledge of the nature of the enterprise. Such skills expected from the business education programme among others include creativity skills, problem-solving skills, inter-personal relation skills among others. Solomon (2003) held that these skills are essential for enterprises as they enable individuals to add value to their existing products and efficient utilization of scarce resources to achieve optimum profit.

The incorporation of new technologies in education especially in business education programme is to make teaching and learning process easier, stimulating and result- oriented. However, new technologies in curriculum implementation or instructional delivery are relatively new innovation in Nigerian education system. Utilization of new .technplogies in teaching and learning of business education programme in Nigeria has some inherent challenges. According to Achugbue (2011), new technologies in business education programme have posed many challenges to business

educators in Nigeria. These challenges include among others: epileptic electric power supply. Most of these new technologies are powered by electricity therefore electricity has to be constantly available for effective functioning of these technologies. The epileptic nature of electricity power supply in Nigeria is a major concern in the use of new technologies in teachings and learning business education courses. Worrisomely, Okala (2005) condemned the epileptic nature of electric power supply and also the high cost of running a standby generator. According to Oyadongham and Eke (2011), for the past fifteen years, Nigeria has been having difficulties in providing stable and reliable electricity supply to every nook and cranny of the country without success. Corroborating this, Amiaya (2014) affirmed that currently, there is no part of the country which can boast of electricity supply for 24 hours a day except probably areas where government officials live. Since electricity power supply is not reliable in the country, instructional delivery can always be distorted using technological facilities. This is true because when these technologies could be put in use, the light may go off thereby disrupting teaching process. Akasi and Nwabufo (2016) strongly believed that constant power failure may constitute a problem to the teachers because this instructional equipment cannot function without electricity. Most of the schools *are* plagued with the problem of lack of regular power supply without which the adequately provided UPS cannot function. Olowookere and lyiola (2016) declared that where there is no alternative power supply such as generator or inverter, lectures are distorted once the power is switched off.

Unstable internet network service is a bane to the progress and growth of the use of modern technologies in teaching process. Internet network service in Nigeria is poor and unreliable. One of the major challenges the internet users especially business educators are facing is the incessant interruption of the internet network services. This to a great extent challenges the use of new technologies in teaching process in business education. Many a time, when there is need for 'the use of these new technologies such as internet for browsing and other things the network may either be slow or not available. This situation disrupts teaching and learning processes. lyiola (2013) being worried about the challenges inherent in the use of new technologies in education, lamented that cyber crimes and other social vices associated with the use of ICT in education generally is worrisome. Okoro (2016) stressed that the internet users have developed eye problems because of constant and continuous usage and hence have reverted to use of eye glasses.

Many business educators are not ICT literate, hence they fail in using ICT both during their lessons and in the preparation of lesson. Business educators should be 'made to be placed on constant training on the ICT programme. Lack of this, has made most of the business educators deficient in the use of new technologies in teaching business courses. According to Nagel (2013), the key among all the challenges in the use of new technologies in teaching and learning business education programmes is lack of suitable professional development for business educators who are required to integrate the new technologies into classroom practices.

Mac-lkemenjima (2005), Jegede and Owolabi (2008) and Okoli and Wagbara (2016) stated that there is dearth of trained teachers for e-learning. Akasi and Nwabufo (2016) added that there is lack of adequate trained personnel, and the few business educators that are currently available are not well trained on the use of these equipment and there is no adequate training programme for them. Nedum-Ogbede (2016), corroborating Okoli and Wagbara (2016) stated that there are few business

educators with knowledge of the use of new technologies, hence, inadequate qualified lecturers and personnel in some options of business education have posed a big challenge to the learning and teaching of business education courses using the new technologies. This however has brought about dearth of technological knowledge and development on the part of business educators on the use of new technologies in teaching business courses. When one is not adequately trained, he will have nothing to offer.

Evidences are abound for lack of business educators' training and proficiency in ICT. To this, Bongotons and Onyenwe (2010) asserted that although, there are business teacher educators available, they lack pre-requisite ICT competency and this hinders the ability to effectively direct teaching and learning. It is really becoming very worrisome in carrying out instructional delivery in business education programme as most of the business educators are deficient in the use of new technologies.

Funding of higher education in Nigeria is the sole responsibility of the federal government, while state and local governments are responsible for post primary and primary education respectively. Funds are needed for human, material and other resources to run the system. In recent times, government of Nigeria is no more paying much attention on funding of education in the country. Analyzing funding 'of education in Nigeria and other countries, Okejim (2008) stated that the analysis of the budgets at the local, state and federal levels and a comparison with international standards showed that the budgets for education in Nigeria fall far below acceptable standards. Oduleye (2005) stated that one of the major problems now facing Nigerian tertiary education is the issue of under-funding and misspending. The author further stated that government priority to education is still very low, consequently, funding of higher education by the government is declining.

Business education programmes have not been adequately funded and this has incapacitated the institutions to purchase needed modern equipment for their typing rooms (Fadare, 2014). Iyiola (2013) advanced that inadequate funding of business education programmes leads to lack of ICT infrastructure in most institutions of higher learning. Iyiola buttressed this point by saying that where there is inadequate ICT infrastructure for the teaching of students, they do more of theory than practical which may not enable them to be highly competitive in the labour market. Ekoh (2016) believed that lack of adequate funds to equip the classrooms with multimedia-capable internet connected computers in schools, challenges the use of new technologies in teaching and learning business education programmes. Eko further stated that business education classrooms are not adequately equipped with appropriate and relevant innovative equipment/facilities for teaching and learning. Kashorda (2013) held that educational institutions in Nigeria are not adequately funded by the government or any other funding institutions hence, there is limited penetration of the national physical telecommunication infrastructure into rural and low income areas. The inadequate funding of business education programmes has brought an untold challenges in the use of new technologies in teaching and learning business courses.

There are other obvious challenges militating against the effective use of new technologies in teaching and learning of business education courses in tertiary institutions in Rivers State. One of such factors is people's unyielding attitude to change. Naturally, most people are adamant and conservative in nature. This gives them the tendency to prefer an existing or traditional situation to any new innovation or change. According to Olowookere and Iyiola (2016), resistance to change from traditional (pedagogical methods to more innovative technology-based teaching and learning is critical factor in education. One common attitude inherent in human beings is that of resistance to change. Some business educators are still adamant to the introduction of new technologies into business education programme. The inability of these teachers to embrace this new introduction has

affected the effective utilization of new technologies in business education. By this, Nedum-Ogbede (2016) stated that since modern office has since transited from the manual operations, through mechanical and then to the present electronic era, some business educators are still finding it cumbersome to adapt to the rapidly changing techniques and new equipment in the work place. Ekoh (2016) added that there is business educators' disinterest or phobia about innovative pedagogy, stressing that most business educators are settlers *(people* who appreciate stability and do not want heroic efforts to become an everyday requirements). Human beings including business educators are sometime recalcitrant to change in attitude, and because they are recalcitrant to change, they seldom yield to new introduction. Akasi and Nwabufo (2016) hold that majority of the practicing business educators in the country still hold on to traditional methods of teaching. They believe that the utilization of the instructional facilities will displace them of their normal duties.

Poor maintenance culture of Nigerians challenges the use of new technologies in teaching and learning processes. These machines and facilities are not locally produced, rather imported from foreign countries. This has made their spare parts and technician not common or easily available in Nigeria. This makes repairs and maintenance of these machines very difficult. To this, Akasi and Nwabufo (2016) held. that the maintenance/repair of most of the instructional equipment is not locally available. The implication of this is that any minor fault will result to shipping of the equipment abroad.

The cost of acquiring these new technologies is high. Cost of any commodities to, a greater extent determines the demand and acquisition of such commodity. Economists make all to understand that price is a determinant of demand and supply of goods and services. Therefore, it can be said that price which is cost is a function of demand and supply. This can be linked to Kashorda (2013) who asserted that cost is also an important factor that guides the adoption and growth of ICT in a country. Otobo and Makeri-Yahaya (2002) stated that the new technologies are expensive to procure hence limiting their availability and utilization in the teaching and learning of business education programme. Bello, Oludele and Ademiluyi (2016) noted that the problem most often noted by educationists is concerned with cost of procurement and maintenance of ICT equipment and facilities. Inadequate of these technological facilities and their poor maintenance hampers their use in teaching business education courses.

Inconsistency in government policies on education may affect the use of new technologies in instructional delivery in Nigerian education system. In line with this, lyiola (2013) stated that government policies and programmes on ICT may not be favorable for the education programme. Tinio (2002) identified educational policy and planning, infrastructure, language and content, capacity building and financing as the key challenges in the use of ICT in education.

Statement of Problem

One of the reasons of integrating new technology into the education programme is to improve the quality of education and expand access to education. It is to make teaching a little bit easier, real and interesting. Most educational disciplines have integrated the use of the new technologies into the system including business education. Unfortunately, the programme is seriously challenged by the new technologies. Could these challenges be of inadequate availability of the facilities, epileptic electric power supply, poor internet network service, untrained personnel, poor funding and so-on.

When these new technologies are to be used in teaching, other facilities are either out of service or slow in operation like electric power and network service. Sometimes, no competent business educator to manipulate the equipments. These and other factors contribute in making the use

of new technologies unreliable, disappointing at the time of need, thereby disrupting teaching process.

If these challenges facing the effective utilization of ICT in teaching business education courses are not brought under check, there is the possibility that the implementation of business education curriculum will be seriously hampered leading to the use of traditional pedagogical approach. Based on this, the study assessed the extent of these challenges in the utilization of new technological resources in the teaching of business education courses in tertiary institutions in Rivers State.

Purpose of the Study

The main purpose of the study was to assess challenges on the use of new technologies in teaching business education courses in tertiary institutions in Rivers State. Specifically, the study assessed the extent to which;

1. epileptic electric power supply influences the use of new technologies in teaching business education course in tertiary institutions in Rivers State
2. poor or unstable network service influences the use of new technologies in teaching business education courses in tertiary institutions in Rivers State.
3. inadequate ICT trained personnel influences the use of new technologies in teaching business education courses in tertiary institutions in Rivers State, and
4. inadequate funding of business education programme influences the use of new technologies in teaching business education courses in tertiary institution in Rivers State.

Research Questions

To achieve the purpose of the study, the following research questions guided the study;

1. To what extent does epileptic electric power supply influence the use of new technologies in teaching business education courses in tertiary institutions in Rivers State?
2. To what extent does poor network service influence the use of new technologies in teaching business education courses in tertiary institutions in Rivers State?
3. To what extent does inadequate ICT trained personnel influence the use of new technologies in teaching business education courses in tertiary institutions in Rivers State?
4. To what extent does poor funding influence the use of new technologies in teaching business education courses in tertiary institutions in Rivers State?

Hypothesis

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

Ho_1: There is no significant difference between the mean score of business educators in Universities and those in Colleges of Education on the challenges on the use of new technologies in teaching business education courses in tertiary institutions in Rivers State.

Ho_2: There is no significant difference between the mean score of business educators in Federal and State tertiary institutions respectively on the use of new technologies in teaching business education courses in Rivers State.

Method

Descriptive, survey design was adopted to determine the challenges to the use of new technologies in teaching business education courses in tertiary institutions in Rivers State. The population of the study comprised 111 business educators in all the tertiary institutions offering

business education programme in Rivers State. The entire population was studied; hence, there was no need for sample. The instrument used for data collection was a structured questionnaire divided into two sections, A and B made up of 24 items. The four response categories used were Very High Extent (VHE), High Extent (HE), Low Extent (LE) and Very Low Extent (VLE). The instrument was validated by two lecturers versed in research knowledge. Pearson's Product Moment Correlation (PPMC) method was used to test the reliability of the instrument and a reliability coefficient of 0.93 was obtained indicating the internal consistency of the instrument. The researcher with the help of two research assistants administered and retrieved the instrument from the respondents. The data collected were analyzed with the Arithmetic Mean (x) and Standard Deviation (SD) to answer the research questions and the hypotheses were tested using t-test at 0.05 level of significance. The null hypothesis (H_O) was retained if the t-value was less than the t-critical value of 0.05. However, if the t-calculated value was greater than t-critical value, null hypothesis (H_O) rejected.

Results

Research Question One

To what extent does epileptic electric power supply influence the use of new technologies in teaching business education courses in tertiary institutions in Rivers State?

Table 1: Responses on the extent epileptic power supply influenced the use of new technologies in teaching.

S/N	ITEMS	VHE	HE	LE	VLE	$\bar{X}$	Rmk
	Extent of influence of;						
1.	Unsteady electric power supply in teaching business education courses using new technology					3.25	High Extent
2.	Vandalization of electrical installation in teaching business education courses using new technology					3.14	High Extent
3.	Teaching business education courses using new technology					3.21	High Extent
4.	Teaching business education courses using new technology					3.27	High Extent
	Mean of means (X)					**3.22**	**High Extent**

The mean (X) of means of 3.22 shown in Table1 simply implies that respondents agreed that all the four items highlighted are evidence that epileptic power supply challenges the use of new technology in teaching business education courses. This is true because the grand mean of 3.22 is greater than the criterion mean of 2.50.

Research Question Two

To what extent does poor network service influence the use of new technologies in teaching business education courses in tertiary institutions in Rivers State?

Table 2: Response on the extent poor network service influences the use of new technologies in teaching business education courses.

S/N	ITEMS	VHE	HE	LE	VLE	X	Rmk
	To what extent does;						
1.	Unavailable network service hampers teaching business education courses using new technologies?					3.05	High Extent
2.	Epileptic or unstable network service influences teaching business education courses using new technology?					2.67	High Extent
3	Slow network service affect the use of new technologies in teaching business education courses?					2.89	High Extent
4.	Internet network failure disrupts teaching process?					2.89	High Extent
	Mean of means (X)					**2.88**	**High Extent**

The data presented in Table 2 reveal that the mean scores of all the items range from 2.67 to 3.05 with a mean of means of 2.88. This indicates that the respondents rated all the four poor network services at a high extent by business educators as challenging the use of new technologies in teaching business education coursed in tertiary institutions in Rivers Sate.

Research Question Three

To what extent does inadequate ICT trained personnel influence the use of new technologies in teaching business education courses in tertiary institutions in Rivers State?

Table 3: Response on extent of influence of inadequate ICT Trained Personnel

S/N	ITEMS	VHE	HE	LE	VLE	X	Remark
	To what extent does;						
1.	Inadequate training opportunities for business education ICT influence teaching of business education courses?					3.30	High Extent
2.	Incompetency of the business educators to utilize manipulate available facilities disturbs the use of new technologies in teaching business education courses in your school?					3.11	High Extent
3.	Lack of adequate on-going professional development for business education courses using new technologies?					3.20	High Extent
4.	Business education teacher's negative attitude to new approaches affect teaching business education courses?					2.86	High Extent
	Mean of means (X)					**3.07**	**High Extent**

Table 3 shows a mean of means of 3.07 implying that the respondents agreed that all the four items are to high extent evident that inadequate ICT trained business educators challenges the teaching process of business education courses in Rivers State tertiary institution, using new technologies.

Research Question Four

To what extent does poor funding influence the use of new technologies in teaching business education courses in tertiary institutions in Rivers State?

Table 4: Responses on the extent poor funding influence the use of new technologies teaching business education courses.

S/N	ITEMS	VHE	HE	LE	VLE	X	Remark
	To what extent does;						
1.	Inadequate funding affected provision of technological facilities for teaching business education courses?					2.85	High Extent
2.	Inadequate training of programmes for business educators influences the use of new technologies in teaching business education courses?					2.93	High Extent
3.	Inadequate funding caused staff demotivation and non-committed to their job (duties) influenced the use of new technologies in teaching business education courses?					2.91	High Extent
4.	Poor maintenance culture of teaching equipment influenced the use of new technologies in teaching business education courses?					3.14	High Extent
	Mean of means (x)					**2.96**	**High Extent**

Data in Table 4 reveal that mean of means of 2.96 indicating a high government inadequate funding of education. That respondents rated business education funding at a Very Low Extent (VLE) in Rivers State.

Hypothesis One

There is no significant difference between the mean score of business educators in universities and those in colleges of education on the challenges in the use of new technologies in teaching business education courses in tertiary institutions in Rivers State.

Table 5: T-test Analysis of the mean ratings of respondents in universities and colleges of education in Rivers State on the use of the technologies in teaching education courses (SPSS)

Variables	N	X	SD	STANDARD ERROR X
Universities	73	98.0411	13.93979	1.63153
College of Education	38	97.7308	13.89475	2.25403

Hypothesis Two

There is no significant difference in the mean score between business educators of federal and state tertiary institutions on the challenges in the use of new technologies in teaching business education courses in Rivers State.

Table 6: T-test Analysis of Federal and State Tertiary institutions using SPSS

VAR 00002	N	X	SD	STANDARD ERROR X
Federal	38	97.7308	13.89475	2.25403
State	73	98.0411	13.93979	1.63153

Table 7: Independent sample tes

	Leven's test for equality of variances							95% confidence of the diff.	
	F	Sig	t	df	Sig. (2-tailed)	X diff	Std error diff	Lower	Upper
VAR 0001									
Equal Variances assumed	003	957	.109	109	.913	.30425	2.78541	-5.21633	5.82484
Equal Variances not assumed			.109	.75305	.913	.30425	2.78254	-5.23848	5.84699

There is no significant difference because the P-Value at 2-Tailed of analysis of .913 is greater than the chosen alpha of 0.05. Therefore, the null hypothesis is hereby accepted (retained).

Discussion of Findings

The findings of the study revealed that epileptic electric power supply to a high extent influenced the use of new technologies in teaching business education courses in tertiary institutions in Rivers State. This finding is in consonance with the assertions of Akasi and Nwabufo (2106) who stated that constant power failure may constitute a problem to the teachers because these instructional equipment cannot function without electricity. On the same vein, Olowookere and Iyiola (2016) highlighted that where there is no alternative power supply such as generator or inverter lectures are distorted once the power is switched off.

The study also found that poor internet network service disrupts teaching process with the use of new technologies. This finding is in agreement with the opinion of lyiola (2013) who being worried about the challenges inherent in the use of new technologies in education, lamented that cybercrimes and other social vices associated with the use of ICT in education generally is worrisome. Okoro (2016) opined that many internet users have developed eye problems because of constant and continuous usage.

In the third research question, it was observed that most business educators are deficient in the use of new technologies in teaching business education courses. This finding is in line with the opinions of Mac-Ikemejina (2005) Jegede and Owalabi (2008) and Okoli and Wagbara (2016) who stated that there is dearth of trained teachers for e-learning. Nedum-Ogbede (2016) stated that there are few business educators with knowledge of the use of new technologies, hence, inadequate qualified lecturers or trained personnel in some departments of business education in our institutions have posed a big challenge in the learning and teaching of business education courses using the new technologies. In line with the finding is the assertion of Bongotons and Onyenwe (2010), which is however not different from other stated opinions; that although there are business teacher educators available but they lack pre-requisite ICT competency and this hinders the ability to effectively direct

teaching and learning. Nagel (2013) put it that the key among all the challenges in the use of new technologies in teaching and learning business education programme is lack of suitable professional development for business education who are required to integrate the new technologies into classroom practices.

The finding in the fourth research question revealed that inadequate funding of business education programme challenges the use of new technologies in teaching business courses in tertiary institutions in Rivers State. The finding is in consonance with the saying of lyiola (2013) that inadequate funding of business education programme leads to lack of ICT infrastructure in most institutions of higher learning. Ekoh (2016) corroborating with lyiola (2013) stated that lack of adequate funds to equip the classrooms with multimedia-capable internet connected computers in schools, challenges the use of new technologies in teaching and learning business education programmes.

However, from the findings of the hypotheses tested at 0.05 level of significance it revealed that, there is no significance difference in the Mean scores on the challenges in the use of new technologies between the business educations in the Universities and those in Colleges if Education in Rivers State. It was also revealed that there is no significant difference in the Mean scores on the challenges in the use of new technologies in teaching business education courses by the business educators in Federal and State tertiary institutions in Rivers State.

Conclusion

The study assessed the views of business educators in tertiary institutions in Rivers State on the challenges on the use of new technologies in teaching business education courses, the study revealed several factors challenging the use of new technologies in teaching business education courses in tertiary institutions in Rivers State. Such challenges among others include epileptic power supply prevalent in Nigeria, poor internet network service, inadequate ICT trained personnel, poor funding of business education programme and so on.

The study however concluded that though the use of new technologies in instructional delivery makes teaching and learning more concrete, real and result oriented. It is found to enhance and facilitate teaching process. But there were inherent challenges which sometimes disrupt teaching and learning process using new technologies.

Recommendations

Based on the findings, the following recommendations are made:

1. The institution/government should endeavour to provide functional standby generating plant to ensure stable and steady electric power supply to avoid disruption of lesson when using new technologies.
2. Business educators should develop more awareness and interest in the use of new technologies in teaching process.
3. Adequate training programme should be organized to train and retrain business educators in the use of new technologies for effective instructional delivery.
4. Government and other stakeholders NGOs, TETFund should ensure there is adequate provision of these new technologies in tertiary institutions especially in business education.
5. Business educators should be adequately and duly motivated to arouse people's interest in the use of new technologies in teaching process.
6. Educational sector should be adequately .funded and sufficient amount allocated to business education programme in order to acquire these new technologies, maintain them and sustain the programme.

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LEVERAGING ON NEW TECHNOLOGIES FOR SKILL ACQUISITION OF BUSINESS EDUCATION IN TERTIARY INSTITUTIONS IN NIGERIA FOR THE E-WORLD

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Abstract
The study was based on leveraging new technologies for skill acquisition in business education in tertiary institutions in Nigeria for the electronic world (e-world). Specifically, the study examined how business education in tertiary institutions could leverage on new technologies to facilitate personalized learning, foster technology-enabled collaborative learning, reduce time and space barriers and apply evolving technologies in the teaching of business education. The study brought to light a personalised learning technology known as the flipped classroom that could be used by business educators for skills acquisition in tertiary instructions in the e-world. It also explained how technology-enabled collaboration could foster a wide array of skills needed for the e-world through business education. Furthermore, the study revealed that new technologies can contribute to reduced time and space barriers of some structuring characteristics of business education in tertiary institutions through students' proximity with one another and their teachers as well as the materials used. Also the study showed some evolving technologies in the teaching profession that could enable business educators to share access to learning materials, learn about good practices in teaching and learning, have the videos of their classes observed and commented by colleagues as well as exchange ideas on online forums. The study concluded that business education in tertiary institutions has the potentials of producing the skills and knowledge that are needed in the e-world through the use of new technologies. It was recommended among others that new technologies should be used to improve the access and the quality of business education in the e-world through online courses and new learning tools such as the flipped classroom.

Key words: *New technologies, skills acquisition, business education, e-world.*

Introduction

To fully participate in today and tomorrow's economic, social and cultural life, training individuals with relevant skills for the Electronic World (E-World) is fundamental. The evolving nature of the e-world requires individuals to adjust to new skills that are demanded globally. Therefore, emphasis should be placed at ensuring that individuals are equipped with skills to participate perfectly in the e-world. The acquisition of relevant skills for the e-world means leveraging on new technologies to improve the access and the quality of education and training of business education. This study therefore, is focused on leveraging on new technologies for skill acquisition of business education in tertiary institutions for the e-world.

The emerging e-world has seen rapidly changing jobs and the integration of new technologies into most spheres of life. The e-world requires citizens who can use the Internet to access e-government services, as well as communicate through email, Voice-Over Internet Protocol (VOIP) and Instant Messaging (IM) and other modern communication tools using networked computers or smart mobile devices. In the e-world, people use the Internet to look for jobs, make friends, stay in touch with relatives, shop, book flights, run for elective office, share photos, maintain blogs, look for information, and carry out bank transactions, among others (Partners in Education Transformation, 2010). The 21st century requires individuals according Kotelnikov, (2009) who keep re-inventing themselves as the world keeps changing due to new global challenges such as evolving technology, flatter organizational structures, changes in customer needs due to increased ease of access to information, globalized market place competition and customers who have become global and more sophisticated. Workforce requirements have also changed due to advancements in new technologies. Computers and related technologies are now taking more routine tasks from human beings as they can be automated. With advances in new technologies, cognition (thought, action) is now distributed across human minds, tools and media, groups of people, and space and time. The process of individual and collective thought is increasingly dispersed symbolically, socially, and physically, with the result that business strategies can be used as a means of individual and collective expression, experience, and interpretation through new technologies (Dede, 2007).

Skills acquisition is the process of developing capacities through all levels of education and training, occurring in formal, non-formal, and on-the-job settings, which enables individuals in all areas of the economy to become fully and productively engaged in livelihoods and to have the capacity to adapt their skills to meet the changing demands and opportunities of the economy and labour market especially in the e-world. The global economy has gone through a shift from an industrial economy to a service economy that is driven by information, knowledge, and innovation. Economic success depends on effective use of intangible assets such as knowledge, skills, and innovative potential as a resource for achieving competitive advantage (Lisbon Council, 2007). Competitive advantage for a region, state, or nation is now built on the skills of its general workforce, and not its geography, trade laws, research laboratories, and patents. Education and skills training are critical to this competitive advantage. The level of skills that are needed in the e-world and the periodic need to update those skills are both steadily rising in new economies that are driven by knowledge. Business education in tertiary institutions has the potentials of producing the skills and knowledge that are needed in the e-world.

Business education is defined as education that equips the students with skills necessary to perform particular functions in an office and will also provide him or her with the understandings and knowledge needed for conducting personal affairs in the e-world using the services of the business world. Business education can also be categorized into two major components called "education for business" (vocational education) and "education about business" (consumer education). The Federal Government of Nigeria in its 2007 National Policy on Education document stated that business education is a conglomeration of courses that is concerned with the acquisition, development and inculcation of the proper values for the survival of the individual and society (Federal Republic of Nigeria, 2007).

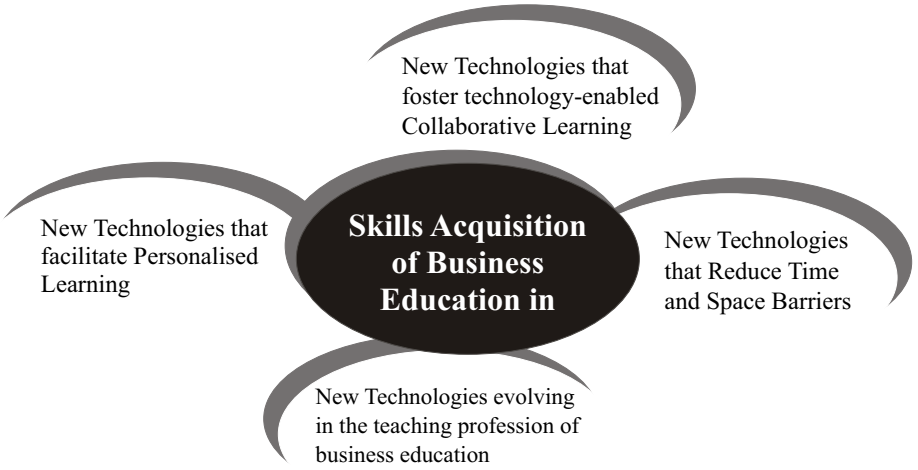
Skills and knowledge are the engines of economic growth and social development of any nation. Business education holds the key to training the skilled workforce needed for the changing technological workforce in the e-world. It is concerned with the acquisition of knowledge and skills for the world of work to increase opportunities for productive empowerment and socio-economic

development in a knowledge economy and rapidly changing work environment. It also equips people with a broad range of knowledge, skills and attitudes that are now recognized as indispensable for meaningful participation in work and life for the e-world.

Business education in tertiary institutions of learning is a key factor in the nation's effort to develop a highly skilled workforce for competing in the global economy through the universities, polytechnics/Monotechnics, colleges of education and innovative enterprise institutions. Teaching and learning of business education in tertiary institutions cannot be viewed in isolation especially in the e-world of the 21st century. Therefore, there is need to leverage on new technologies for skill acquisition of business education in tertiary institutions for the e-World.

The pervasiveness of new technologies in today's e-world has fed growing expectations on their benefits for education and training. This sections will examine how business education in tertiary institutions can leverage on new technologies to facilitates personalized learning, foster technology-enabled collaborative learning, reduce time and space barriers and apply evolving technologies in the teaching profession of business education. A framework for the study is presented below:

Fig. 1: *Framework of new technologies for skills acquisition in business education in the e-world*



Source: The Researchers

New Technologies that Facilitate Personalized Learning in Business Education

The flipped classroom is a new form of learning brought by new technologies in recent years. The flipped classroom approach provides a clear illustration of how technology can build on learners' previous knowledge. In the flipped classroom direct instruction is partially replaced by video lectures that can be played anytime and anywhere. The learner can thus decide when to stop or rewind the lecture and focus on what he ignores or finds harder to understand.

The classroom according to Lowell Bishop and Verleger, (2013) is "flipped" in the sense that the lecture builds up on a learner's previous knowledge and teachers focus on his/her doubts, concerns and misunderstandings. Time for teaching assumes a different connotation as time is freed up from frontal instruction and mainly dedicated to interactive group learning activities. This additional time

can be used for more innovative pedagogies, including project-based and inquiry-based learning which foster the development of problem-solving and critical thinking in business education skills acquisition. The flip classroom as a new technology can facilitate personalised learning in business education in tertiary institutions. Murphy, Gallagher,Krumm, Mislevy, and Hafter (2014)stated that it provides an intervention for students who had fallen behind their peers; an enrichment activity for advanced students, allowing them to explore topics above their peers; an accountability tool allowing close monitoring of student progress on problem sets; a highly integrated supplemental practice activity, reinforcing skills recently introduced in the classroom. In the present e-world, the flipped classroom can facilitate personalised learning of business education in tertiary institutions.

New technologies can help improve the quality and responsiveness of the teacher-student interactions in business education. Video lectures and similar technologies are particularly well suited for the use of real time formative assessments, a system of interactive assessment of student progress and understanding. The new technologies can enable instantaneous interaction and feedback between students and teachers. The immediate feedback it provides according to Kärkkäinen and Vincent-Lancrin (2013) can also allow business education teachers to personalise their instruction to the needs of individual students or to specific groups of students.

New Technologies that Foster Technology-Enabled Collaborative Learning in Business Education

Learning is a social process, whereby knowledge construction by an individual occurs throughout the processes of interaction, negotiation and co-operation (DeCorte, 2010). The human brain according to Organization for Economic Cooperation and Development (OECD), (2010) is primed for such interactions, while self-study and personal discovery remain valuable; learning increasingly depends on interacting with others. Ananiadou and Claro, (2009) declared that new technologies media facilitate learning through interaction and participation more than passive consumption of information or knowledge. In technology-enabled learning environments, students work together (in groups) and/or interact with each other to enhance their learning with the help of various technologies, often with facilitation from the teacher. When combined with other learning approaches, technology-enabled collaboration can contribute to project, problem-based learning or supplement face-to-face learning in business education. Business education in tertiary institution can therefore benefit from technology-enabled collaboration models which may include in-built assessment features used for team performance and/or collaborative activity (Kärkkäinen and Vincent-Lancrin, 2013).

Collaboration through technologies can thus foster a wide array of skills needed for the e-world through business education. These include flexibility, cultural diversity, group work and interaction as well as higher order thinking skills by posing more complex and challenging questions than the ones that are asked during face-to-face interactions.

Online gaming has also proved to be a useful tool to fostering collaborative learning according to Statista, (2015) which can be applied in business education in tertiary institutions. In educational gaming, students play with video games, interact with simulations or engage with virtual worlds. In some cases, Kärkkäinen and Vincent-Lancrin, (2013) explained that educational gaming may include collaborative project-based learning experiences where students themselves become game designers and content producers.

New Technologies that Reduce Time and Space Barriers in business education

New technologies can be used to facilitate teaching and learning in business education and increase access to educational resources (OECD, 2014). All over the world, the use of virtual science laboratories are increasing to provide virtual access to real research facilities or to create virtual environments for research. The use of online laboratories only requires access to the Internet and

allows learners to access more experimental equipment than what a single school can generally afford. In addition, virtual laboratories allow students to modify the condition of the experiment and verify the results in line with the learning goals established by the teachers. Kärkkäinen and Vincent-Lancrin (2013) pointed out that the use of online laboratories can be as effective in terms of teaching and learning of business education in tertiary institutions as the use of on-site physical equipment, and many resources are freely available on the web.

Furthermore, with open licensing regimes, such as those granted to Open Educational Resources and Open Software, available materials can be re-used, remixed and even redesigned for different purposes in business education. In this way, the benefit of using virtual laboratories can spread to a very large community of users in business education in tertiary institutions. These solutions can raise high interest in countries like Nigeria where fast demographic growth is putting pressure on physical educational resources.

New technologies contribute to redefining some structuring characteristics of education, that is, students' proximity with one another and their teachers as well as the materials used. By removing the constraint ofplace and time new technologies can help address the needs of those students at risk of exclusion from formal education in business education. Similarly, new technologies can extend the reach of tertiary institutions to groups who will be otherwise unserved from business education in tertiary institutions.

New Technologies that are evolving on the Teaching Profession of Business Education

Business education teachers are pedagogical leaders that play a pivotal role in facilitating the integration of new technologies into the classroom. Skillful business education teachers are a prerequisite for the implementation of a challenging curriculum that stimulates higher order learning and the development of 21st century skills that are needed in the e-world. New instructional technologies can help facilitate teaching profession in the e-world.

Above all, professional development in a formal setting and establishing communities of practice among business education teachers can help them improve their teaching practice and overcome individual challenges (Vieluf, Kaplan, Klieme, and Bayer, 2012). The rapid expansion of ICTs and social media has allowed teachers to gather into virtual and physical professional learning communities. In these communities, business education teachers can share access to learning materials, learn about good practices in teaching and learning, have the videos of their classes observed and commented by colleagues as well as exchange ideas on online forums according to their field of expertise (Enang, 2015).

Some of these communities that can function as proper social networks for business education teachers include Edmodo. Edmodo is one of those social learning platform where educators are able to manage their classrooms and assessments and share lessons and tips with each other. Similarly, edWeb.net is a professional social and learning network for educators, decision-makers, and influencers that can also be used by business educators. EdWeb can be used to create a personal learning network or professional learning community to make it easier to collaborate and share ideas in business education. In addition, the platform provides free professional learning programmes and personalised training. Other platforms such as Edutopia have an explicit goal to showcase evidence and practitioner-based learning strategies that can empower business education teachers to improve education through teaching 21st century skills such as critical thinking, problem solving, communication and collaborative learning that are needed in the e-world (George Lucas Educational Foundation, 2017)

Furthermore, the world's largest online community of teachers with 7.9 million registered users according to (TES, 2017) is Time Entry System (TES) platform. TES provides a dynamic global marketplace in which educators can discover, share and sell original teaching materials; a lesson-

building product where those resources can be freely integrated and implemented; and Wikispaces, open classroom management platforms that facilitate student-teacher communication and collaboration. Originally born in the United Kingdom TES has kept its focus on professional development opportunities for teachers which can be applied in business education in tertiary institutions.

In addition, new technologies has opened up opportunities for self-directed learning and continuous professional development which is also useful for teachers in business education. In particular, Massive Open Online Courses (MOOCs) appear to be well-suited to respond to the need of updating competencies in a lifelong learning perspective by overcoming time and resources constraints. This is because; online resources can offer a partial solution to the challenges of skills development, activation and effective utilisation for business education teachers. Increasing connectivity and broadband capacity have reshaped the image and appeal of distance education. While its origins date back to more than a century, Enang, (2015) stated that distance education has evolved together with technology, from radio through television up to the Internet. Online education has increased in popularity by mainly targeting continuing education and professional development and as a second best solution to provide access to an increasing demand for higher education especially in business education. In recent times, online education found its peak moment with the emergence of Massive Open Online Courses (MOOCs). MOOCs are fully fledged courses of lectures available online to serve a wide variety of purposes. It has the potential to address many shortcomings of workforce training. Firstly, they avoid the cost of setting up expensive training boot camps whose effects are limited in time. Secondly, semi synchronicity allows learners to go through the materials at their own pace while motivating them to collaborate into reaching a common learning objective. Lastly, certificates allow employees to demonstrate the acquisition of specific skills (Meister, 2013).

Conclusions

The study concludes that business education in tertiary institutions has the potentials of producing the skills and knowledge that are needed in the e-world through the use of new technologies that could facilitate personalized learning, foster technology-enabled collaborative learning, reduce time and space barriers and apply evolving technologies in the teaching profession. The study brought to light a personalised learning technology known as the flipped classroom that could be used by business educators for skills acquisition in tertiary institutions in the e-world. It also explained how technology-enabled collaboration could foster a wide array of skills needed for the e-world and showed some evolving technologies in the teaching profession that could enable business education teachers to share access to learning materials, learn about good practices in teaching and learning, have the videos of their classes observed and commented by colleagues as well as exchange ideas on online forums.

Recommendations

The study recommends that:

1. A framework should be developed by technology-savvy experts to identify the skills that are needed in the e-world by business educators.
2. Business educators should examine the identified skills that are needed in the e-world and make those skills integral part of the curriculum, teacher training and professional development for teachers.
3. New technologies should be used by business educators to improve access and the quality of business education in the e-world through online courses, new learning tools such as the flipped classroom, etc.

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ANALYSIS OF THE SECONDARY SCHOOL BUSINESS STUDIES TOWARDS PREPARING STUDENTS FOR THE ACQUISITION OF EMPLOYABILITY SKILLS

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Abstract
This study was designed to find out the preparation of secondary school students for employability skills through the offering of business studies. The study adopted survey research design. It was guided by three research questions. The population of the study consisted of 183 business educators. An instrument which consisted of 51 questionnaire items was used to elicit responses from the respondents. The tools used for data analysis in the study were the mean with standard deviation. It was revealed that all the business studies subjects were taught in the secondary schools; that the objectives of business studies are achievable, and that schools prepared students for employability skills needed for the world of work. It was concluded that the demand for employability skills on the part of the students and workers has been triggered by a number of factors, one of which is the multi-cultural nature of the workforce. It was recommended that business studies curriculum should be constantly reviewed, revised and content adjusted to include business studies subjects, includes additional objectives and also review office skills that could lead to job performance in workplace.

Keywords: *Business Studies, Employability skills, Secondary School Business Study Curriculum*

Introduction

When the Federal Republic of Nigeria released the maiden National Policy on Education in 1977, it was expected that the policy will address all the inherent problems in the former 6-5-2-3 system of education pioneered by the British Colonial Masters, However, the subsequent editions of the national policies seemed to address the hydra-headed problems associated and observed in the first policy (Esene, 2001).

Section 5 sub-sections 20 & 21 of the NPE defined secondary education as the education children receive after primary education and before the tertiary stage. The broad goals of secondary education are to prepare the individual for useful living within the society and also to prepare students for higher education is designed to:

a) provide all primary school leavers with the opportunity for education of a higher level, irrespective of sex, social status, religious or ethnic background.
b) offer diversified curriculum to cater for the differences in talents, opportunities and future roles;
c) provide trained manpower in the applied science, technology and commerce at sub-professional grade;
d) develop and promote Nigerian languages, art and culture in the context of Worlds cultural heritage.
e) foster National unity with an emphasis on the common ties that unite us in our diversity.
f) raise a generation of people who can think for themselves, respect the views and feelings of others, respect the dignity of labour, appreciate those valued specified under our broad national goals and live as good citizens;
g) provide technical knowledge and vocational skills necessary for agricultural, industrial, commercial and economic development.

Business studies has not been popular in the Nigerian secondary schools until the emergence of the National Policy on Education. The public perception of business studies which forms part of vocational and technical education is based on the erroneous belief that vocational education is education for the dropouts (Esene, 2001). This is further reinforced by the attitude of Nigerian parents who prefer the conventional grammar schools to business schools whose curricula were directed for the training of secretarial and clerical personnel. This erroneous impression was corrected by the release of the National policy on Education of 1977, revised in 1981. The policy, which recommended the 6-3-34 system of education, was instrumental to the inclusion of business studies in secondary school curriculum. Osuala (2012) noted that a search for a means of providing the youth with the educational experiences which can equip them with saleable skills and competencies is the main goals of the 6-3-3-4 system of education introduced in Nigeria. The policy according to Osuala (2012) is capable of providing secondary school students with the necessary knowledge and skills that will enable them to be useful to themselves and the community in which they live.

The FRN (2016 Edition) emphasized the inclusion of vocational and technical education curriculum in which business studies is a component in order to make the recipients immediately employable on leaving school. In order to achieve the goals of secondary school, the secondary school system is provided in two stages, namely: the Junior Secondary School (JSS) and the Senior Secondary School (SSS), each running for three years duration.

Under the secondary system of education, the following business studies are offered and taught: typewriting, shorthand, and book-keeping and financial accounting, office practice, and economics, commerce and computer education. Each of these subjects is studies separately and has its own specific objectives. The secondary school is comprehensive with a core-curriculum designed to broaden students' knowledge and outlook. The subjects are divided into three groups the core subjects, the vocational electives and the non-vocational electives.

Communication, mathematics and science skills have been identified as the three basic academic skills required of secondary school graduates. However entry into the job market is contingent upon having a fourth set of skills as well. These are the job-specifics of vocational skills required by the occupation (Osuala, 2012). According to Osuala although these four types of skills are critical to individual's career progressions, they do not guarantee job success hence the emphasis of employability skills development while students are in schools.

Many employers believe that employability skills skills that enable an individual to acquire and keep a job are of primary importance. The reason for employability skills is because the changing nature of today's employment picture is creating new challenges for employers and employees alike. The demand for employability skills on the part of the workers has been triggered by a number of factors, one of which is the multicultural nature of the workforce. In the word of Osuala (2012), employability skills covers the following areas; personal image, attitudes, habits and behaviours, techniques of communication, problem-solving decision making, management and organizational processes.

Gainer in Osuala (2012) listed the groupings of employability skills and summarized below:

a) **Individual Competence:** Communication skills, comprehension, computation, and culture.

b) **Personal Reliability Skills:** Personal management, ethics and vocational maturity.

c) **Economic Adaptability Skills:** Problem solving, learning employability and career development.

d) **Group and Organizational Effectiveness Skills:** interpersonal skills, organizational skills, and skills in negotiation, creativity and leadership.

According to Okolocha and Nwadiani (2014), employability skills should be integrated with academic and vocational skills by forming a set of five basic skills. In this way, the relevance of the five types of skills is integrated and taught as basic to the job market success. According to these authors, the enrichment of business studies as contained in the 2016 edition of the National Policy on Education is a welcome development in the secondary education school system.

According to Akpan (2014), the inclusion of computer education has broadened the school curriculum and will reduce drastically the problem of unemployment as secondary school leavers go into the world of work. For instance, in the Fourth National Development Plan (1981-1985), the following are among the educational objective stipulated.

a) Inculcating National consciousness and national unity
b) Inculcating the right type of values and attitudes for survival of the individual and the Nigerian Society.
c) Training of the mind in the understanding of the world around.
d) Acquisition of the appropriate skills, abilities and competence, both mental and physical as equipment for the individual to live in and contribute to the development of his society.

Business studies has assumed a space in the Nigerian school system as the government has placed its emphasis on the education of children at all levels of education. Under the secondary system of education, the business studies curriculum has been enriched to include more business and commercial subjects where skills are infused as developed by the Comparative Education Study and Adaptation Centre (CESAC) in 1982. Ehiametalor (1990) noted that that through business studies, the interest of the secondary school children in the various areas of economic activity can be developed towards career options available in office. This, according to him will lead to the acquisition of employability skills and employment. Aina (1991) pointed out that the major purpose of business studies at the secondary school level is to provide the individual with such experience for and about business. Osu in Onwuachu (2018) listed some specific occupational needs which can be served by the offering of business studies, such as: bank clerks, book-keepers, cashiers, postal clerks, receptionists, shipping and receiving clerks, stenographers and secretaries, telephone operators, and typists. The introduction of business studies in the Nigerian Secondary Schools, according to Kanu, (1996) is a welcome development, noting that as a course of studies, its curriculum prepares students for entry into, and advancement in their chosen jobs. The programme according to him prepares students to handle their own business affairs and to function intelligently as consumers and citizens in a business economy. Conclusively, Aina (1991) opines that the inclusion of vocational and technical education with particular reference to business studies is aimed at equipping the students with a range of occupational experiences and activities to permit them to take full advantage of career development opportunities in business. Good as the enrichment of the business studies, it is the opinion of the researcher that more business subjects such as consumer economics, business law, business principles, and organization, money and banking, business English, general business, basic business, marketing and selling and insurance be included.

Every curriculum and programme of studies is guided by stating course objectives to guide the students and teachers. The six objectives of business studies as stated by CESAC are: to enable the students to acquire the basic knowledge of business studies; to develop the basic skills in office occupations; to prepare the students for further learning in business studies; to provide orientation and basic skills with which to start a life of work for those who may not undergo further training; to

provide basic skill for personal use, and to relate the knowledge and skills to the national economy. Okwuanaso in Agbo (2017) noted that the objectives of business studies are standard in order to provide a direction and guide to the teachers and students in the execution and in the realization of the national objectives. Esene (2014) that believes more objectives should be added to business objectives in order to broaden students' outlook. These objectives are: to develop student's understanding of the Nigerian economy, its characteristics, goals, strengths, weaknesses and problems; to understand the concept of free enterprises, and how the Nigerian economic system operates, and how dependent Nigerians are upon business to satisfy their economic wants and needs, to enable students to acquire knowledge of the legal principles, rules and to relate them to his own affairs. To develop knowledge of business principles, practices and procedures, to gain a better understanding of government and business relations, to understand the role of money in the economic system and to enable students to fully acquire reading and writing abilities.

Entry-level employability skills are the necessary knowledge, competencies and skills needed by secondary school students to perform basic office duties. Francis, Olafare and Orifa (2018) posit that office skills are those abilities and competencies that enable employees perform office duties effectively and help job seekers to be easily employable in the office as officer workers. These authors have noted that under the present business studies curriculum, students who are taught with the relevant instructional materials and equipment are adequately and sufficiently equipped for the world of business.

As the world emerges from the current economic downturn, the ability of individuals to increase the skills is important so that they can be fit and proper to contribute to national development. According to UNESCO and ILO (2002), business studies which belongs to technical, vocational education and training TVET is referred as those aspects of educational process involving, in addition to general education, the study of elementary technology leading to the acquisition of practical skills, attitudes and understanding and knowledge related to occupations, in various sectors of economic and social life. Esene (2014) advocated that emphasis should be placed on the acquisition of employability skills in the secondary schools since it is at level students are introduced to pre-vocational skills leading to beginning jobs in the society such as store-keeping, office assistant, secretary-typists, shipping clerk, payroll clerk, photocopying operator, receptionist, computer operators, and so on.

Problem of the Study

The National Policy on Education, has been reviewed, revised and adjusted for the purpose of making business studies programme functional at the secondary school level. Despite these revisions, there is the allegation and counter allegation that secondary school leavers do not possess the right skills and competences required in the world of work. This is the basis for which the study is undertaken.

Purpose of the Study

The major purpose of this study was to find out how business studies can prepare students for gainful employment after school. Specifically, the study:

1. Examined business studies taught towards preparing students for entry level employment skills.
2. Assessed the objectives of business studies towards meeting the entry-level employment of secondary school students.
3. Determined the employability skills needed by the secondary school students.

Research Questions

The study answered the following research questions

1. What are the business studies offered and taught in the secondary schools?
2. What are the objectives of business studies?
3. What are the employability skills needed by the secondary school students?

Method

Survey research design was adopted in this study. The population for the study comprised 183 business educators in selected secondary schools from the three senatorial districts in Delta State. The entire population selected was studied since it is manageable.

The instrument used was a structured questionnaire made up of two sections. Section "A" sought for demographic data of the respondents while Section "B" consisted of 51 item questionnaires on a 5-points rating scale. The 5-point rating scale is as follows: Strongly Agree (5 points), Agreed (4 points), Disagree (3 points) Strongly Disagree (2 points) and No response (1 point). The midpoint on the scale was 2.5. Any item with a mean value below 2.5 was regarded as "disagreed". The instrument was face validated by three business educators for fact, clarity, relevance and content validity. The final draft of the validated instrument was tested by administering it to 15 business educators. Data collected were analyzed and the internal consistency of the instrument was determined using Cronbach Alpha formular. The reliability index obtained was 0.86. The instrument was administered to the respondents with the help of two research assistants. All the 183 questionnaires distributed to Business Educators were retrieved. The research questions were answered using the mean on a 5-point ratings scale and the standard deviation.

Result

Research Question One

What are the business studies offered and taught in the secondary school?

Table 1: Business Studies subjects taught in Secondary Schools

Q/I	Business Studies	X	SD	Remarks
1.	Office Practice	3.42	1.15	Agree
2.	Commerce	4.62	0.64	Agree
3.	Book-keeping/Financial Accounting	4.68	0.61	Agree
4.	Introduction to Business Management	4.60	0.59	Agree
5.	Economic	4.72	0.60	Agree
6.	Typewriting	3.24	1.19	Agree
7.	Shorthand	3.02	1.24	Agree

Source: Field survey, 2018

The analysis in Table 1 shows that all the items recorded a mean (x) rating above the criterion level of agreement of 2.5. It is safe to conclude therefore that all the business studies subjects are offered and taught in the secondary schools.

Research Question Two

What are the objectives of Business Studies in the Secondary School?

To answer this question; the data in Two (II) were used.

Table 2: Objective of Business Studies in the Secondary Schools

Q/I	Objective of Business Studies	$\bar{X}$	SD	Remarks
1.	To improve the quality of work place	3.50	0.39	Agree
2.	To provide employees with learning experiences and a new direction and understanding of the educational system.	3.71	0.36	Agree
3.	To provide opportunities for student's career exploration.	2.30	0.42	Agree
4.	To bring resources to enrich the business studies curriculum	3.52	0.38	Agree
5.	To ensure that school teaching is relevant to the skills required of industry.	3.01	0.62	Agree
6.	To improve the education setting through upgrading facilities or equipment.	3.88	0..30	Agree
7.	To integrate young people into the labour market by involving them in cooperative education experience.	3.51	0.38	Agree
8.	To connect schools with local business.	3.84	0.31	Agree
9.	To assist with curriculum development, new learning opportunity and skill development.	3.32	0.41	Agree
10.	To meet the labour market needs of business, commerce and industry.	3.76	0.33	Agree
11.	To introduce business studies students to business and administration.	3.92	0.29	Agree
12.	To encourage students to handle their own business affairs.	3.21	0.42	Agree
13.	To equip students with a range of occupational experiences and activities.	3.33	0.42	Agree
14.	To take full advantage of career development opportunities in business.	3.51	0.38	Agree
15.	To introduce students to elementary vocational and technical education programmes.	3.61	0.38	Agree
16.	To enable the students to acquire the basic knowledge of business studies.	3.48	0.39	Agree
17.	To develop the basic skills in office occupation.	3.43	0.40	Agree
18.	To prepare the students for further training in business studies.	3.61	0.39	Agree
19.	To provide orientation and basic skills with which to start a life of work for those who may not undergo further training.	3.70	0.35	Agree
20.	To provide basic skills for personal use.	3.71	0.31	Agree
21.	To relate the knowledge and skills to the national economy.	3.50	0.39	Agree
22.	To provide a direction and guide students in the learning activities.	3.74	0.31	Agree
23.	To provide students with office skills and those abilities and competencies that enable students perform office duties effectively after school life.	3.92	0.28	Agree

Source: *Field survey, 2018*

The data presented in Table 2 reveal that all the items had mean values above 2.5 which mean that all the items relating to the objectives of business studies are achievable.

Research Question Three

What are the employability skills possessed by the secondary school business studies students? The data in Table 3 presents the answers to this question

Q/I	Business Studies	X	SD	Remarks
1.	Receptionist	3.56	1.28	Agree
2.	Telephone Operators Manager	3.86	1.09	Agree
3.	Filling Clerk	4.08	0.91	Agree
4.	Typist	4.20	0.93	Agree
5.	Junior Book-Keeper	3.56	1.05	Agree
6.	Payroll Clerk	4.72	0.58	Agree
7.	Stenographer	3.91	1.12	Agree
8.	Secretary	3.28	0.91	Agree
9.	Computer Operator	4.07	0.92	Agree
10.	Duplicating Machine Operator	3.73	0.14	Agree
11.	Shipping Clerk	3.10	0.94	Agree
12.	Stock Clerk	4.02	0.56	Agree
13.	Supply Clerk	3.29	0.90	Agree
14.	Transcription Operator	3.72	0.95	Agree
15.	Operator	3.90	1.13	Agree
16.	Billing Clerk	3.12	0.91	Agree
17.	Mailing Clerk	4.00	0.82	Agree
18.	Secretary Typist	3.31	0.89	Agree
19.	Office Assistant	4.02	0.80	Agree
20.	Store-keeping	3.87	1.10	Agree
21.	Photocopying Operator	4.02	0.80	Agree

Source: *Field survey, 2018*

The data presented in Table 3 show that all the questionnaire items received 3.00 and above. The implication is that the secondary school business studies students possessed employability skills needed for the world of work.

Discussion of Findings

This study examines Secondary School business studies with a view to finding out the extent to which students have acquired employability skills needed in the world of work. The study revealed that business studies offered in the secondary schools are taught to enable students acquire knowledge, skills and competencies needed in the world of work. This finding was supported by the finding of UNESCO and ILO (2002) and Osuala (2012) which noted that the National Policy on Education was designed to provide the youth with the educational experiences which can equip them

with saleable skills and competencies that will enable them to be useful to themselves and to the community in which they live. Although, business studies curriculum appears comprehensive, it is expected that more business studies subjects should be added as suggested on this work to broaden economic activities of the students. The study also discovered that the objectives of Business Studies as specified by the National Curriculum of Business studies are achievable. This findings is in line with earlier findings by Ehiametalor (1990), Agbo (2017) and Onwuachu (2018) which noted that the objectives of Business studies are standard document designed to provide a direction and guide to both the teacher and the students. Indeed, more objectives are needed in view of the dynamic of business studies.

Finally, the study revealed that the secondary school business studies possessed employability skills needed in the labour market. This finding was supported by the earlier finding by Esene (2014), Onwuachu (2018), Francis, Olafere and Orifa (2018) who posited that secondary school business studies leavers could hold beginning jobs in both private and public offices since office skills are those abilities and competencies that enable employees perform office duties effectively and help job seekers to be easily employable in the office as office workers. The reason for employability skills is because the changing nature of today's employment picture is creating new challenges for employers and employees alike.

Conclusion

Business studies as the secondary school level consists of skill and non-skill subjects. The skill subjects are usually conducted in the laboratory with the aid of the materials and equipment under the supervision of the teachers. The non-skill subjects are theoretical-based subjects conducted in classrooms or lecture halls. Both provide students the learning opportunities to acquire knowledge, skills and competencies. The demand for employability skills on the part of the students and workers has been triggered by a number of factors, one of which is the multi-cultural nature of the workforce and schools must be ready to equip secondary school leavers with those skills that can lead to employment and advance in their respective chosen careers.

Recommendations

Based on the findings of the study and the conclusion drawn, it is hereby recommended that.

1. Although the subjects comprised business studies are comprehensive more subjects such as general business, basic business, insurance, money and banking, business principles and organization, business law and business English should be included.
2. Since objectives serve as a direction and provide proper guidance, more objectives should be added to business studies curriculum in order that the curriculum is broadened and functional to enable students contribute meaningfully to national development.
3. Business studies curriculum revolves round employability skills that are needed for job performance; therefore office skills (knowledge, skills and competencies) should be the guiding principles and practice that schools should aim at from time to time.

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EXTENT OF THE USE OF ELECTRONIC SYSTEMS IN OFFICES AS PERCEIVED BY GRADUATE SECRETARIES WITHIN THE POLYTECHNICS IN TARABA STATE

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Abstract

Courses in electronic systems are embedded in the Office Technology and Management Technology programme of the Nigerian Polytechnics. Graduate secretaries on completion of their studies, should have acquired sufficient practical skills for work. The graduate working secretaries ought to perform their functions at work places in line with their acquired skills. Offices at present are highly improved such that contemporary office practices are intertwined with the recent developments in the e-world. This study was undertaken to determine theextent of use of electronic systems in offices as perceived by graduate secretaries within the Polytechnics in Taraba State. Five segments of the electronic systems including: Electronic Publishing System, Electronic Communication System, Electronic Collaborating System, Image Processing System and Office Management System were studied. Five objectives and five research questions guided the study. Descriptive survey research design was used for the study. The population of the study from the two Polytechnics within Taraba State was 41. All were studied as no sample was taken due to the sizeable number. The instrument for data collection was a thirty item structured questionnaire. Mean was used as the statistical tool to determine the opinions of the respondents based on a five point Likert scale at demarcated boundary limits. It was discovered that of all the studied systems, the Electronic Collaborating Systemand Office Management Systems are not sufficiently in use largely due to the fact that most of the secretaries were not conversant with them. It was recommended among others that; curriculum planners should occasionally scan the work environment to determine nascent developments that should be incorporated in the course curriculum of Office Technology and Management.

Key words: *Office Technology and Management, Graduate Secretaries, Electronic Systems.*

Introduction

The Office Technology and Management(OTM) programme is one of the courses in the Nigerian Polytechnic System designed for the training of secretaries and office personnel. It was initially known as Secretarial Studies. Ogheneovo (2016) averred that it was designed by the National Board for Technical Education to replace the Secretarial Studies programme. Through the OTM programme, secretaries were often equipped for industries and the business world. Initially, very high emphasis was placed on acquisition of skills in Shorthand and Typewriting and some other office skills and just a course in Word Processing which was computer based. Following developments in Information Technology and its increased utilization and patronage, the curriculum of Secretarial

Studies was restructured. The Secretarial programme was designed to award National Diploma on completion of two years training. A Students Industrial Work Experience Scheme was expected to be undertaken on completion of the first two years after which another two years' training for Higher National Diploma is often certificated on completion. The four semester programme is designed to equip students with secretarial skills for employment as secretarial managers in various organizations (NBTE, 2004). The need to enhance the employability of secretaries in the new dispensation gave impetus to the restructuring of the programme.

The restructuring brought about the introduction of several courses in Information and Communication Technology (ICT) in keeping with current development in the ICT world now tagged the e-world. The e-world exerts a direct influence on what goes on in the contemporary offices. With the restructuring, it is expected that graduate secretaries would be equipped to work in the contemporary offices. The offices in the Polytechnic within Taraba State are contemporary in nature and therefore have a tinge of electronic nature.

The contemporary office portrays a paradigm shift from the traditional office where hard copies and non-electronic means of processing, storage and dissemination of information held sway. Offices at present are highly improved such that contemporary offices are adorned with electronic gadgets in line with recent developments in the e-world. Contemporary offices are now tagged electronic offices (e-offices).

The electronic office or e-office, was a term coined to cover the increasing use of computer-based information technology for office work, especially in the 1980s. It was a popular marketing buzzword during that era, but is no longer so widely used since all modern offices are electronic offices (Fenner, 1996). According to Ojo and Akhademe (2016) e-office is an office that is equipped with modern technologies like computer, projectors, printers, scanners, etc. Fenner further asserted that the general objective of e-office adoption was the elimination of paper and converting most or all office communications to electronic form.The definition of electronic office often allude to the following

The introduction of individual computers running office software applications, such as work processors,

The interconnection of office computers using a local areas network LAN), or

The centralization of office functions via collaborative software (i.e., groupware), which was later superseded in many contexts by web applications.

The introduction of e-office improves accuracy and efficiency of organizations and thereby enhance their level of services, while theoretically lowering costs and drastically reducing the consumption of paper. The immense benefits accruing from the emergence of e-office are unquantifiable. Not-withstanding this fact, the electronic office provides affordable, expert service by utilizing a blend of remote management tools, help desk support, and local onsite professionals. Information Technology services that enable the electronic office are a proactive solution that identifies potential problems and resolves incidents that impact business productivity. Nwosu and Ojo (2014), asserted that the emergence of new technologies such as the internet, computers, interactive multimedia systems, digital telecommunication, among others have altered theoretical and practical assumptions about the role of communication technologies in development. Although many documents, especially those that require signatures or other legal formalities and still being

printed out and circulated on paper, the e-office remain the trend. The e-office is all about office automation. Ayandele and Adeoye (2010) highlighted the following as electronic systems that make up the bulk of office automation in organizations.

a. Electronic Publishing Systems which incorporates word processing and desktop publishing. These enable electronic publishing capabilities in e-offices. While word processing uses and manipulates computer systems to create, edit, review and print text materials as documents, desktop publishing involves the manipulation of computer systems in the design and printing of news letters, brochures, manuals and books with several styles, graphics and colours on each page.
b. Electronic Communication Systems. This incorporates electronic mail (e-mail), voice mail, bulletin board and facsimile messages. It transmits and distributes texts and images in electronic form over telecommunication network and thus eliminates and reduces paper works.
c. Electronic Collaborating Systems. This incorporates electronic meeting systems, computer conferencing and telecommuting.
d. Image Processing Systems. This allows end users to electronically capture, store, process and retrieve images of documents. This also includes presentation graphics and multimedia presentation.
e. Office Management Systems. This include electronic calendars, electronic mail directories, schedulers and task management systems thus eliminating the laboriousness of planning with paper calendars, appointment books, directories, file folders, memos and notes

The Polytechnics as a learning environment, transacts a lot of academic, business and information daily. The Polytechnics is a hypermedia learning environments. Scheiter and Gerjets (2007) opined that, hypermedia learning environments consist of network-like information structures, where fragments of information are stored and can be accessed by electronic hyperlinks.

Secretaries in the Polytechnics are the handlers and managers of information in the Polytechnics. These services are made possible by technology dynamics. Oguejiofor and Umeh (2016) assert that these technologies are becoming obsolete, others are emerging with more complexities in operations and application. Nwosu in Oguejiofor and Umeh submitted that secretaries today require new sets of skills and competencies in the application of office functions for information processing management, employment, office productivity, job retention, job success and job satisfaction. This assertion is buttressed by the fact new machines requiring new skills are emerging every day. Okoji (2006) stated that there are now copiers that can enlarge, reduce and also print in colour with microprocessors that enable connection to computers. Fadare (2011) also mentioned telephone writers that transmits handwritten messages and sketches to any number of receiving stations over any distance in the form of electronic jotting pad which may be connected to any ordinary telephone. If secretaries must perform duties optimally, a level of competence in the utilization and manipulation of these electronic systems must be attained. Where these skills are not in use, the office operations will not keep step with developments in this dispensation.

An initial effort was made to identify graduate secretaries in the two Polytechnics within the State. The Federal Polytechnic, Bali and The State Polytechnic Suntai are the two Polytechnics in Taraba State. The Secretaries in these institutions, by virtue of their knowledge and work experience,

are well equipped to determine the extent of use of electronic systems which formed an enormous component of their practical training while in school.

Statement of the Problem

The degree of use of electronic systems in offices, to a large extent, depends on the competence of individual secretaries. Secretaries who loathe change and find it difficult to adopt innovation might not easily adapt to this changing times. Attitude to innovation might influence adaptation to new development. How people respond to change affects their personal performance and the results they achieve. Similarly, the way organizations respond to change is mark of their performance and success, and is often reflected in their bottom line and the challenges they face. Regardless of the nature of the challenge, the way we respond to change affects our performance and the ultimate result. It is much easier to cope with change if we have a positive attitude to changes in general.

Notwithstanding the enormous benefits from utilizing electronic systems in offices, several secretaries are either not fully acquainted with different packages of the systems or are lazy at acquiring the skill for utilizing them. The result of this situation is that several secretaries, though trained, are unable to perform optimally in electronic offices. Administrative bottle-necks, halfhearted performance of tasks, ineffective control and ignorance of administrative procedures that is the bane of several offices and organizations, with the Polytechnics inclusive, may be traced to attitude of secretaries towards the use of new automaton or electronic systems. These attitudes persist, despite the fact that utilization of these systems are taught in schools where these secretaries graduated. We have cases of some graduate secretaries that related accounts of their inability to succeed in employment interviews partly because they were unable to handle some electronic systems. The two Polytechnics in Taraba State might be facing difficulties in information handling if the secretaries are not electronic systems compliant. It is against this background that this study was undertaken to determine the extent of use of electronic systems in offices as perceived by graduate secretaries within the Polytechnics.

Purpose of the Study

The major purpose of the study is to determine the extent of use of electronic systems in offices as perceived by graduate secretaries within the Polytechnics in Taraba State. Specifically, the study is designed to:

1. Ascertain the extent to which graduate secretaries use Electronic Publishing System in their offices within the Polytechnics in Taraba State
2. Determine the extent to which graduate secretaries use Electronic Communication System in their offices within the Polytechnics in Taraba State.
3. Find out the extent to which graduate secretaries use Electronic Collaborating System in their offices within the Polytechnics in Taraba State
4. Verify the extent to which graduate secretaries use Electronic Processing System in their offices within the Polytechnics in Taraba State.
5. Identify the extent to which graduate secretaries use Office Management System in their offices within the Polytechnics in Taraba State.

Research Questions

The following research questions guided the study:

1. What is the extent to which graduate secretaries use Electronic Publishing System in their offices within the Polytechnics in Taraba State?
2. What is the extent to which graduate secretaries use Electronic Communication System in their offices within the Polytechnics in Taraba State?
3. What is the extent to which graduate secretaries use Electronic Collaborating System in their offices within the Polytechnics in Taraba State?
4. What is the extent to which graduate secretaries use Electronic Processing System in their offices within the Polytechnics in Taraba State?
5. What is the extent to which graduate secretaries use Office Management System in their offices within the Polytechnics in Taraba State?

Methods

The study adopted a survey research design. Survey research design is a method of sociological investigation that uses question based or statistical surveys to collect information about how people think and act. The study was undertaken in Taraba State. Taraba State is located in the North Eastern part of Nigeria and two Polytechnics (Federal Polytechnic, Bali and State Polytechnic Suntai) are the main target of the study which are located in the State. The population of the study comprised all the graduate secretaries in the two Polytechnics (Federal Polytechnic, Bali and state Polytechnic, Suntai) Taraba State. The total population for the study was 41. Since the population was considered handy, no sample was taken. The entire population of 41 was therefore studied. Entire population can be studied when the characteristics is unique and the distance is convenient to the researcher. The structured instrument for data collection was titled "Graduate Secretaries' Utilization of Electronic Systems Questionnaire" (GSUESQ). It was designed and developed by the researchers. The instrument consists close ended questions that were designed to answer the five research questions. The constructs were measured using five point Likert scale of Very High Extent (VHE) 5 points with boundary limits of 4.50-5.00, High Extent (HE) 4 points with boundary limits of 3.50-4.49, Moderate Extent (ME) 3 points with boundary limits of 2.50-3.49 Low Extent (LE) 2 points with boundary limits of 1.50-2.49 and very Low Extent (VLE) 1 point with boundary emits of 1.00-1.49. The instrument was validated by two experts. The inputs from the validates were used in improving the quality of the GSUESQ. A total number of 41 questionnaires were administered and all of them were collected by the researchers. Mean was used as the statistical tool to determine the opinions of the respondents and the decision rule was based on the boundary limits.

Results

Research Question 1

What is the extent to which Graduate Secretaries use Electronic Publishing System in their offices within the polytechnics?

S/N	Electronic Publishing System	$\bar{X}$	Decision
1.	Conversance with desktop publishing as one of the information technologies facilitates the processing of information.	4.63	VHE
2.	Operation of Word Processors as publishing system allows the creation, editing, revision, printing of text materials and improves productivity.	4.85	VHE
3.	Skill in the use of desktop publishing enables one to design and print newsletters, brochures and manuals.	4.61	VHE
4.	Capability in the use of electronic publishing systems has transformed the office into an in-house publisher documents	4.42	HE
5.	Page formatting involving modification of page margins, page orientations, page borders, colour header and footing is a feature that can be used often in a computer.	4.81	VHE
6.	Capability of printing all kinds of documents using the computer is essential for today's secretary	5.00	VHE

The entire items in this table (items 1, 3, 5 and 6) have mean scores above 4.50 and item 4 has a mean score of 4.42. It therefore follows that all the items are either utilized at high extent or very high extent.

Research Question 2

What is the extent to which Graduate Secretaries use Electronic Communication System in their offices within the polytechnics?

S/N	Electronic Communication System	X	Decision
7.	The electronic communication systems are central nervous systems of today's organization and demands constant utilization.	4.82	VHE
8.	Today's communication using e-mail demands constant usage, thus necessitating the required skill for its usage.	4.98	VHE
9.	Skills in storing and forwarding of voice messages on the magnetic disk devices of the computer system are often utilized in today's communication.	3.51	HE
10.	An electronic bulletin board system (BBS) allows one to post public or private messages that other end users can read by accessing the BBS with their computers	3.64	HE
11.	Facsimile allows one transmit images of important documents over telephone or other telecommunication links and this can easily be used.	3.50	HE
12.	With only a few minutes of effort (and a microseconds of transmission), one can compose, send and receive messages to others using electronic mail.	4.98	VHE

The items in this table (items 7, 8, and 12) have mean scores above 4.50 implying that they are utilized at very high extent. Items 9, 10 and 11 have mean scores between 3.50 and 3.64 implying that they are utilized at high extent.

Research Question 3

What is the extent to which Graduate Secretaries use Electronic Collaborating System in their offices within the polytechnics?

S/N	Electronic Collaborating System	X	Decision
13.	Electronic collaborating systems enables organizations and people to attend meetings and conferences away from normal work locations and people utilize it.	1.48	VLE
14.	Organizations utilize computer conferencing which involves the use of online terminals and workstations in the conduct of conference among participants at remote sites over a period of time, without the use of interactive video.	1.32	VLE
15.	Skill in the use and creation of yahoo and google groups is essential for secretaries.	1.79	LE
16.	Skills in telecommuting that allows the use of telecommunication to carry on work activities from temporary locations other than offices and homes are required by secretaries.	1.83	LE
17.	Secretaries are sometimes involved in organizational conferences which are made possible using meeting rooms with network of workstations and large screen video projection for meetings.	1.21	VLE
18.	Experience in the use of electronic meeting system enhances the productivity of secretaries.	1.33	VLE

The entire items in this table (items 13, 14, 17 and 18 have mean scores of 1.21 to 1.48. This implies that all the four items are utilized at very low extent. Items 15 and 18 have mean scores of 1.79 and 1.83 respectively implying that they are utilized at low extent.

Research Question 4

What is the extent to which Graduate Secretaries use Image Processing System in their offices within the polytechnics?

S/N	Image Processing System	X	Decision
19.	Graphics presentation to provide information in a graphical form eases business proposals and enables business decisions.	3.50	HE
20.	Line and bar graphics, pie charts and pictorial charts and variety of symbols in graphics presentation are essential features that secretaries must use in the office.	4.28	HE
21.	Secretaries should be conversant with making of reports and display of numbers and text materials using power points.	3.62	HE
22.	Texts, graphic display, voice and other digitized audio, photographs, and video clips can be possible using slide show and secretaries should be conversant with them.	3.51	HE
23.	Knowledge of the use of graphics enables one to analyze and interpret information presented to them.	3.57	HE
24.	Electronically, secretaries can capture, store, process and retrieve images of documents that may include numeric data, text, handwriting, graphics and photographs using electronic image system.	4.48	HE

All the items in the table (items 19, 20, 21, 22, 23 and 24) have mean scores from 3.50 to 4.48. This indicates that all of the items are used at high extent.

Research Question 5

What is the extent to which Graduate Secretaries use Office Management System in their offices within the polytechnics?

S/N	Office Management System	X	Decision
25.	Secretaries are aware and utilize office management system including electronic calendars, electronic mail directories, schedulers and task management systems, in office operations.	2.31	LE
26.	Secretaries have the capability of entering data and time of meetings into electronic calendars.	1.58	LE
27.	Electronic calendars of several people are used by secretaries for scheduling meetings and other related activities.	2.43	LE
28.	Secretaries have the capability of utilizing desktop accessory features such as calculator, notepad, alarm clock, phone directory, and appointment book that pop-up in a window on the display screen of secretary's workstation at the touch of a key.	1.59	LE
29.	Electronic mail directories are used to help contact people easily.	2.41	LE
30.	Electronic tickler file that automatically reminds secretaries of important events are utilized by secretaries.	1.78	LE

The entire items in the table (items 25, 26, 27, 28, 29 and 30) have mean scores between 1.58 and 2.43. This implies that all the six items are utilized at low extent.

Discussion of Finding

The results of the analysis in tables 1 to 2 are quite revealing. They reveal that the secretaries' usage of electronic publishing system and electronic communication system are to a large extent very high in most cases. The secretaries' usage of image processing system is quite moderate. However, the secretaries' usage of electronic collaborating system and office management system are shown to be relatively awful. These systems are either lowly in use or used at very low extent. In this era where electronic usage holds sway, the researchers wonder how these offices operate in keeping with current realities. It cannot be said that these systems are not available for use since there is hardly any office where computers are notin use. An inference from this study suggests that it is either the graduate secretaries are not taught the skills while in school or they were taught but do not have mastery of the skills. This opinion is in line with the conclusion of Mamman and Oyinloye (2016) in their study on perceived influence of cutting-edge teaching/learning methodologies on the acquisition of 21st century business skills. They concluded that when students are taught using these methodologies, they would become more relevant in the 21st century world of work.

It may be argued that some of these courses were not taught to students before they graduated. Sometimes, training institutions lack the desired training equipment. Development in the e-world has been very vibrant and the existing OTM curriculum was first reviewed in 2004 after operating for many years. It is doubtful whether current teachings reflect these changes.

Conclusion

This study has exposed the fact that while the secretaries have the skills for three of the studied systems, skills for two of the systems, though vital, are hardly in use. If our contemporary offices must keep pace with nascent global developments, the training institutions must take necessary steps to address the situation.

Recommendations

In view of the foregoing the following are recommended:

1. Heads of the Departments of OTM should monitor the supervision of practical courses in their departments in order to ensure that the various ICT courses, as provided in the OTM curriculum, are properly taught to students before they graduate.
2. Curriculum planners should occasionally scan the work environment to determine nascent developments that should be incorporated in the course curriculum of Office Technology and Management.
3. The National Board for Technical Education should change their curricular every two to three years in other to ensure that the content of their teaching reflect the rapid advancing frontiers of scientific knowledge.
4. Heads of Departments of OTM should ensure that they make case for capacity building workshops for serving lecturers and instructors in order to equip them with the desired skills.
5. The Polytechnic Management should ensure that skilled lecturers and instructors are carefully selected at interview times in view of the peculiarity of the OTM programme.

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CHALLENGES OF TEACHER PREPARATION IN A KNOWLEDGE ECONOMY IN THE E-ERA

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Abstract

This paper focused on Challenges of Teacher Preparation in a Knowledge Economy in the E-Era. Knowledge economy is an emerging economy powered by the use of knowledge to produce goods and services, as well as wealth creation. The paper viewed knowledge economy as an evolutionary trend in technological advancement, information and communication technologies as well as globalization. The paper discussed the concept of knowledge economy, the importance of knowledge economy, characteristics of knowledge economy, teacher preparation in a knowledge economy and the challenges of higher education, knowledge economy and the Nigerian position- the global perspective, pillars of knowledge economy, and proffered a way forward in the advancement of knowledge economy. The paper concluded that the emergence of knowledge economy has created new work-place demand for new skills based on intellectual capabilities and the ability to work with ideas rather than obsolete tools. Thus higher education is faced with the challenge of producing graduates who will be intellectually competent and flexible enough to compete favourably in the knowledge economy. The paper recommended among others that governments of developing countries particularly Nigeria should pay greater attention to, and invest more in providing functional education to the citizenry through improved funding, provision of infrastructure and functional facilities that enhance educational access to the generality of youth at affordable cost.

Keywords: *Knowledge economy, teacher preparation, professional development, higher education, globalization, e-era*

Introduction

Knowledge is increasingly becoming more and more recognized as the key driver of productivity and economic growth, giving rise to what is now referred to as knowledge-based economy. Knowledge-based economy is an economy powered by knowledge. The society has developed from industrial era when machines replaced manual labour. There is a growing codification of knowledge and its transmission through communication and computer networks. The appearance of electronic computer has brought about changes that have transformed the way everything is done, including the preparation of teachers to equip them for the 21st century.

The 21st century world is characterized by electronic encounter, culminating in what is termed as the electronic era or e-era. The e-era has the features of the predominance of Information and Communications Technology (ICT), accelerated pace of globalization, exponentially developing into a knowledge economy. Electronic era (e-era) refers to an era when electronic systems permeate every nook and cranny of human endeavours. Agomuo (2008) described the e-era as an era where the development of integrated circuits has revolutionalized the field of communication, information handling and computing. The e-era evolved as a result of information explosion, high-tech revolution and above all, the micro computer contributions. It is an era of information technologies, hence can also be referred to as an information era or information age.

The electronic era brings with it new terminologies. Such new terminologies include e-learning defined by Okute and Agomuo (2009) as the process of delivering instruction electronically, using the computer and multimedia facilities via inter; e-mail which is described as the surface mail that use computer as the post office via internet (Okute, 2010); e-library representing electronic library; e-banking or electronic banking, e-marketing representing electronic marketing (Agomuo, 2008); information and communication technologies, described as a combination of hardware, software, media and delivery systems (Ugwu and Oboegbulem, 2011). These phenomena require high-level knowledge and skills by individuals, institutions/organizations and nations to remain afloat in the globalized society.

Globalization is another concept, in fact, one of the key foundations behind the idea of new and vibrant economy which is knowledge-based. Ominiyi (2008) defined globalization as the integration of economies throughout the world through trade, financial flows, the exchange of technologies, information and the movement of people. Globalization is characterized by liberalization of competition and free market policies. All of these pose survival challenge in today's society which is now propelled by knowledge, and the capabilities of individuals, organizations or nations to use knowledge in the production of goods and services. The training process and the inculcation of core skills and knowledge into individuals for the survival of the society begin in schools, and higher education is the key to the development of such skills and knowledge.

Higher education covers the post-secondary level of the Nigerian national education system which is provided at the universities, polytechnics, monotechnics and colleges of technology including those courses as are offered in colleges of education (FRN, 2013). Okute and Chukwurah (2011) described Universities as the key to providing training in an ever-increasing number of specializations that are important for the development of modern societies. Higher education plays a vital role in inculcating knowledge and skills as well as developing talents in individuals for the emerging knowledge economy. This implies that teacher preparation and continuous professional development must be given prominence. Therefore, there is greater demand on higher education to pay particular attention, not only to the development of such programmes that will equip their products with transversal skills such as ability to think critically, take initiative, solve problems and work collaboratively, but also the professional development of teachers to facilitate the acquisition of such knowledge and skills. These skills will prepare the individuals for the various unpredictable career paths chatted by the knowledge economy.

Concept of Knowledge and Knowledge Economy

Knowledge is simply the perception of ideas, expressions, thoughts as deduced by an individual or group of individuals as basis for action. Knowledge is also conceptualized as the full use of information and the potential of people's skills, competencies, ideas, intuitions, commitments and motivation.

Davinport and Prusak (2008) defined knowledge as a fluid mix of framed experience, contextual information, values and expert insight that provides a framework for evaluating and incorporating new experiences and information. It can be deduced from the definition of Davenport and Prusak that there are two parts to their definition, namely: (a) the content of knowledge expressed as a fluid mix of framed experience, contextual information, values and expert insight. The content part of knowledge can be viewed from intrinsic standpoint as those things that emanate from within an

individual. It includes such things as experiences, values, beliefs, feelings, motivation and information that can be applied to take a decision. (b) the function of purpose of knowledge expressed as that which provides a framework for evaluating and incorporating new experiences and information. This means that produced together, there is a basic idea within the individual, that is, a framework that forms the basis for accepting and applying new experiences.

In the same vein, Lucey (2005) described knowledge as information produced together with information already within the head, used to plan, control, make decisions or to modify the produced information so as to share the new knowledge with others. Lucey's perception of knowledge corroborates the concept of knowledge as viewed by Davenport and Prusak (2008). This implies that knowledge emanating from within the individual in form of experience, value, or motivation is applied in decision making. This results in the production of new knowledge which is shared with others. On the other hand, knowledge management refers to the tools and techniques for collecting, managing and disseminating knowledge/within an organization. Thus, knowledge and knowledge management has become a great asset in today's world of work, with knowledge workers operating from anywhere using the computer to carry out businesses, attend conferences, study in any part of the world. Therefore, the use of knowledge and knowledge management is of increasing importance in an era in which business environment is characterized by high technology and electronic marvels.

The concept of knowledge economy was first popularized by Peter Drucker in 1969 in his book 'The age of discontinuity'. Drucker envisaged a knowledge society where knowledge would be the key resource and knowledge workers would dominate the work force (Lingenfelter,2012). Knowledge economy has been conceived differently by various schools of thought. Among the experts, arguments on the appropriate definition of knowledge economy are still raging. It is evident however, that the knowledge economy is everywhere clear. The global economy is directly based on the production, distribution and use of knowledge and information. Mba (2011) conceptualized knowledge economy as the economy of knowledge focused on the production and management of knowledge in the frame of economic constraints on the one hand, and a knowledge based economy on the other. The latter refers to the use of knowledge technologies such as knowledge engineering and knowledge management to produce economic benefits and job creation. Mba further described knowledge economy as one where organizations and people acquire, create, disseminate and use knowledge more effectively for greater economic and social development. Furthermore, knowledge economy has been defined by Obanya (2013) as:

a) The production and services based on knowledge-intensive activities that contribute to an accelerated pace of technical and scientific advancement as well as rapid obsolesce, with greater reliance on intellectual capabilities than on physical inputs or natural resources.

b) One in which the generation and exploitation of knowledge has come to play the pre dominant part in the creation of wealth. It is not simply about pushing back the frontiers of knowledge, it is also in all manner of economic activity.

c) An economy that is primarily on the use of ideas rather than physical activities and the application of technology rather than the transformation of raw materials, or the exploitation of cheap labour; an economy in which knowledge is created, acquired, transmitted and used more effectively by individuals, enterprises, organizations and communities to promote economic and social development (Obanya,2013:50).

In the context of this work, knowledge economy is an economic system where knowledge is prudently utilized to create wealth, solve economic problems and pave way for economic and social developments. In a knowledge economy, knowledge is a vital resource and is increasingly important as it provides greater potentials for countries to strengthen their economic and social progress. This can be done by providing more efficient ways of producing goods and services, and delivering such goods at a lower cost to a great number of people. Knowledge economy can be conceived as innovative economy.

The Importance of Knowledge in a Knowledge Economy

Knowledge accumulation and utilization across boarders confers economic power on the individual, institution, organization or nation that possesses this vital resource called knowledge. Knowledge economy is for those with vibrant ideas and can adapt these innovative ideas to conquer the competitiveness in the global market. Citing the International Labour Organization (ILO), Okute and Chukwurah (2011) pointed out that employers are looking out for employees who are flexible enough to adapt, apply and transfer knowledge to different contexts in the performance of their duties under varying technological conditions, and respond independently and creatively to changing work demands for more highly skilled workers with a range of skills that can continuously be adapted to changing work environment.

Knowledge economy is powered by knowledge, and requires a pool of knowledgeable and skillful people to propel it. The jobs of the present and the future will no longer be found in the factories alone but in offices occupied by knowledge workers such as designers, engineers, information technology specialist, logistics experts, marketing staff and so on. These workers deploy knowledge in their productive services. Therefore, the capability of individuals, organizations and nations to harness knowledge and use it in the production of goods and services is the key enabler for such individuals, organizations and nations to remain relevant and highly competitive in the global market. Obanya (2013), citing Peter Drucker, noted that the manual worker works with his hand and produces goods and services, but the knowledge worker works with his head and produces ideas, knowledge and information. As can be deduced from the foregoing, the importance knowledge economy is evidenced from the fact that:

a) The problem of location is overcome as globalization has removed the boundary created by distance among nations; thus knowledge can travel more easily and less costly; educational and innovative intellectual products and services can be exported for a higher return than for physical goods.
b) Business transactions can take place over electronic networks; goods and services can be easily developed, purchased and sold via e-commerce and other networked linkages.
c) Knowledge supply is abundant so the economic problems of scarcity is replaced with abundance as information and knowledge can be shared, and can increase rather than diminish through application.

Characteristics of a Knowledge Economy

In a knowledge economy, the society is characterized by information. Information industry is taking the lead in networking the world economy, with computer technology and the internet as well as globalization reducing the world into a small village. The key players in the global field are those who have access to the networked village. According to Lingenfelter (2012), the envisaged knowledge economy would be characterized by:

1. Borderlessness**:** This means that knowledge can travel freely and more freely and more freely than money.
2. Upward Mobility: This implies that knowledge will be more available to everyone through easy acquisition of formal education.
3. Potential for Success and Failure: This implies that since anyone can acquire the means of production which is knowledge, there is a potential for both success and failure. Ability to acquire and efficiently utilize knowledge confers power and success while inability to avail oneself of the knowledge availability and utilization leads to failure.

Similarly, Obanya (2013:45) outlined the following as seven major characteristics of knowledge economy:

1. Unlike physical goods, information is non-rival non destroyed in consumption. Its value in consumption can be enjoyed again and again.
2. Bridges are being built between various areas of competence, as codification tends to reduce knowledge dispersion.
3. Learning is increasingly becoming central to both people and organizations.
4. Learning involves both education and learning-by-doing, Learning-by-using, and learning-by-interacting.
5. Initiative, creativity, problem-solving, and openness to change are increasingly important skills.
6. Flexible organizations are becoming the norm. They integrate `thinking' and 'doing' and avoid excessive specialization and compartmentalization, by emphasizing multi-task job responsibilities.
7. Whereas Machines replaced labour in the industrial era, information technology has become the source of codified knowledge in the knowledge economy, demanding uniquely human skills such as conceptual, interpersonal and communication skills.

Defining the characteristics of the knowledge economy, Obanya (2013) held that knowledge has replaced raw materials, natural resources, machines, and manual labor as the most valuable factors of production. In the same vein, the knowledge economy is a direct twin product of the acceleration of history, and the digital revolution, in addition to being the prime mover of globalization.

Teacher Preparation in a Knowledge Economy and the Challenges of Higher Education

The emergence of knowledge economy has changed the concept of the labour market and the relationship between employers and employees. The knowledge economy has created the demand for `knowledge workers` and has consequently transformed the demands of the world of work (Obanya, 2013). This change also reflects the need for workplace literacy that is the flexibility of knowledge and skill with which one can adapt to any work situation and perform with maximum efficiency. In order to achieve this feat, it is imperative that teachers who are facilitators, mentors and coaches in the process of knowledge acquisition must be adequately prepared through continuous professional development. Professional development of business education teachers involves the pragmatic process of knowledge update to with a view to improving the job-related knowledge, skills and attitude of the business educators in order to make them efficient and more adaptable to changing

work environment as well as place them at par with their counterparts elsewhere in the world. The need for professional development of business educators is paramount because it is believed that teachers have the responsibility for educating students and must have the knowledge, expertise and ability to influence decisions about teaching-learning environment. According to the National Business Educators Association (2010), educating students for technological change and complexities of workplace, as well as their personal business lives, compels business educators to commit themselves to continuing professional renewal. In the same vein, Okute, Egbri and Iwowo (2018) asserted that teachers are indispensable human resource, and indeed the single most important element in the school system; more important than the quality of equipment and materials and the level of financing. The teacher is expected to be upgrade his knowledge and skills in order to harness there resources of emerging technologies and innovations in the emerging knowledge economy.

The issue of professional development of teachers is as important as the professionalization of teaching as a profession. There is no doubt that the teaching profession is universally accepted as a noble profession. Furthermore, Inyang-Abia (2018) stressed that the teaching profession is not just a noble profession, but it is also the Doyen of professions. This is because without teaching, no profession can exist, as it is the teaching profession that creates, shapes, modifies, and enriches all other professionals. This implies that, irrespective of the field of study, no one can become a professional without passing through creative fingers of the doyen professional, the teacher. According to Inyang-Abia, the professional teacher has no substitute. In spite of the development of the newest and most sophisticated technologies, such as those that focus on artificial intelligence and robotics, the professional teacher is still a vital resource at various stages of educational development and attainment. In recognition of the vital role of the teacher, the Federal Republic of Nigeria[FRN] (2013) in her National Policy on Education noted that no education system can rise above the quality of its teachers. Likewise, John F. Kennedy the 35th President of the United United States of America stated: Our progress as a nation can be no swifter than our progress in education (Inyang-Abia, 2018). Thus qualitative education is a yardstick for development.

Higher education institutions especially universities which are the key frontiers of knowledge generation and transmission are faced with the challenge of producing graduates that will respond effectively to the demand of knowledge economy. Higher education (particularly universities) has the tripartite mission of (a) knowledge generation through research, (b) Knowledge transmission through teaching and (c) knowledge application through responsive social engagement. The third leg in the tripod of the mission responsive social responsibility being the key to redirecting higher education to remain continuously relevant in the twenty-first century (Obanya, 2012).

In a knowledge economy, therefore, knowledge has become the major component of human individual, social and corporate tool for productivity, wealth creation and sustainable human development. Knowledge is therefore the most valuable resource. The implication is that all human activities would rely on knowledge for its continuous growth, while enterprises of all types and forms would have knowledge as the main feature that would confer on them any measure of competitive advantage. As a result, the traditional pledge where employees expect a stable or lifelong employment will no longer be applicable. Rather, innovative ideas or intellectual capital, more than savings or investment, are the determinants of a nation's wealth. This means that the prosperity of nations

depends on their ability to generate and apply innovative ideas. This view is buttressed by Mba (2011), who, citing the UNDP Human Development Report, stressed that the real wealth of a nation is its people. Mba furthered affirmed that the basic concept of human development is the expression of people's freedom to live long, healthy and creative life; to advance other goals they have reason to value, and to engage actively in shaping development equitably and sustainably on a shared planet. In the same vein, Obanya (2012) pointed out that knowledge has become the major component of human individual, social and corporate tool for productivity, wealth creation and sustainable human development. In the face of global competition, therefore, knowledge and skills are a core asset.

The key players in this global arena will be those with knowledge power and these are those who will have competitive advantage. This implies that knowledge generation, knowledge transmission and knowledge application (or sharing) and will necessarily become the prime preoccupations of institutions and organizations outside the universities and other higher institutions.

Higher education institutions are therefore faced with the challenge of how to make their graduates function, relevant and responsive to the requirements of the workforce needed to drive the knowledge economy. One of the most prevalent manifestations of these challenges is the high rate of unemployment among graduates of higher institutions. The soaring unemployment rate among youths is worrisome. Mba (2012) established that about 50 percent of Nigerian youths are unemployed. The National Bureau of Statistics (NBS) official report in Mordi (2012) reported that Nigeria unemployment figure stood at 12.44 million in 2009, rose to 13.9 million in 2010, further rose to 16.74 million in 2011. As at 2012, the figure stood at 39.28 million, which represents 23.9 percent of the country's estimated population of 164.38 million. As at September, 2018, Nigeria, with a population of 191 million and with an area of 923,768 km^2 has the 14^{th} largest landmass in Africa and ranks first in terms of population. When compared with other African Countries, Nigeria's educational status established through the adult literacy rate stands at 59.6 (a rate that the Minister of Education, Alhaji Adamu described in 2017 as alarming), being the 144^{th} out of 169 countries. When compared with other African countries such as Libya (91%), Zimbabwe (86.5), Uganda (78.4), Ghana (76%), and Cameroon (75%), it becomes obvious that the sleeping giant of Africa had long lost the glory because of high positive correlation of literacy level with life expectancy, education, per capita income, living standard and other indicators (Inyang-Abia, 2018).

This phenomenon has persistently raised the question of the preparedness of universities and other higher education institutions in Nigeria to fit into a knowledge-driven economy. This apparently calls for redefining the curricular of higher education towards transformation in the direction of what Obanya (2012) described as the desired social laboratory orientation. This is predicated on:

a) Practical concerns of everyday life;
b) Easy to understand procedures, accessible to the average person;
c) Useable research, applicable to genuine societal challenges.
d) Participatory academic processes;
e) Ready acceptance of other knowledge practitioners;
f) Closer link and mutual intelligibility of academic and practical language;
g) Opening up to wider society;
h) Working in concert with extra-academic actors.

Obanya further pointed out that these directions for higher education institutions will lead to the characterization of the social laboratory that higher education institutions should become, if they are to fit into the twenty-first century global community. It follows then higher education will take on new characteristics of being creative. This implies that higher education should produce graduates who not have the ability but also have the desire to create knowledge products that will not become worthless with the development of new technologies. Higher education should focus on exploring the curiosity, the desire and the continuously creative ability of students, that is, higher education should be creative, ensure comprehensive quality education that consists of four 'learns' such as:

- Learn to know
- Learn to do
- Learn to be, and
- Learn to live together.

Knowledge economy will require high-quality labour, with the upgrading of industrial structure; at the same time, structural unemployment will increasingly become the inevitable social menace (Zhaoxiu, n.d.). Higher education should be alert to the needs of the society in terms of high-quality labour, and should vigorously pursue lifelong education which requires people to continue to learn, to update, enrich and improve their knowledge. Higher education should no longer be restricted to study on campus. Higher education is multi-channel and open education, requiring high-level universities to engage in exchange programmes with world-class universities, and also can cultivate people who have international vision, open mind, reformed spirit, innovation and formidable intelligence (Zhiyum, 2010). The implication is that higher education institutions need to redefine their goals through effective knowledge management to produce intellectually competent graduates who can export knowledge products.

Knowledge Economy and the Nigerian Position: The Global Perspective

Knowledge economy is propelled by a pool of intellectuals with the capabilities to adapt knowledge to problem-solving situations .In order to harness this pool of highly knowledgeable human capital to drive the knowledge economy, there is urgent demand to embark on pragmatic re-ordering of educational programmes toward educating the citizens to work more with ideas and concepts than objects. The countries that lead in the knowledge economy are those whose citizens have access to qualitative education. The same cannot be said of Nigeria with a population of 191million people, but with only 4.3% of her youthful population having access to university education. For Nigeria, this percentage does not compare favourably with 37.5% for Chile, 33.7% for Singapore, 28.2% for Malaysia; and 16.5% for Brazil (Ezekwesili, 2013).

Nigeria's lag in tertiary education enrolment is quite revealing and could be interpreted as the basis of the competitiveness gap between the same set of countries. The reason is attributable to the fact that tertiary enrolment rate which is the percentage of total enrolment, regardless of age, in post-secondary institutions to the population of people within five years of the age at which students normally graduate from high school, plays a vital role in society in the creation of new knowledge, transferring knowledge to student and fostering innovation.

Research findings have shown that countries with the most highly educated citizens are also the wealthiest in the world, and they are those dominating the global market in a knowledge-based society. Ezekwesili (2013) established that countries like the United States of America, Canada, Japan, Finland, Norway, Israel, South Korea, United Kingdom, New Zealand and Australia occupy the second- and sixth-highest Gross Domestic Products (GDPs) and per capita, and this is attributable to their aggressive investment in education. It is obvious from research findings that the key variable that determines how fast nations outgrow others is the speed of accumulation of human capital especially through science and technology education. According to Ezekwesili, it is not surprising, then that South Korea with a population of50 million people has a GDP of $1.12 trillion; Brazil of 196 million people has $2.48 trillion; Malaysia of 38 million people has $278.6 billion; Chile of 17 million people has $248.59 billion; Singapore of five million people has $318.7 billion, while Nigeria with a population of 191 million people has a GDP of $235.92 billion. The more advanced economies continue to dominate the global markets as they continue to intensify the knowledge economy strategies by investing more in education, ICT and innovation.

The case is different with Africa. Besides regional knowledge hubs such as South Africa, sub-Saharan Africa is faced with a myriad of problems, let alone the challenges faced to create competitive knowledge economy. With only 30% of the population having access to electricity, it is not surprising that Africa has the lowest internet penetration of only 3% compared to the world average of 14% (Sinkovec, 2012). Since knowledge is abundantly supplied on the internet, one of the key initiatives in improving the quality of life and future prospects in a knowledge economy is the provision of access to internet resources.

Pillars of Knowledge Economy

The World Bank (2003) developed a four-dimensional framework that describes the basic elements of the knowledge economy. This framework makes it possible to gauge and compare the progress of countries in becoming part of the knowledge economy. Leading economies in the knowledge economy era are anchored on four pillars. The World Bank's Knowledge Assessment Methodology (KAM) (2012), using Knowledge Economy Index (KEI), identified the four pillars of Knowledge Economy to include:

a) Economic Incentive and Institutional Regime (EIR);
b) Innovation and Technology Adoption (ITA);
c) Education and Training (ET), and
d) Information and Communications Technologies (ICT) infrastructure.

The four pillars emphasize Economic Incentive and Institutional Regime (EIIR) that promotes and encourages the efficient use of existing and new knowledge; flourishing of entrepreneurship; an educated, appropriately trained, creative and skilled population that is capable of creating, sharing and using knowledge; an efficient innovation system made up of firms, research centres, universities, think tanks, consultants, and other organizations can tap into the growing stock of global knowledge, adapt it to local needs and create new technological solutions. A modern and accessible ICT infrastructure serves to facilitate the effective communication, dissemination and processing of information to increase knowledge. This is illustrates in figure 1.

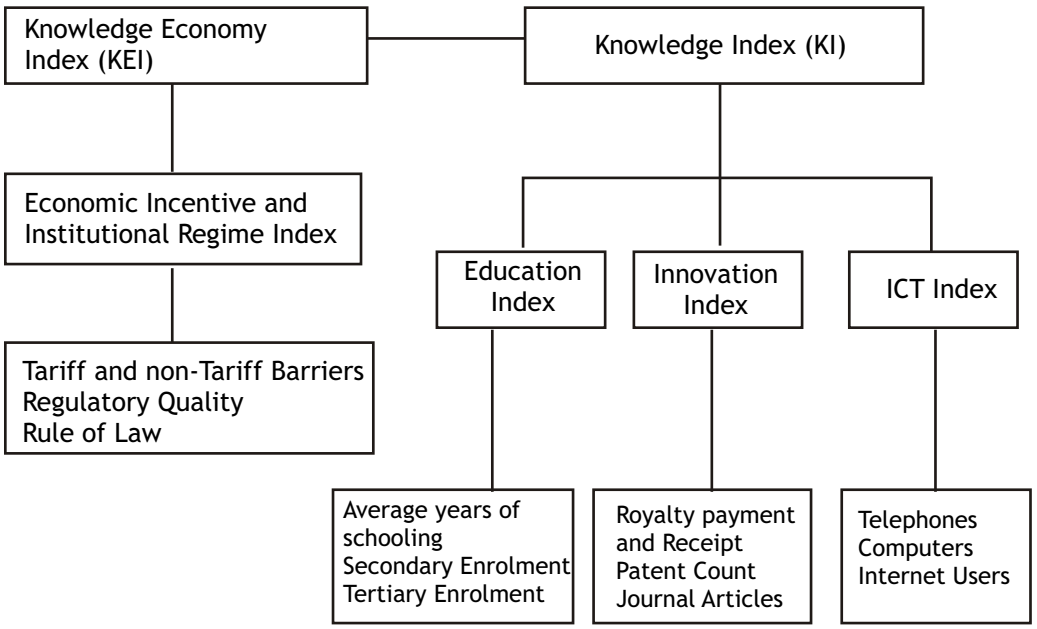


Figure I: *Knowledge Indexes*
Source: *KAM (2012)*

Using the Knowledge Economy Index (KEI) based on four identified pillar indexes, the World Bank Knowledge Assessment Methodology (KAM) identified top ten economies as shown in Table 1.

Table 1: *The Top 10 Economies in Each Pillar*

Rank	EIIR	Innovation	Education	ICT
1.	Singapore	Switzerland	New Zealand	Bahrain
2.	Finland	Sweden	Australia	Sweden
3.	Denmark	Finland	Norway	Luxembourg
4.	Sweden	Singapore	Korea, Rep	United Kingdom
5.	Hong Kong,	China	Denmark	Greece ,Netherlands
6.	Switzerland	United States	Sweden	Finland
7.	Canada	Netherlands	Iceland	Switzerland
8.	Norway	Israel	Taiwan, China	Germany
9.	Luxembourg	Taiwan, China	Ireland, Taiwan	China
10.	Austria	Canada	Spain	Hong Kong, China

Source: *KAM (2012)*

As can be seen in Table 1, Singapore came first under Economic and Institutional Regime Pillar and came fourth under Innovation Pillar. Thus, Singapore has strong performance in two of the indicators of knowledge. Under Innovation Pillar Index, Switzerland ranked first, came sixth in Economic Incentive and Institutional Regime and seventh in ICT adoption. In Education, New

Zealand tops the list. Sweden came second in Innovation and in ICT adoption, fourth in EIIR and sixth in Education. Thus, Sweden has a strong performance in all the four pillar indicators of the knowledge economy. Similarly, Finland took second in EIIR, third in Innovation, and sixth position in ICT pillars. Bahrain tops the list in ICT pillar. Denmark came third in EIIR, and fifth in Innovation pillars. Australia came second in Education; Luxembourg came third in ICT and ninth in EIIR. Norway came third in Education; United Kingdom occupied fourth position in ICT, while Korea Republic came fourth in Education. Hong Kong, China came fifth in EIIR but occupied tenth position in ICT. Greece came fifth in Education while Netherlands came fifth in ICT and seventh in Innovation. United States took the sixth position in Innovation. In the same vein, Canada came seventh in EIIR, and tenth in Innovation. Iceland came seventh in Education. Israel and Germany came second in Education, while Ireland came ninth in Education. Austria and Spain took tenth position in EIIR and Education respectively.

From the foregoing, it is obvious that leading economies in the knowledge economy are anchored on the four identified pillars. Obviously, too, Nigeria has no place in the economy, judging by the four pillar indices. Nigeria must give priority attention to education, innovation and technology adoption. Education is the nucleus of development and the pivot on which all other pillars of knowledge economy revolve. Incentives that promote efficient use of existing and new knowledge must be based on the awareness of the needs of the society. This awareness is based on education and training an understanding of what society requires for sustainable growth. Similarly, innovation and technological adoption are predicated on the level of know-how and skills acquired through education and training as well quality of research anchored on good education. Furthermore, information and communication technology (ICT) infrastructure cannot be provided and utilized if the stakeholders are not well- educated or schooled on the inestimable value of such provision and the skills needed to maximize the utilization of such infrastructural provision. Investment in education and training for skills development is therefore critical to boost growth and competitiveness. This is further accentuated by the European Commission Euro.Com (2012) which stressed that investment in education and training is key to increasing productivity and economic growth.

China is a giant nation that has risen to the challenge of the knowledge economy. As reported by Sinkoves (2012) under the auspices of the Knowledge Economy Network, Haidian, a lesser-known district inBeying, is now home to 40 universities, 138 science research institutes and 810 engineers. With these, China is competing favourably in the knowledge economy. Chinese products now dominate the world market. This is because China invests heavily in the education and training of its citizens. The more educated a nation's citizens are, the more likely and more rapidly its economy will be able to catch up with innovation and technological adoption.

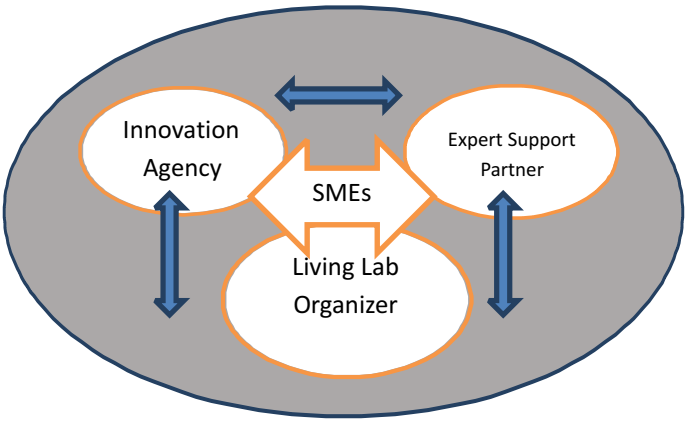
Supporting the Knowledge Economy Growth: The way Forward

Knowledge economy is powered by a pool of intellectuals with ability to think critically and apply knowledge creatively to bring about innovations in the production, distribution and utilization of resources. In the face of the challenges of catching up with this new voyage of development, more emphasis should be placed on investing more in education.

Another way forward in overcoming the challenges of higher education in a knowledge economy is to create a network of living laboratory (NOLL). A living laboratory is a research concept

that is user centred, open-innovation ecosystem. A living laboratory can be operated on a territorial or regional context, while integrating concurrent research and innovation processes within a public-private-people partnership (Alpher, n.d.). Living laboratory focuses on experience sharing and user acceptance of innovative solutions provided by stakeholders and experienced research centres . Living laboratories are fundamental to the implementation open, innovative business models geared toward Small- and Medium-scale Enterprises (SMEs) needs, and to create user-experience. The European Network of Living Labs (ENoLL) is an example of Network of Living Lab.

Figure 2: *Regional Living Labs Environment for Open Innovation*



Source*: Adapted from Alpher (n.d)*

Higher education institutions can create Living Laboratories that bring together innovation agents, expert support partners and Living Lab Organizers, with SMEs as the centre of focus.

Conclusion

The emergence of knowledge economy is an upsurge of technological advancement, globalization and exponential growth of information. This has created a new work-place demand for new skills intellectual capabilities ability to work with ideas rather than with tools. The job market of the knowledge economy requires knowledge workers who can adapt their skills and work elsewhere from anywhere. The ability to rise up to these challenges confers economic power and wealth creation while failure or inability to join the voyage of knowledge economy creates structural unemployment and poverty, particularly for developing nations.

Higher education institutions are faced with the challenge of producing graduates who will be intellectually competent and flexible enough to compete favourably in the knowledge economy. There is therefore a great demand for teachers in higher education institutions to be systematically exposed to knowledge and skills update through continuing professional development to equip them with the teaching competence with which they can exert positive influence on students for quality learning. More advanced nations are more responsive and adaptable to knowledge economy because of their technological diversity, vibrant educational policies and innovative approaches. Developing countries are faced with competitiveness pressure as a result of poverty, limited access to qualitative

education and poor technological adaptation. However, all hope is not lost. Government of developing nations need to re-strategize their educational goals, vision and mission toward qualitative education for global competitiveness.

Suggestions

Knowledge economy is already here with us and its impact is made visible in the society. The only option is to adapt and align with the trend. It is therefore recommended:

1. Government of developing countries, especially that of Nigeria, should pay greater attention to, and invest more in education through improved funding, provision of infrastructure and structures that enhance educational access to the generality of youth at affordable cost.
2. The curricula of higher education should be constantly reviewed and made flexible enoughto accommodate changes in the global market place.
3. National Universities Commission (NUC) should encourage universities which are the highest level of higher education to strengthen and support knowledge alliance to implement a comprehensive set of activities that stimulate the sharing, exchange and flow of knowledge between higher education institutions and enterprises.
4. NUC, NBTE, NCCE and other supervisory agencies/stakeholders should emphasize quality assurance in education by ensuring that the right caliber of personnel are recruited and retained, availability of adequate and functional equipment and instructional facilities, conducive work environment for staff and students.
5. At the policy implementation level, stakeholders should have the will power to condemn corrupt practices and invoke the instrument of discipline to sanction those engaged in such obnoxious acts to serve as deterrent to others, while those committed to quality assurance in education should be motivated.
6. Greater attention should be paid to research and development.
7. Reward and promote excellence by encouraging young innovative and creative graduates with potentials, knowledge and skills to invest their wealth of potentials in Nigeria for the transformation of the nation's economy without political bias.

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INSTRUCTIONAL PLANNING COMPETENCIES REQUIRED BY BUSINESS EDUCATORS IN TEACHING OF ENTREPRENEURSHIP EDUCATION IN TERTIARY INSTITUTIONS IN RIVERS STATE

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Abstract

The study was poise to investigate instructional planning competencies required by business educators in teaching of entrepreneurship education in tertiary institutions in Rivers State. The study adopted the descriptive survey research design. The population of the study consists of 97 respondents, drawn from three tertiary institutions in Rivers State. The entire population of 97 respondents was used for the study as the number was small and manageable. The researchers used self-structured research instrument for data collection. The research instrument was titled "Instructional Competencies for Teaching Entrepreneurship Education in Tertiary Institutions" (ICTEETI). The instrument has 4-point rating scale of Very Highly Required (VHR) 4points, Highly Required (HR) 3points, Required (R) 2points, and Not Required (NR) 1point. To establish the reliability of the instrument, test re-test method and Cronbach Alpha was used to establish the level of reliability and the computation yielded an index of 0.79 reliability coefficient. The data for the study was analyzed using the mean to answer the research question, while z-test was used to test the null hypothesis at 0.05 level of significance. Any item with the mean of 2.50 and above was considered as "Required" while any item mean value less than 2.50 was considered as "Not Required".Based on the results and findings of this study, it was noted that entrepreneurship education is taught theoretical rather than practical method for students to acquire the practical experience. The study identified the deficiencies in the areas of shortage of qualified business education lecturers, unavailability of facilities and equipment for the teaching of entrepreneurship education in business education programmes in tertiary institutions in Rivers State. Based on the findings of this study, it was recommended that; tertiary institutions offering undergraduate business education both at NCE and degree level should engage the services of certified business educators to teach in department of business education with a view to ensuring all components of the programmes are updated to meet the required minimum academic standards.

Keywords: *Entrepreneurship education, instructional planning, competencies and teaching*

Introduction

One of the desires of most developing countries and Nigeria is not an exception is to have a functional educational system that would train her products to be self-reliant through the acquisition of knowledge, attitude, skills and competencies. Nigeria as a country has vast mineral, agricultural and human resources which have been untapped due to high number of unskilled manpower produced

by the educational system. Thus, if the students acquire such skills, it will assist in no small measure for national sustainable development. As a matter of fact, several policies and theories have been formulated with a view to sustaining the vocational and entrepreneurial skills of the students to enhance business operations and economic advancement, but situation in the country seems to portray that these policies and theories are yet to be put into practice.

Entrepreneurship is fast becoming a phenomenon, particularly in a developing economy like Nigeria. In the National Policy on Education, Federal Republic of Nigeria FRN (2013) laid emphasis on united, strong and self-reliant nation. In a bid to achieve this objective, entrepreneurship courses were introduced in the curriculum of every programme including Business Education.

Instructional planning is one of the major things a teacher needs to do before the teaching is carried out. Also, instructional planning is an important and essential feature that is used by the teachers to transfer learning to the learners in the teaching-learning process. Boyel (2010) viewed instructional planning as the process involved in the making of the teaching steps as designed by the teacher. The use of instruction in the teaching and learning process can never be overemphasized, hence instructional planning could be said to mean the processes and procedures that are designed by the teacher for the purpose of carrying out effective teaching for the benefit of the learners.

Merely having all the skills and knowing several learning and instructional theories is not enough guarantee to ensure effective teaching in the classroom. With all these skills and good knowledge of learning and instructional theories, effective teacher skills needs to plan his instruction before going to classroom to teach. The process of carrying out teaching is usually done by systematic planning of instructional materials and the content of the curriculum. In achieving this, the teacher is faced with one activity or the other.

Awotua-Efebo (2001) defined instructional planning to mean the process by which a teacher visualizes the "future" interaction in the classroom and creates a framework to guide his actions in the future. Also, Ubulom (2004) instructional planning is the systematic process where the teacher uses the most common traditional method or the other to transfer or transmit new ideas and knowledge to the students. For such lessons to be effectively presented to the learners, it must be adequately and carefully planned. In a related view, Obara and Enyekit (2010) instructional planning competency is the process of systematic planning of the teaching activities for effective learning to take place in the learners. This involves the application of the right curriculum content, right teaching methods, good language communication, and questioning techniques in the teaching-learning process. For business educators to be adjudged good there is the need for constant planning of the instructional materials and the lesson. Hence, business educators are also required to continually evaluate their plans and improve on them when the need arises.

The essence for good instructional planning is to enable the teacher carry out his duties effectively for the benefit of the learners. In view of the above, Ubulom and Enyekit (2004) identified the benefits and reasons for good instructional planning to include;

a. The teacher can avoid the embarrassment of memory failure of making all kinds of errors and of appearing not to master his subject content.
b. The teacher will become more skillful in less time.
c. The teacher will be able to concentrate more on reactions, feedback and other behaviors of the students while he is teaching.
d. The teacher will have more confidence.
e. Seeing the teachers well prepared is a good example and enough for the students to be serious in their class works.

f. It forces the teacher to think through the specifics of his lesson, which will result in a more effective and successful lesson. Some of the specifics are objectives, questions, and explanations, order of presentation, choice of methods, students' activities, and selections of materials, accuracy and completeness of information.

In considering the need for instructional planning competency of business educators delivery competency in entrepreneurship education, Obara and Enyekit (2010) noted that the business educators should be bear in mind the following factors in instructional planning process.

a. Business educators should determine what they want their students to learn from the course and why.
b. Business educators should determine the general objectives and specific objectives that should include the view of all that is to be covered.
c. Business educators should decide the course content that will lead to the fulfillment of the desired objectives.

From the views of the authors regarding the instructional planning competencies, it could be deduced that is important the teacher should be able to organize the course focusing on the subject matter and the students rather than themselves. Nevertheless, the planning should not be limited to theoretical aspect of the course but practical approaches in delivering the content of entrepreneurship education that will enable him achieve the objectives of the course.

Entrepreneurship in the view of Osuala in Kanu (2010) means the process of bringing together creative and innovative ideas and combining them with management and organizational skills in order to combine people, money and resources to meet identified needs and thereby create wealth. Stressing the importance of entrepreneurship, Richards (2007) noted that for effective teaching of entrepreneurship. The teacher is required to be competent with instructional planning of what to be taught, be conversant with the use of technology for effective teaching of entrepreneurship education in tertiary institutions.

Eze and Emeh (2009) identified the following as the objectives of entrepreneurship education:

a. To provide students with enough training that will make them to be creative;
b. To provide students with enough training in risk management to make uncertainty learning more possible and easy;
c. To give younger graduates training and support to establish a career in small and medium sizes business;
d. To provide the students with training and skills that will enable them meet the manpower needs of the society;
e. To stimulate industrial and economic growth of rural and less developed areas.

One of the major roles of business education programme is to provide instruction for and about business and to prepare professional teachers to be properly trained to acquire the needed competencies to achieve the above mentioned objectives. Okorie (2004) opined that the major issue which the Nigerian business educators should not only be interested in, but be fully involved in the issue of business teacher preparation. This therefore means that business education teachers should be properly trained to acquire necessary and vital competencies needed at any point. It is then necessary that business education teachers should be competent with what to be taught to students.

Competency is highly required in teaching entrepreneurship. He described competency as task or specific activity performed by worker to a certain standard. Business education teachers therefore, require instructional planning competency to effectively plan activities to be taught to the students. Stressing the importance of business educators competencies, Nwachukwu (2005) stated that the level of achievement of objectives of any lesson depends so much on the teacher's ability to strategically plan instruction to effectively transfer knowledge.

Oyentunde (2004) noted that for such competencies, attitudes, and skills to be achieved, there must be an effective teaching and learning process. Thus, teaching is an active, constructive process in which the teacher assumes the role of strategic planner, making decisions about the content and the appropriate instructional strategies. In other words, effective teaching is a deliberate and planned activity. It is purposeful (goal-oriented), coherent (structured), and meaningful (bridges the gap between the known and unknown), and functional (usable and transferable). This implies that effective teaching consists of helping students to acquire and use knowledge, and to learn to think and solve problems.

According to Olaitan and Agusiobo in Obi (2005) teaching is an attempt to bring about desirable changes in learners behavior that reflects the expected change needed in improving on the learners and the society where they live. Teaching has also been viewed as the process of transforming the individual and the society for the purpose of making a source of leaving (Saddlyn, 2007). The expected changes mentioned therefore may come in all or some of the following ways.

1. An improved store for and useful information;
2. An increased store of useful information and the understanding of basic principles in the subject matter;
3. Acquisition of skills, abilities;
4. Better disposition and ideas needed;
5. Enlarged heart capable of meeting the challenges posed by the circumstances within the larger society; and
6. Increased ability in solving problems arising from the process of education.

From the foregoing, it is therefore pertinent to note that good and effective teaching is a peculiar activity and differs from all other professions. As a good teacher, one plays the roles of an observer and diagnostician of learners, a provider of the instructional environment and a facilitator of the students' learning. This assertion therefore, implies that business educators need to be efficient and skillful in their subject areas to enable them perform effectively in the discharge of their duties.

Statement of the Problem

The importance of entrepreneurship education to the nation's economy cannot be over emphasized. This could be confirmed considering the numerous contributions of entrepreneurship education to the development of both individuals and the economy of many developed nations of the world. Umah (2010) advised that Nigerian students need to be acquainted with entrepreneurship education as a way of life in order for them to live more prosperous and fulfilling lives. In a related view, Dogg (2013) noted that entrepreneurship education is a functional education that is required to equip students with skills and competencies they need to realize Nigeria's presently grappling problems of huge challenges in human capacity development in the economy.

Kelvin (2008) further stated that the university reflects the level of development that we have in the country. It has been observed in the studies of Uzoma (2010) and Ameaechilem (2008) that business educators still teach entrepreneurship education only in theory without doing the practical curriculum requirements. Until recently, emphasis was not placed on professionalism rather on the issue of certificates. Teaching of entrepreneurship requires practical skills acquisition of the teacher to be able to teach the subject effectively. Unfortunately, the skills expected of the students are not achieved due lack of skills expected of business educators as well as enabling environment for teaching entrepreneurship education in tertiary institutions. Therefore, based on the foregoing, it seems that there is gap in knowledge for teaching entrepreneurship. Since there are no empirical studies on instructional planning competencies required by business educators in teaching of entrepreneurship education in tertiary institutions in Rivers State, it is against this background that it becomes necessary to conduct this study to investigate the instructional planning delivery competencies required by business educators for effective teaching of entrepreneurship education in tertiary institutions in Rivers State.

Purpose of the Study

The main purpose of this study is to ascertain the instructional planning competencies required by business educators in teaching of entrepreneurship education in tertiary institutions in Rivers State. Specifically, the study sought to find out the instructional planning competencies required of business educators in teaching entrepreneurship education in tertiary institutions in Rivers State.

Research Question

One research question guided the study;

What are the instructional planning competencies required of business educators in teaching entrepreneurship education in tertiary institutions in Rivers State?

Hypothesis

There is no significant difference in the mean response scores of male and female business educators on their perceptions of instructional planning competencies required in teaching entrepreneurship education in tertiary institutions in Rivers State.

Method

The design that was adopted for the study is the descriptive survey research design. Osuala (2005) opined that the design deals with both large and small population by selecting and studying samples chosen from the population to discover the relative incidence. The study was carried out in Rivers State of Nigeria. The justification of using tertiary institutions in Rivers State is that the State has a number of tertiary institutions that run Business Education programmes at both graduate and undergraduate levels. The population of the study consists of 97 respondents Business Educators drawn from three tertiary institutions in Rivers State. The entire population of 97 respondents was used for the study as the number was small and manageable. The researchers used self-structured research instrument for data collection. The research instrument is known as "Instructional Competencies for Teaching Entrepreneurship Education in Tertiary Institutions" (ICTEETI). The

instrument contains 8 items consisted of structured questionnaire items in a 4-point rating scale of Very Highly Required (VHR) 4points, Highly Required (HR) 3points, Required (R) 2points, and Not Required (NR) 1point.To establish reliability of the instrument, test re-test method was employed. The copies of the instrument were scored and Cronbach Alpha was used to establish level of reliability and the computation yielded a result of 0.86 reliability coefficient. The data for the study was analyzed using the mean and standard deviation to answer the research question, while z-test was used to test the null hypothesis at 0.05 level of significance. Any item with the mean of 2.50 and above was considered as "Required" while any item with a mean value below 2.50 was considered as "Not Required".

Results

Research Question

What are the instructional planning competencies required by Business Educators in teaching of entrepreneurship education in tertiary Institutions in Rivers State?

Questionnaire items 1 8 were used to answer this research question. Data relating to this research question are presented in Table 1.

Table 1: Mean Responses on Instructional Planning Competencies Required by Business Educators for Teaching of Entrepreneurship Education in Tertiary Institutions

S/N	Items	$\overline{X}$	SD	Remarks
1.	Competences for choosing instructional materials and teaching aids.	3.25	1.04	Required
2.	Planned and organized strategies for supervision ability.	3.42	1.06	"
3.	Critical thinking and preparation skills for effective teaching.	3.40	0.62	"
4.	Competences for choosing the right teaching strategies.	3.45	1.15	"
5.	Competences for choosing the right teaching methods.	3.38	0.38	"
6.	Competences for identifying the correct teaching aids.	3.33	0.92	" "
7.	Ability to teach subject content according to credit load.	3.33	0.39	"
8.	Being able to draw workable time-table to meet the object of the course	3.41	0.61	
	Grand Mean ($\overline{X}$), SD	**3.37**	**0.77**	Required

All the eight items in Table 4.1 on instructional planning competencies of business educators in teaching entrepreneurship education have (= 3.37), is greater than cut-off point 2.50, and standard deviation (SD = 0.77) is greater than 0.50. Since, the grand mean value is greater than the decisions score; it implies that the respondents require the skills of instructional planning competencies for teaching of entrepreneurship education in tertiary institutions in Rivers State. Also, the SD ranged from 0.38 to 1.15 which indicates that the respondents were close in their opinions.

Table 2: z-test Analysis of Male and Female Business Educators on Instructional Planning Competencies for Teaching of Entrepreneurship Education in Tertiary Institutions

Respondents	Mean	Std Dev	N	z-cal	z-crit	Decision
Male	3.94	1.17	76	0.98	1.96	Not Sig
Female	4.01	0.97	21			

Table 1 reveals that the eight items have their z-cal values less than the z-table value at 0.05 level of significance, and at 95 degree of freedom. This indicated that there was no significant difference in the mean ratings of the responses of male and female business educators on instructional planning competencies for teaching of entrepreneurship education in tertiary institutions in Rivers State. The null hypothesis of no significant difference is therefore upheld for all the items on instructional planning competencies for teaching of entrepreneurship education.

Discussion

Business educators require instructional planning competencies in teaching of entrepreneurship education in tertiary institutions in Rivers State. The study of Michael (2013) stressed that the determinant of effective business teacher depends on the needs of business education teacher in terms of planning his lessons, teaching methods and strategies. Meanwhile, Newton and Dressman (2015) in their study specified four competency categories that are required of business educators in instructional planning and curriculum implementation to include: professional competencies, knowledge competencies, skill competencies and human relations competencies. The findings of the authors have also shown the relationship to the mean responses in the research question and the hypothesis on instructional planning competencies required of business educators in teaching of entrepreneurship education in tertiary institutions in Rivers State as noted in earlier study conducted by (Enyekit, 2017).

Conclusion

Based on the results and findings of this study, the researchers noted that entrepreneurship education is taught theoretical rather than practical method for students to acquire the practical experience. The study identified these deficiencies in the areas of shortage of qualified business education lecturers, unavailability of facilities and equipment for the teaching of entrepreneurship education in business education programmes in tertiary institutions in Rivers State.

Recommendations

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

1. Tertiary institutions offering undergraduate business education both at NCE and degree level should engage the services of certified business educators to teach in department of business education with a view to ensuring all components of the programmes are updated to meet the required minimum academic standards.
3. Business educators should always update their knowledge in practical entrepreneurship through retraining, researches, seminars, workshops and conferences to meet the current trend as this will engender quality, qualified and competent business educators to teach entrepreneurship education in tertiary institutions in Rivers State.

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APPLICATION OF ONLINE TEACHING STRATEGY FOR TRAINING STUDENTS FOR IMPROVED PERFORMANCE IN BUSINESS ORGANIZATIONS IN SOUTH-EAST, NIGERIA

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Abstract
The purpose of the study was to ascertain online teaching strategies considered effective for training students for improved performance in business organizations in South East, Nigeria. The descriptive survey research design was adopted. The population of the study was 144 business educators in tertiary institutions in the South East, Nigeria. One research question guided the study and one hypothesis were tested at 0.05 level of significance. An 11 item questionnaire was used for data collection. The questionnaire was tested for validity and for the reliability of the instrument which stood at 0.87 alpha respectively. The data generated from the study were analyzed using descriptive statistics of mean and standard deviation and Analysis of Variance. The mean ratings was used to answer the research question while standard deviation was used to determine the closeness of the respondents' means. Analysis of Variance (ANOVA) was used to test the null hypotheses at 0.05 level of significance. Findings revealed that the respondents considered the application of online teaching strategy as an effective strategy for training students for improved performance in business organizations. Furthermore, the findings revealed that years of experience of the respondents did not significantly influence their mean ratings on the effectiveness of online teaching strategies for training students for improved performance in business organizations. It was recommended among others, that government should provide internet facilities for the training of business education students. It was also recommended that business educators should go for in-service training so as to acquire more knowledge on how to infuse technology in their classrooms.

Keywords: *Online, Teaching, Strategies, Effective, Training, Students, Improved, Performance, Business Organizations*

Introduction

Tertiary education is the education given after post basic education. This level of education according to Aluede, Aluede and Ufah, (2004), has been identified as the process that helps develop the whole man physically, mentally, morally and technologically, to enable him/her function effectively in any environment in which man finds himself so that man may become more productive, self-fulfilling and self-reliant. According to the Federal Government of Nigeria (2013), the goals of tertiary education in Nigeria include: to contribute to national development through high level manpower training; to provide accessible and affordable quality learning opportunities through

formal and non-formal education in response to the needs and interests of all Nigerians; to promote and encourage scholarship, entrepreneurship and community service and to reduce skill shortages through the production of skilled manpower relevant to the needs of the labour market among others.

The above goals as enunciated by the Federal Government of Nigeria in her national policy on education are laudable enough for consideration and utilization by educational managers for the purpose of improving and sustaining Nigerian educational system which the business education programme is an integral part of. Business education is an aspect of the vocational education programme offered at the tertiary level of education which prepares students for careers in business. Business education is the education that prepares individual for business competencies necessary for teaching business attitudes, concepts, skills and knowledge. Similarly, Chukwurah (2007) defined business education as an aspect of educational training process which business teacher-trainees receive with the primary motive of enabling them acquire adequate attitudes, concepts, knowledge, understanding and skills in business activities. It is also an aspect of educational training received for personal or vocational usage, and/or for careers as administrators, managers and teachers wherever they may find themselves in the business world. Okoro (2013) noted that the objectives of introducing business education at the tertiary level of education are: (1) to produce competent graduates who can be self-employed; (2) to produce competent graduates who can teach business education courses in secondary school and higher institutions; (3) to produce competent degree graduates who can inculcate business ideas into the economy; (4) to produce competent graduates who can help in formulating economic policies and (5) to produce competent graduates who can employ other persons to reduce unemployment.

However, it appears that despite the laudable expectations of what can be achieved through the study of business education, the business education programme in tertiary institution may have failed to meet its stated goals. This is evident in the views of Essia (2012), Nwazor (2012) and Obiete, Nwazor and Vin-Mbah (2015) who decried the apparent failure of the education offered in tertiary institutions especially in the business education programmes to prepare students and graduates for real life situations and corporate leadership.

Ohiwerei (2009) specifically noted that the inability of business education graduates to gain employment in various cooperate bodies and organizations resulted from incompetence. This incompetence is traceable to failure to use the vast array of Information and Communication Technology gadgets in teaching students (Obiete, Nwazor & Vin-Mbah, 2015). Obiete et al (2015) proposed the application of online teaching strategies as a strategy for training business education students for improved performance of business oganization.

The application of online teaching strategy is another strategy that has been suggested for training students for improved performance in business organization. This strategy involves the application of Information and Communication Technology (ICT) in teaching students. Evans and Howe (2007) noted that the recent corporate climate, riddled with many high profile corporate collapses and a trend towards tightened legal regulation of the business environment, has served as a wake- up call not only to the business world, but to educators who are teaching students about complex sets of rules, which it is increasingly understood can only be truly appreciated through

contextual application and situational discussion. However, the application of online teaching strategy in teaching students could be influenced by the years of experience of business educators according to Obodo in Uzodi (2012).

Jimoh-Kadiri (2012) stated that some strategies are better used based on an educator's experience and competence. Jimoh-Kadiri further asserted that less experienced educators (who have taught for less than six years) may not be competent enough in the use of online teaching strategy. However, this strategy for training business education students for improved performance in business organizations and the variable that could affect it's application are either theoretical in views and do not seem to have been empirically proven to be effective in training business education students in South East States of Nigeria. It is against this background that the researcher intends to empirically ascertain online teaching strategies consider effective for training students for improved performance in business organizations in South-East States of Nigeria.

Statement of the Problem

The training programmes in the country at the tertiary levels seem to have concentrated more on teaching knowledge and skills in principles devoid of practical experiences in related fields. This situation has resulted in the production of graduates who cannot demonstrate the required corporate skills needed to function effectively in corporate organizations. This poor state of affairs prompted the search for strategies for training students for improved performance in business organization. The strategies outlined by Obiete et al. among others, include the application of online teaching strategies that could be employed to foster students' acquisition of knowledge on business organizations. This strategy seems not to be known or embraced by business educators in tertiary institutions in South East, Nigeria. The problem of this study therefore is to ascertain how business educators in tertiary institutions in South East, Nigeria consider this strategy as effective to train students for improved performance of their duties in business organizations.

Purpose of the Study

The main purpose of the study is to determine business educators rating of the application of online teaching strategy as effective for training students for improved performance in business organizations.

Research Question

To what extent do business educators in tertiary institutions in South East, Nigeria rate application of online teaching strategy as an effective for training students for improved performance in business organizations?

Hypothesis

Business educators in tertiary institutions in South East, Nigeria do not differ significantly in their mean ratings on the application of online teaching strategy as effective for training students for improved performance in business organizations based on experience (0-5years, 6-10years and Above 10years).

Method

The research design adopted in this study was descriptive survey. The study was carried out in the south eastern part of Nigeria. The population of the study comprised 144 business educators from 13 public and private tertiary institutions offering business education in the zone. The instrument for data collection was a validated questionnaire developed by the researchers. The instrument was titled: Online Teaching Strategies for Training Students for Improved Performance in Business Organizations Questionnaire (OTSTSIPBOQ) with two main sections A and B. Section A contained one item on respondents' background information covering years of experience; while section B contained 11 items on application of online teaching strategies for training students for improved performance. Section B is structured on a 5- point rating scale of Very Effective (VE), Effective (E), Moderately Effective (ME), Ineffective (IE) and Very Ineffective (VIE). The application of Cronbach Alpha on the obtained data yielded a score of 0.87 for internal consistency which was deemed reliable for the study. Out of the 144 copies of the questionnaire administered, 128 copies were returned. These 128 copies representing an overall return rate of 89 percent were deemed adequate for the study and were used for data analysis. Data collected from the respondents were analyzed using descriptive statistics such as mean and standard deviation. The mean value was used to answer the research questions while the standard deviation was used to ascertain the homogeneity or otherwise of the respondents' ratings. The decision rule was based on the real limit of numbers on the 5-point rating scale as shown below:

Response option	**Values**	**Real Limit**
Very Effective	5	4.50-5.00
Effective	4	3.50-4.49
Moderately Effective	3	2.50-3.49
Ineffective	2	1.50-2.49
Very Ineffective	1	1.00- 1.49

For the hypotheses, ANOVA was employed to test the null hypotheses at 0.05 level of significance. Where the calculated f value is less than the critical value of f, it means that there was no significant difference and the hypothesis was not rejected. Conversely, where the calculated f value is equal to or greater than the critical f value, it means that there was a significant difference and the hypothesis was rejected.

Results

Research Question

To what extent do business educators in tertiary institutions in South East, Nigeria rate application of online teaching strategy as an effective for training students for improved performance in business organizations?

Table 1: Respondents Mean Ratings Application of Online Teaching Strategies as Effective for Training Students for Improved Performance (N = 128)

S/No.	Online teaching strategies	Mean	SD	Remarks
1.	Exposing business management challenges to students through online videos	3.46	0.62	Effective
2.	Using internet-networking between school and corporate organizations.	3.56	0.78	Effective
3.	Setting up internet-Networking between different schools and different corporate interest groups.	3.76	0.86	Effective
4.	Adopting online simulation teaching to expose students to corporate social responsibility	3.61	0.84	Effective
5.	Adopting teaching tools that exposes students to the benefits of social networks (such as Facebook, Whatsapp, Twitter etc.) in corporate organizations.	3.45	0.63	Effective
6.	Encouraging students to study the profiles of established entrepreneurs and Directors of companies from social networking sites	3.67	0.74	Effective
7.	Encouraging students to identify and join social networking groups that share corporate standards and skills needed for corporate leadership.	3.50	0.69	Effective
8.	Reading corporate journals online.	3.71	0.66	Effective
9.	Watching how a particular skill or task is carried out through video platforms like Youtube, Twitter, Instagram	3.85	0.89	Effective
10.	Using internet to organize ethics competitions among business education students.	3.65	0.75	Effective
11.	Establishing online job skill training fora that will involve company executives, education policy makers, teachers, students, parents and other stakeholder in business education	3.74	0.84	Effective
	Cluster Mean	**3.63**		**Effective**

Data in Table 1 reveal that the respondents rated all items as effective with mean ratings ranging from 3.45 to 3.85 and standard deviations ranging from 0.62 to 0.89. The cluster mean of 3.68 indicates that business educators in South East, Nigeria consider the application of online teaching strategy as effective for training students for improved performance in business organizations. The standard deviations show that the respondents' opinions are closely related.

Hypothesis

Business educators in tertiary institutions in South East, Nigeria do not differ significantly in their mean ratings on the application of online teaching strategy as effective for training students for improved performance in business organizations based on experience (0-5years, 6-10years and Above 10years).

Table 2: Summary of Analysis of Variance (ANOVA) of the mean ratings of respondents on the extent they considered application of online teaching strategy as effective for training business education students

Source	Sum of square	df	Mean Square	F-ratio	F-Crit	Remark
Between groups	.137	2	.068			
Within groups	223.583	126	.801	.085	3.09	NS
Total	**223.720**	**128**				

Data in Table 2 reveal that f-ratio of 0.085 calculated at 0.05 level of significance and at 2 and 126 degrees of freedom is less than the F-crit of 3.09. Since the F-cal of 0.085 is less than the F-crit value of 3.09, the null hypothesis is not rejected. Thus, business educators in tertiary institutions in South East, Nigeria do not differ significantly in their mean rating on the application of online teaching strategies as effective for training students for improved performance in business organizations based on experience.

Discussion

The findings on the extent business educators in South East States consider the application of online teaching strategies as effective for training business education students for improved performance indicated that business educators considered the application of online teaching strategies as effective for training students for improved performance in business organizations. This is in line with Okoro (2013) who revealed that instructors perceived that informal learning using social media could be facilitated by instructors and integrated into the formal learning environments for enriched discussions, increased engagement, and broad connections. Similarly, Ching-Kun, Gwo-Jen, Chien-wien and Chih-Kai (2012) found that the high-achievement students who learned with selected-internet resource network had significantly better performance than those who learned in the open-resource network. According to Okoro (2013), the innovative aspect of learning through online platforms is that real life situations must be tackled by students, and merely remembering definitions and previously decided cases will not be of much assistance. It is the application of that knowledge to new and differing situations that will result in their success in this process

The findings also revealed that there was no significant difference in the mean ratings of business educators in South East States on the effectiveness of the application of online teaching strategies as a strategy for training students for improved performance in business organizations on experience. This implies that the years of experience did not influence the opinion of business educators. This shows the importance of application of online teaching strategies as a strategy for training students for improved performance in business organizations.

Conclusion

Based on the findings of the study, the researchers conclude that an online teaching strategy is an effective strategy for training business education students for improved performance in business organizations. It therefore becomes imperative that concerted effort is made to improve the level of integration of information and communication technologies that will facilitate the use of online

sccenerios and simulation to prepare business education students for leadership in business organizations.

Recommendations

Based on the findings of this study, the researcher proffers the following recommendations:

1. Business educators should go for in-service training so as to acquire more knowledge on how to infuse technology in their classrooms.
2. Administrators of business education programmes should consistently organize seminars and workshops where business educators will be exposed to the vast array of internet assisted technologies that can be used in teaching.
3. Government and school authorities should provide internet facilities for the training of business education students. Through the provision of internet based services business educators can expose students to best practices in business organizations through online videos and games simulations.

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SOFT SKILLS ACQUISITION AMONG BUSINESS EDUCATORS: A PANACEA FOR E-WORLD RELEVANCE IN PUBLIC UNIVERSITIES IN SOUTH EAST NIGERIA

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Abstract

The study was aimed at determining the soft skills acquisition among business educators as a panacea for e-world relevance in public universities in South East, Nigeria. Two research questions guided the study while two null hypotheses were tested at $p \leq 0.05$ level of significance. Survey research design was adopted for the study. The population for the study consisted of the entire 75 business educators drawn from the eight universities that offers business education programme in South East Nigeria. The instrument for data collection for the study was a 27 item structured questionnaire titled: Soft Skills Acquisition among Business Educators Questionnaire (SSABEQ). The reliability of the instrument was ascertained using Cronbach Alpha reliability method. The data collected were analyzed using mean and standard deviation for answering the research questions while t-test was used for testing the null hypotheses. The study found out that communication skills, teamwork, leadership skills critical thinking among others were soft skills that must be acquire by business educators. Similarly the study found out that insufficient period of exercise; poor funding of education; large class size, insufficient self development by business educators; unwillingness to embrace change; fear of job lose among business educators and inadequate collaboration with foreign colleagues are constraints faced in the acquisition of soft skills. The study recommended that business educators should embrace soft skills as part of skills they must possess to be able to deliver efficiently and effectively in this e- world era. Business educators should anticipate new skills and skills change and adopt them as soon as they emerge so as to be up-to-date with the latest trends in education; business educators should be self motivated, academically focused and at the same time create sufficient time for personal development on the latest skills for efficient service delivery. Business educators should endeavour to undergo self/personal training on soft skill so as to transfer it on their students among others

Keywords: *Skills, Soft Skills, Business Educator, E world.*

Introduction

The core mandate of business education especially in the Elctronic- world is to equip individuals with specific skills that will give them the ability, capability and competencies to function as sound entrepreneurs or employees in the field of work (YourDictionary, 2017). Job skills allow one to do a particular job and life skills help one through everyday tasks. There are many different types of skills that can help one succeed at all aspects of one's life whether in school, work, or even in sport or

Teaching especially in this e-world is a multifaceted performance, demanding a wide range of knowledge and skills containing hard and soft skills to successfully accomplish the burdens of the class-room (Tang & Mohd, 2014). Teaching business subjects with the latest skills like soft skills is a social activity that comprises communal collaboration between business educators and students (Lim, Tang, & Tan, 2013). In doing this, the skills applied, the teaching style among others can be considered as the sum of behaviours that will bring change in the life of the students. As a result, the talent of teaching business education does not only comprise a modest transmission of knowledge from business educator to students, it is also a multifaceted procedure that eases and affects the process of student learning (Prasertcharoensuk and Tang, 2016). Soft skills are relational and social in nature. As such, they are e-world necessity for business educators who toil in a high - performance setting, ultimately promoting collaboration, efficiency and effectiveness among business education students.

Soft skills are important to the success of almost all employers irrespective of the sector. Nearly every job requires employees to engage with others be it through collaboration, information sharing, team-work among others. Soft skills are acquired over time as such people with these skills are often sought for and at the same time seen as having unique and broad backgrounds that can diversify any organizations and help it run more efficiently. Soft skills are particularly important in the teaching and learning of business education especially in this e-world era that product of different institutions is expected to compete with their counterparts across the globe. Thus, soft skills are seen to boost competency and to consequently upsurge business educator's ability in subsidizing communal progression and transform (Duncan & Dunifon, 2012; Romedios, 2012). As stated by Salleh, Sulaiman, and Talib (2010), soft skills are the most operative instruments and methods for higher education institutions to appraise the future capabilities of business educators and business students. Therefore, recognizing and evolving the importance of soft skills acquisition has been a thought provoking task for curriculum designers in this e-world era (Hodges & Burchell, 2003).

Acquisition of soft skills is often viewed as something that happens in the normal course of events and it has the potential to transfer and to create knowledge based on the local requirements (Tang, Nethanomsak, & Ariratana, 2014). Subramaniam's (2013) study indicated that lecturers (business educators) have acknowledged the associated role of soft skills in the development of instruction for e- world students. Subramaniam emphasized that soft skills acquisition is relevant for business education students mostly now that they are looking for global collaboration and relevance. Intrinsically, business educators should now undertake more wide-spread preparation and progression to successfully impart soft skills acquisition in their teaching. Thus, understanding of soft skills itself is vital for lecturers to vary their teaching approaches for the students in this e-world era.

Electronic world is the soft-skill world where virtually all dealings are paperless. With the advent of industrial revolution, discovery and development has formed a strong force with regards to the dissemination and exchange of information across the globe (Etonyeaku, Onuoha and Kanu, 2016). Today's institutions are thinking on how to operate and compete in the new economy through the provision of students that will fit every work-place. The electronic world has become one of the most common means of using ICT to provide education and training to learners, both on and off-

hobby. The author noted that skills are what make one confident and independent in life and are essential for success. It might take determination and practice, but almost any skill can be learned or improved. There are skills needed for jobs that are not only desirable by employers but necessary in order to grow in ones role or work well with others. Skills can fall into various categories and can be transferred from one job to another.

Skills can either be in hard or soft form. Hard skills are knowledge one needs to perform a job. They are skills gained through education, training programmes, certifications, and on-the-job training (Doyle, 2018). To the author, they are typically quantifiable skills that can be easily defined and evaluated. Soft skills, on the other hand, are interpersonal (people) skills. They are much harder to define and evaluate. Soft skills are the personal attributes, personality traits, inherent social cues, and communication abilities needed for success on the job. It is similar to emotions or insights that allow people to "read" others. In fact, soft skills are much harder to learn, measure and evaluated especially in a traditional classroom. Soft skills are transferable skills that can be used regardless of the job on which the person is working. They are personal attributes one need to succeed in the workplace. According to Marcel (2018), soft skills are a combination of people skills, social skills, communication skills, character traits, attitudes, career attributes, social intelligence and emotional intelligence quotients among others that enable people to navigate their environment, work well with others, perform well, and achieve their goals towards complementing hard skills. In the same vein, The Collins English Dictionary (2017) defined the term "soft skills" as "desirable qualities for certain form of employment that do not depend on acquired knowledge. They include common sense, the ability to deal with people, and a positive flexible attitude.

Soft skills are a cluster of productive personality traits that characterize one's relationships in a milieu. These skills can include social graces, communication abilities, language skills, personal habits, cognitive or emotional empathy, time management, teamwork and leadership traits (Bortz, 2017). A definition based on reviewed literature explains soft skills as an umbrella term for skills under three key functional elements: people skills, social skills, and personal career attributes. Soft skills characterize how a person interacts in relationships with others (Silber & Foshay, 2009). The National Business Education Association of Arkansas Department of Education, 2007) saw soft skills as critical for being industrious in today's workplace. Soft skills complement hard skills also known as technical skills, for productive workplace performance and everyday life competencies.

In the context of this study, soft skills are personal traits that enhance business educators' interaction, job performance, and career viewpoints in this e-world era. Pachauri and Yadav (2014) defined soft skills as personality traits, social gracefulness, fluency in language, personal habits, friendliness, and optimism to varying degrees. Soft skills should be adopted as an ordinary feature of a business educator's selection of community skills and character traits (Tang & Tan, 2015). Business educators constitute the workforce that provides its recipients with the right skills, knowledge and attitudes needed to function in the world of work (Okanazu, Madu and Anyakoha, 2016). To the authors, business educators are experts who have undergone several training, acquired requisite certificates and have built their capacity, skills and competencies in the business environments. A good business educator is expected to be committed to his or her work and to have the ability to take the initiative and they are mostly found in public universities. Public universities are those universities owned, financed and managed by either state or federal governments.

campus (Livingstone, 2016). The electronic world may be seen as a period when the use of electronic media to deliver instructional contents to learners regardless of the locations is paramount. E-world involves the use of GSM, Radio and Television broadcast, Internet, Intranet, Audio, Video, Tape, CD-ROMs, DVD and so on to provide learning at a distance. E-world can be explained as technology based learning in which learning materials are delivered electronically to remote learners through computer network (Kwacha, 2007).

In Nigeria today, e-world is considered by many scholars "as a critical strategy among institutions eager to provide affordable, efficient and flexible learning environment for rapidly growing and diverse communities of learners" (Gulati, 2008). With e-world platform, learners can reach out to fellow colleagues, receive educational materials from the teacher, submit assignments through the internet technology at their own pace, take tests and receive feedback. Business educators can also reach out to students (Kozima, 1999). Among other benefits or advantages of e-world platform, which make it indispensable to teaching and learning, it improves access to quality education and information; enables interaction between students and teachers is enhanced; offers opportunity for acquisition of up-to-date technological skills; creates greater collaboration among academics; gives learners control over contents; creates prospect of self-learning and learning can take place anytime, anywhere; tracking of learners' progress is made easier; learners are exposed to standard course content and the learning content can easily be updated (European Commission , 2005). This feature of e-world enables it to play crucial roles in providing learner centered and demand-driven programmes and the need to acquire emerging skills by business educators in order to continue being relevant in the e-world era. It is against this backdrop that the researchers set out to determine soft skills acquisition among business educators as a panacea for e-world relevance in public universities in South East Nigeria.

Purpose of the Study

The major purpose of the study was to determine how soft skills acquisition among business educators will be a panacea for E- world relevance in public universities in South East Nigeria. Specifically, the study sought to identify:

1. Soft skills that should be acquired by business educators for E-world relevance in public universities in South East Nigeria.
2. Constraints in the acquisition of soft skills by business educators for E-world relevance in public universities in South East Nigeria.

Research Questions

The following research questions guided the study:

1. What are the soft skills that should be acquired by business educators for E-world relevance in public universities in South East Nigeria.
2. What are the constraints faced in the acquisition of soft skills by business educators for E-world relevance in public universities in South East Nigeria.

Hypotheses

$H0_1$: There is no significant difference in the mean ratings of male and female business educators on the soft skills that should be acquired for E-world relevance in public universities in South East Nigeria.

$H0_2$: There is no significant difference in the mean ratings of business educators in federal and state universities on the constraints faced in the acquisition of soft skills for E-world relevance in public universities in South East Nigeria.

Method

Two research questions guided the study and two hypotheses were tested at the probability level of 0.05. Survey research design was adopted for the study. Survey design was found suitable for this study because questionnaire was used to collect data from respondents on soft skills acquisition among business educators as a panacea for E-world relevance in public universities in South East Nigeria. The population of the study consisted of all the entire 75 business educators drawn from the eight universities that offer business education programme in South East Nigeria. Due to the relatively manageable size of the population, the entire population was used for the study without sampling.

The instrument for data collection was a 27 item structured questionnaire titled: Soft Skills Acquisition among Business Educators Questionnaire (SSABEQ). The questionnaire was structured on a 4-point rating scale of Strongly Agreed (SA); Agreed (A); Disagreed (D); and Strongly Disagreed (SD) respectively. The instrument was face- validated by three experts in business education. For the purpose of establishing the internal consistency of the instrument, Cronbach Alpha reliability method was used. The reliability coefficient obtained was .83. Copies of the questionnaire were distributed by the researcher with the help of three research assistants. All the 75 copies of the questionnaire administered were retrieved representing 100% return rate. The data collected were analysed using mean and standard deviation to answer the research questions while t-test was used to test the null hypotheses at 0.05 level of significance. The null hypothesis of no significant difference was accepted for items whose p-values were greater than 0.05 level of significance while hypothesis of no significant difference was rejected for items whose p-values were less than 0.05 level of significance.

Results

Research Question One

1. What are the soft skills that should be acquired by business educators for E-world relevance in public universities in South East Nigeria?

$H0_1$: There is no significant difference in the mean ratings of male and female business educators on the soft skills that should be acquired for E-world relevance in public universities in South East Nigeria.

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

Table 1: Mean ratings and t-test of the responses of business educators on Soft skills that should be acquired for E-world relevance in public universities in South East Nigeria. (N 75)

S/N	Soft skills that should be acquired by business educators for E-world relevance include:	$\overline{X}$	SD	Rem. RQ	P-Value	Remark
1.	Communication skills	3.42	.81	A	.75	NS
2.	Teamwork skills	3.91	.67	SA	.69	NS
3.	Leadership skills	3.94	.79	SA	.58	NS
4.	Critical thinking skills	3.88	.47	SA	.74	NS
5.	Work ethic	3.69	.91	SA	.68	NS
6.	Positive attitude	3.13	.78	A	.53	NS
7.	Creative problem solving skills	3.16	.67	A	.34	NS
8.	Decision Making skills	3.71	.59	SA	.76	NS
9.	Conflict resolution skills	3.66	.61	SA	.84	NS
10.	Adaptability skills	3.81	.72	SA	.87	NS
11.	Responsibility skills	3.57	.64	SA	.74	NS
12.	Professionalism skills	3.86	.77	SA	.56	NS
13.	Interpersonal skills	3.86	.55	SA	.52	NS
14.	Integrity	3.67	.82	SA	.29	NS
15.	Courtesy	3.50	.77	SA	.78	NS
16	Flexibility	3.94	.69	SA	.43	NS
17.	Self motivation	3.57	.87	SA	.67	NS
18.	Time management	3.81	.86	SA	.41	NS
	Overall	3.56	.73	SA	.67	NS

Note: $\overline{X}$ *= Mean;* ***O*** *= Overall;* ***SA*** *= Strongly Agreed;* ***A*** *= Agreed;* ***N*** *= No of Respondents;* ***S**** *= Significant;* ***NS*** *= Not Significant; Sig. at 0.05*

Data presented in Table 1 show that the mean ratings of the responses of the respondents on 15 out of the 18 items in the Table ranged from 3.50 - 3.94 which are within the boundary limit of 3.50-4.00 on 4-point rating scale. This indicates that the business educators strongly agreed that the fifteen identified items are soft skills that should be acquired by business educators for E-world relevance in public universities in South East Nigeria. Furthermore, the results show that the mean ratings on items 1, 6, and 7 are 3.32, 3.13 and 3.16 respectively which are within the boundary limit of 2.50-3.49 on 4-point rating scale. By this finding, the business educators agreed that the remaining three items are soft skills that should be acquired by business educators for E-world relevance in public universities in South East Nigeria.

The results also, indicate that the P-values of the entire 18 items in ranged between .29 to .87 which is in each case greater than 0.05 level of significance. This indicates that there is no significant difference in the mean ratings of male and female business educators on the soft skills that should be acquired for E-world relevance in public universities in South East Nigeria. Therefore, the null hypothesis of no significant difference is accepted on all the eighteen items.

Research Question Two

1. What are the constraints faced in the acquisition of soft skills by business educators for E-world relevance in public universities in South East Nigeria.

$H0_2$: There is no significant difference in the mean ratings of business educators in federal and state universities on the constraints faced in the acquisition of soft skills for E-world relevance in public universities in South East Nigeria.

The data for answering the second research question and testing the second null hypothesis are presented in Table 2.

Table 2: Mean ratings and t-test of the responses of business educators on the constraints faced in the acquisition of soft skills for E-world relevance in public universities in South East Nigeria. (N = 75)

S/N	Constraints faced in the acquisition of soft skills include:	$\overline{X}$	SD	Rem. RQ	P-Value	Remark
1.	Insufficient period of exercise	3.56	.57	SA	.85	NS
2.	Poor funding of education	3.50	.67	SA	.49	NS
3.	Having large class size to teach (overload)	3.32	.82	A	.35	NS
4.	Poor academic focus among business educator	3.19	.77	A	.84	NS
5.	Poor anticipation of new skills by bus. educators	3.97	.61	SA	.38	NS
6.	Insufficient self development by business educators	3.11	.72	A	.73	NS
7.	Unwillingness to embrace change	3.77	.69	SA	.64	NS
8.	Fear of job lose among business educators	3.82	.50	SA	.99	NS
9.	Inadequate collaboration with foreign colleagues	3.54	.95	SA	.78	NS
	Overall	3.75	.68	SA	.71	NS

Note: *` = Mean;* ***O*** *= Overall:* ***SA*** *= Strongly Agreed;* ***A*** *= Agreed;* ***N*** *= No of Respondents;* ***S**** *= Significant;* ***NS*** *= Not Significant; Sig. at 0.05*

Data presented in Table 2 reveal that the mean ratings of the respondents on six out of the nine items range from 3.50 - 3.97 which are within the boundary limit of 3.50 - 4.00 on 4-point rating scale. This indicates that the business educators strongly agreed that the six identified items are constraints faced in the acquisition of soft skills by business educators for E-world relevance in public universities in South East Nigeria. The result further show that the mean ratings for items 3, 4 and 6 are 3.32, 3.19 and 3.11 respectively which are within the boundary limit of 2.50-3.49 on 4-point rating scale. By this finding, business educators agreed that the remaining three items are also constraints faced in the acquisition of soft skills by business educators for E-world relevance in public universities in South East Nigeria.

Data presented in Table 2 also reveal that the p-values of the entire nine items range between .35 - .99 which are all greater than 0.05 level of significance. This indicates that there are no significant difference in the mean ratings of business educators in federal and state universities on the constraints faced in the acquisition of soft skills for E-world relevance in public universities in South East Nigeria. Therefore, the null hypothesis of no significant difference is accepted on all the nine items.

Discussion of Findings

The study identified the soft skills that should be acquired by business educators for E-world relevance in public universities in South East Nigeria to include: communication skills; teamwork skills; leadership skills; critical thinking skills; work ethic; positive attitude; creative problem solving skills; decision making skills; conflict resolution skills; adaptability skills; responsibility skills; professionalism skills; interpersonal skills; integrity; courtesy; flexibility; self motivation and time management. This is in agreement with the opinions of Tan and Tang (2015) who explored the levels and processes of soft skills development through the Diploma in Business Studies (DBS) programme in Privates College situated in Georgetown, Penang, Malaysia. The author found out that teamwork skill arose steadily as the utmost appraisal soft skill aptitude, followed by information management skill. The lowest soft skill was ethics, moral, and professional skills. The findings of this study is also in line with that of Tyler (2016) who noted that there are too many soft skills, but that the essential soft skills that employers most appreciate in workplaces include: strong work ethic, communication skills, creative problem solving, time management, teamwork and leadership. To the author, good work ethic, problem solving, time management, communication skills, and teamwork ability are all skills that can make one a great business educator in this e-world. MindTools.com (2017) in support postulated that soft skills are increasingly becoming the hard skills of today's work force. According to Mindtool.com, it is not enough now to be highly trained in technical skills, without developing the softer, interpersonal and relationship-building skills that help people to communicate and collaborate effectively. These people skills are more critical than ever as organizations, institutions struggle to find meaningful ways to remain competitive and be productive in e- world era. Meanwhile, Catone (2017) stated that it is important for one to recognize the vital role soft skills play within one's team or organization. To Catone, the areas to be examined and evaluated include: personal accountability, collaboration, interpersonal negotiation skills, conflict resolution, people's adaptability and flexibility, clarity of communications, creative thinking, inclusion, coaching and monitoring.

There is no significant difference in the mean ratings of male and female business educators on the soft skills that should be acquired for E-world relevance in public universities in South East Nigeria. This is because both male and female business educators required the same soft skills for E-world relevance in public universities in South East Nigeria. This is in agreement with the view of Tang (2018) who explored the soft skills acquisition of lecturers and the importance of soft skills in the teaching profession. The author opined that teamwork and lifelong learning skills were the most important soft skills acquired by all lecturers irrespective of their gender and programme. The findings also revealed that the important aspect of soft skills acquisition included: delivery of effective and quality teaching; career development and enrichment and management of student skills.

Furthermore, the study identified the constraints faced in the acquisition of soft skills by business educators for e-world relevance in public universities in South East Nigeria which include: insufficient period of exercise; poor funding of education; having large class size to teach (overload); poor academic focus among business educator; poor anticipation of new skills by business educators; insufficient self development by business educators; unwillingness to embrace change; fear of job lose among business educators and inadequate collaboration with foreign colleagues. This is in agreement with the opinions of Tang, Tan and Uma Devi (2015) that identified critical issues of soft skills development through professional training. The authors asserted that factors like big class size, academic focused, insufficient period of training among other were responsible for failure of soft skills development. Also Tang, Tan and Vetriveil (2015) study collaborated this because they investigated the critical problems of the soft skill development through teaching specialized exercise. The authors equally revealed that the factors associated with the failure of soft skills development among lecturers included insufficient training time, lack of self motivation among others. They therefore suggested the incorporation of soft skills in every course scheme.

There is no significant difference in the mean ratings of business educators in federal and state universities on the constraints faced in the acquisition of soft skills for E-world relevance in public universities in South East Nigeria. This is because both federal and state universities have the same issues with regards to soft skills. This study is also in line with the views of Malasysia Ministry of Higher Education (2016) which stated that poor training and personal development among higher education lecturers in communication, critical thinking and problem solving, teamwork, lifelong learning and leadership skill are among the factors retarding the full development of soft skills among lecturers irrespective where there are.

Conclusion

This study looked at soft skills acquisition among business educators as a panacea for e-world relevance in public universities. Soft skills like communication skills, critical thinking skills, leadership skills, teamwork, good work ethics, positive attitude, problem solving among others as the most critical soft skills needed for efficient and effective service delivery in this e-world era. Furthermore, constraints like poor funding of education, handling of large class size, poor academic focus, insufficient training time, lack of self motivation among others were equally identified.

Thus, business educators must be aware of their shortcoming. They should identify their weaknesses and limitations on soft skills and take the opportunity to acquire as much soft skills as possible so as to prepare themselves for the ever-demanding work place. More importantly, business educators must realize the importance of enhancing their soft skills so that they will be able to compete in the e-world without boundaries.

Recommendations

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

1. Business educators should embrace soft skills as part of the skills they must possess to be able to deliver efficiently and effectively in this e- world era.
2. Business educators should anticipate new skills and skills change and adopt them as soon as they emerge so as to be up-to-date with the latest trends in education.

3. Business educators should be self motivated, academically focused and at the same time create sufficient time for personal development on the latest skills for efficient service delivery.
4. Business educators should endeavour to undergo self/personal training on soft skills so as to transfer same to their students.
5. Government on their part should fund education in general in the area of provision of equipment, sponsoring training programmes and providing academic scholarships.

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APPRAISAL OF BUSINESS EDUCATION STUDENTS' PERFORMANCE TRENDS IN COMPUTER RELATED COURSES: IMPLICATIONS FOR LECTURERS' INSTRUCTIONAL DESIGN

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Abstract

The study was designed to appraise the performance trends of business education students in computer related courses from 2013/14 to 2016/17 academic sessions in Anambra State. Four research questions guided the study. An ex-post facto design was adopted for the study. The entire population of 2161 business education students for the four academic sessions were studied without sampling. Students' scores in CSC 100, BED 143, BED 244, BED 345 and BED 493 from 2013/14 to 2016/17 academic sessions were used for data collection. Research questions were answered using frequency count and percentages. Findings of the study revealed that business education students performed slightly better in domesticated computer courses (BED 143, 244, 345 and 493) than Computer Appreciation (CSC 100) in 2013/2014 academic session. Additionally, the study also revealed that business education students have a better performance in domesticated computer oriented courses (BED 143, 244, 345 and 493) than Computer Appreciation (CSC 100) from 2014/2015 to 2016/2017 academic sessions. The researchers concluded that, lecturers in Physical Sciences should integrate effective instructional strategies that are capable of stimulating business education students' interest and performance in computer appreciation. It was recommended among others that, educational administrators should collaborate with computer service providers on the training and retraining of computer lecturers at least twice a yea to enable them acquire modern technological skills and competencies to design effective teaching strategies that can improve business education students performance in computer related courses.

Key words: *Education, business education and computer courses*

Introduction of the Study

Education is an effective instrument for facilitating qualitative knowledge needed for developing the economic, social-cultural and political indices of a nation. There is a consensus among academics that education is a catalyst for economic growth and human development. This is the reason why no society can afford to toy with the education of its citizens as this could result in a snail speed development(Azikiwe, 2010). A comprehensive look into the Nigerian educational system shows that, it is categorized into pre-primary, primary, secondary and tertiary education. Tertiary education is an advanced education experience offered to students who have successfully graduated from secondary school schools.

Comprehensively, Dada and Eni-Olorunda (2014) opined that tertiary education is normally taken to include undergraduate and postgraduate education programmes of universities, colleges of education, polytechnics as well as institutes of technology that provide higher level of educational experience and training. Tertiary education is important because it enhances not only the intellectual potentials of students but also instil worthwhile character among them for responsible living and

nation building. Although, tertiary education comprised of universities, colleges of education and polytechnics among others, the focus of the study is on university.

According to Ezenwafor and Onokpaunu (2017), a university is fundamental to the construction of a knowledge economy and society where skilled labour is produced for societal and global consumption. There are many educational programmes offered across different faculties in a university among which is business education. Business education is a subunit of vocational education programme in the faculty of education which plays a major role in the training and development of skilled personnel needed for the commercial development of any nation. According to Ugwoke (2011), the package of business education is a work-focused, skill-based, result-oriented and technology-based programme. In another note, Nwazor and Onokpaunu (2016) posited that business education is designed to expose and equip students with the necessary awareness and skills with which to cope with the intricacies and dynamics of the unpredictable challenges of the business environment.

In order to make business education remain relevant among trending contemporary educational programmes owing to the fast pace of globalization and Information and Communication Technologies (ICTs), the curriculum of business education is enriched with computer courses. Computer courses are cluster of educational contents geared towards not only making students read, write and speak the language of the computer but also instil in them the knowledge and skills to utilize and develop computer hardwares and softwares. It is therefore no surprise that, Ile and Ementa (2016) observed that the computer related courses in the business education programme of Nnamdi Azikiwe University, Awka are word processing, computer appreciation and spreadsheet processing among others. Word processing is offered as a basic and general course to all students in the 1st and 2nd year, and secretarial students are to carry on with the intermediate and applied word processing in 3rd and 4th year respectively. Computer programming is offered to the students as an elective for only one semester in the 3rd year, while spreadsheet processing is offered to the students in one semester in the 4th year.

Computer appreciation is a computer course that deals with the awareness and utilization of computer hardwares and software. In the same vein, Allison (2005) stated computer appreciation is a computer course that equips students' with the required computer literacy to operate the simple and complex computers efficiently by performing basic operations like starting a computer, using the mouse and managing various windows among others. In addition, basic word processing is a foundation course in Microsoft Office that enables students' to create, print, edit, save, copy, paste, cut and delete text within a document. Furthermore, intermediate word processing, according to Wallace (2016), is a computer course that enables students' to discover fast ways to format text in a document, find out how to insert graphic images, clip art and photos to a document. With the basic knowledge of word processing, intermediate word processing helps students to edit and format documents, insert images and tables and perform a mail merge. Spreadsheet processing is another computer course offered by students' geared towards making them know how to organize and manipulate numerical data in rows and columns to perform mathematical and statistical operations. In their own view, Hooley, Piercy and Nicoulad (2008) asserted that spreadsheets processing is a computer course that show students how to perform financial and scientific calculations, organize numeric information as well as illustrate data with charts and graphs.

Acknowledging the importance of computer related courses in business education programme, Ezenwafor and Onokpaunu (2017) posited that the integration of technology in business education curriculum will efficiently enhance the academic credentials of business education students and give them the competitive edge to stay in touch with the changing requirements of the globalized workplace without any form of pressure. Introducing business education students to computer appreciation, word processing, intermediate word processing and spreadsheet processing is geared towards equipping them with technological skills to create sustainable business enterprises in the 21st century knowledge-based economy. Despite this development, Ademiluyi (2007) observed that most business education students do not have the ability to succeed in ICT based enterprises due to their inability to handle computer devices and softwares. Could the performance of business education students in computer related courses before graduation be responsible for this situation? Again, there appears to be paucity of research works on the performance trends of business education students' in computer courses in Nnamdi Azikwe University, Awka. Motivated by this situation, the researchers set out to analyze the performance trends of undergraduate business education students in computer courses from 2013/14 to 2016/17 academic sessions in Nnamdi Azikiwe University, Awka.

Theoretical Framework

The Theory of Educational Productivity

The theory of educational productivity was propounded by Walberg in 1981. Walberg postulated that psychological characteristics of individual students and their immediate psychological environments influence educational outcomes. Walberg further mentioned nine key variables that influence educational outcomes, they include, student ability/prior achievement, motivation, age/developmental level, quantity of instruction, quality of instruction, classroom climate, home environment, peer group, and exposure to mass media outside of school. According to the theory of educational productivity, classroom learning is a multiplicative, diminishing-returns function of four essential factors that is, student ability and motivation, and quality and quantity of instruction and possibly four supplementary or supportive factors, which are the social psychological environment of the classroom, education-stimulating conditions in the home and peer group, and exposure to mass media. Each of these essential factors must be sufficient before effective teaching and learning can take place in the classroom. This theory is relevant to this study in the sense that, computer lecturers in universities should take into cognizance the influence of students' active learning strategies, teacher-student relations, and quality and quantity of their instructional delivery on students' academic performance in order to provide authentic educational experiences that will enhance their performance in computer courses. Going with this theory, students will be allowed to practice the contents of computer courses alone or with their lecturer over and over, with an open feedback mechanism until mastery of these courses are achieved. This would enhance their learning and academic performance in computer related courses.

Purpose of the Study

The main purpose of the study is to analyze the performance trends of business education students in computer courses from 2013/14 to 2016/17 academic sessions in Nnamdi Azikiwe University, Awka. Specifically, this study set out to determine:

1. The performance trend of business education students in computer appreciation (CSC 100), basic word processing (BED 143), basic word processing II (BED 244), intermediate word processing (BED 345) and spreadsheet processing (BED 493)in 2013-2014academic session in Nnamdi Azikiwe University Awka
2. The performance trend of business education students in computer appreciation (CSC 100), basic word processing (BED 143), basic word processing II (BED 244), intermediate word processing (BED 345) and spreadsheet processing (BED 493)in 2014-2015 academic session in Nnamdi Azikiwe University Awka
3. The performance trend of business education students in computer appreciation (CSC 100), basic word processing (BED 143), basic word processing II (BED 244), intermediate word processing (BED 345) and spreadsheet processing (BED 493)in 2015-2016 academic session in Nnamdi Azikiwe University Awka
4. The performance trend of business education students in computer appreciation (CSC 100), basic word processing (BED 143), basic word processing II (BED 244), intermediate word processing (BED 345) and spreadsheet processing (BED 493)in 2016-2017 academic session in Nnamdi Azikiwe University Awka

Research Questions

The following research questions guided the study:

1. What is the performance trend of business education students in CSC 100, BED 143, BED 244, BED 345 and BED 493 in 2013-2014 academic session in Nnamdi Azikiwe University Awka?
2. What is the performance trend of business education students in CSC 100, BED 143, BED 244, BED 345 and BED 493 in 2014-2015academic session in Nnamdi Azikiwe University Awka?
3. What is the performance trend of business education students in CSC 100, BED 143, BED 244, BED 345 and BED 493 in 2015-2016 academic session in Nnamdi Azikiwe University Awka?
4. What is the performance trend of business education students in CSC 100, BED 143, BED 244, BED 345 and BED 493 in 2016-2017academic session in Nnamdi Azikiwe University Awka?

Method

An ex-post facto design was adopted for this study. In ex-post facto design, it is impossible for the researcher to manipulate the variables of interest since they have already occurred (Salkind, 2010). It is a content based analysis since only existing records of business education students' scores in CSC 100, BED 143, BED 244, BED 345 and BED 493 from Nnamdi Azikiwe University, Awka were used. Since, there was no possibility of experimentation and data required were already in existence in the respective files of the students. Ex-post facto design is therefore more adequate for a study of this nature (Sambo, 2008). The study was conducted in Nnamdi Azikiwe University, Awka located in Awka South Local Government Area. The population of the study comprised 413, 591, 521, 626 and 531 undergraduate business education students in 2013/14, 2014/15, 2015/16and 2016/17 academic sessions respectively were studied without sampling. The target population is therefore

2161 undergraduate business education students. Students' scores in CSC 100, BED 143, BED 244, BED 345 and BED 493 from 2013/14 to 2016/17 academic sessions were collected and analyzed for study. The researchers with the permission of the Head of the Department, Technology and Vocational Education, Nnamdi Azikiwe University, Awka, Nigeria collected the results of the students. The results of CSC 100, BED 143, BED 244, BED 345 and BED 493 had undergone moderation before being released to students making the instrument valid and reliable for this research work. Hence, there were no validation and reliability procedures for this study. The data collected in relation to the research questions was analyzed using frequency count and percentages.

Results

The result of the study are presented and analyzed in the following tables.

Research Question 1

What is the performance trend of business education students in CSC 100, BED 143, BED 244, BED 345 and BED 493 in 2013-2014 academic sessions in Nnamdi Azikiwe University Awka?

Data collected in respect to this research question were analyzed and the results are presented in Table 1.

Table 1: Performance trend of business education students' in computer courses in 2013-2014 academic session

Course	Grade						Total
	A	B	C	D	E	F	
CSC 100	2 (4.7%)	14 (21.9%)	24 (37.5%)	10 (15.6%)	4 (6.3%)	10 (15.6%)	64
BED 143	10 (7.9%)	30 (23.8%)	30 (23.8%)	14 (11.1%)	4 (3.2%)	14 (30.2%)	126
BED 244	23 (17%)	68 (50.4%)	42 (31.1%)	1 (0.7%)	0 (0%)	1 (0.7%)	135
BED 345	0 (0%)	2 (66.7%)	1 (33.3%)	0 (0%)	0 (0%)	0 (0%)	3
BED 493	4 (4.7%)	11 (12.9%)	17 (20%)	21 (24.7%)	14 (16.5%)	18 (21.2%)	85

Data in Table 1 revealed that the business education students scored more of grades A and B in domesticated computer related courses than in CSC 100. However, business education students scored more of grade C in CSC 100 than in domesticated computer related courses. The table also revealed that business education failed domesticated computer related courses than CSC 100. More so, business education students got more weak passes in domesticated computer related courses than in CSC 100. On the whole, business education students performed slightly better in domesticated computer related courses (BED 143, 244, 345 and 493) than in Computer Appreciation (CSC 100) in 2013/2014 academic session.

Research Question 2

What is the performance trend of business education students in CSC 100, BED 143, BED 244, BED 345 and BED 493 in 2014-2015 academic session in Nnamdi Azikiwe University Awka? Data collected in respect to this research question were analyzed and the results are presented in Table 2.

Table 2: Performance trend of business education students' in computer courses in 2014-15academic session

Course	Grade						Total
	A	B	C	D	E	F	
CSC 100	0 (0%)	27 (13.2%)	25 (12.3%)	27 (13.2%)	54 (26.5%)	71 (34.8%)	204
BED 143	18 (18%)	14 (14%)	25 (25%)	7 (7%)	22 (22%)	14 (14%)	100
BED 244	29 (22.8%)	33 (26%)	24 (18.9%)	4 (3.1%)	10 (7.9%)	27 (21.3%)	127
BED 345	0 (0%)	9 (40.9%)	7 (31.8%)	2 (9.1%)	3 (13.6%)	1 (4.5%)	22
BED 493	22 (20.3%)	27 (19.6%)	26 (18.8%)	18 (13%)	8 (5.8%)	31 (22.5%)	138

Data in Table 2 revealed that the business education students scored more of grades A, B and C in domesticated computer related courses than CSC 100. The table also revealed that business education failed CSC 100 more than domesticated computer related courses. Business education students got more weak passes in CSC 100 than in domesticated computer related courses. On the whole, business education students have a better performance in domesticated computer related courses (BED 143, 244, 345 and 493) than in Computer Appreciation (CSC 100) in 2014/2015 academic session

Research Question 3

What is the performance trend of business education students in CSC 100, BED 143, BED 244, BED 345 and BED 493 in 2015-2016 academic session in Nnamdi Azikiwe University Awka? Data collected in respect to this research question were analyzed and the results are presented in Table 3.

Table 3: Performance trend of business education students' in computer courses in 2015 2016academic session

Course	Grade						Total
	A	B	C	D	E	F	
CSC 100	6 (3.1%)	18 (9.2%)	72 (36.7%)	49 (25%)	51 (26%)	0 (0%)	196
BED 143	12 (7.7%)	28 (17.9%)	43 (27.6%)	19 (12.2%)	31 (19.8%)	23 (14.7%)	156
BED 244	18 (17.3%)	33 (28.8%)	24 (30.8%)	13 (12.5%)	1 (1%)	10 (9.6%)	104
BED 345	2 (11.1%)	4 (22.2%)	6 (33.3%)	1 (5.6%)	4 (22.2%)	1 (5.6%)	18
BED 493	22 (14.5%)	22 (14.5%)	34 (22.4%)	15 (9.9%)	30 (19.7%)	29 (19.1%)	152

Data in Table 3 revealed that the business education students scored more of grades A and B in domesticated computer related courses than CSC 100. However, the table disclosed that business education students scored grade C in CSC 100 than in domesticated computer related courses. Result of the table shows that business education recorded failed domesticated computer related courses as none of them failed CSC 100. More so, business education students got more weak passes in CSC 100 than in domesticated computer related courses. On the whole, business education students have a better performance in domesticated computer related courses (BED 143, 244, 345 and 493) than in Computer Appreciation (CSC 100) in 2015/2016 academic session

Research Question 4

What is the performance trend of business education students in CSC 100, BED 143, BED 244, BED 345 and BED 493 in 2016/2017academic session in Nnamdi Azikiwe University Awka? Data collected in respect to this research question were analyzed and the results are presented in Table 4.

Table 4: Performance trend of business education students' in computer courses in 2016 2017academic session.

Course	Grade						Total
	A	B	C	D	E	F	
CSC 100	CSC 100	1 (0.9%)	10 (8.6%)	10 (8.6%)	7 (6%)	32 (27.6%)	56 (48.3%)
BED 143	BED 143	10 (7.8%)	14 (10.9%)	23 (18%)	14 (10.9%)	17 (13.3%)	50 (39.1%)
BED 244	BED 244	17 (11%)	63 (40.6%)	56 (36.1%)	8 (5.2%)	7 (4.5%)	4 (2.6%)
BED 345	BED 345	0 (0%)	2 (33.3%)	0 (0%)	2 (33.3%)	1 (16.7%)	1 (16.7%)
BED 493	BED 493	12 (9.5%)	28 (22.2%)	26 (20.6%)	17 (13.5%)	12 (9.5%)	31 (24.6%)

Data in Table 4 revealed that the business education students scored more of grades A, B and C in domesticated computer related courses than CSC 100. The table also revealed that business education failed CSC 100 more than domesticated computer related courses. Except for BED 345, business education students got more weak passes in CSC 100 than other domesticated computer related courses. On the whole, business education students have a better performance in domesticated computer related courses (BED 143, 244, 345 and 493) than in Computer Appreciation (CSC 100) in 2016/2017 academic session.

Discussion of Findings

Findings of the study revealed that business education students scored more of grade A and B in domesticated computer related courses (BED 143, 244, 345 and 493) than in CSC 100. Business education students performed slightlybetter in domesticated computer courses than in Computer Appreciation in 2013/2014 academic session. Outcome of the study revealed that from 2014/15 to 2016/17 academic sessions, business education students maintained a consistent better performance in domesticated computer related courses (BED 143, 244, 345 and 493) than Computer Appreciation

(CSC 100). The above analysis clearly indicates that business education students performed better in computer related courses domiciled in their department than the computer course offered outside their department and faculty. Perhaps, the instructional quality of computer lecturers in the Faculty of Physical Science could have a significant influence on the performance of business education students in computer appreciation. The finding that business education students performed poorly in Computer Appreciation (CSC 100) is in agreement with the study of Hwang, Wu, Tseng and Huang (2011) which reported that lack of effective instructional strategies and students' lack of practice are responsible for students' failure in a computer courses. This supports the earlier studies of Govender (2009) and Kordaki (2010) who reported that the inability of some computer lecturers to effectively teach computer courses is responsible for students' poor performance in the computer related courses. Little wonder, Walberg (1981) attributed quantity and quality of instruction as an essential factor for effective teaching and learning in the classroom. The finding that business education students scored more of grade A and B in domesticated computer courses (BED 143, 244, 345 and 493) could be attributed to the fact that business education lecturers are providing stimulating learning experiences for their students when teaching computer courses in the department of vocational education. More so, the use of student-centered instructional techniques by business education lecturers in teaching computer courses in the department of vocational education could be responsible for business education students' desirable performance in domesticated computer courses.

Implications for Lecturers' Instructional Design

The persistent poor performance of business educations students in computer appreciation indicates that the computer lecturers in the Faculty of Physical Sciences are not devising active teaching strategies that foster academic motivation and provide the necessary learning experiences for business education students. The persistent use of textbook and lecture method provides low level knowledge that can only enable business education students to explain the concept of computer courses. Designing and writing computer software and programs cannot be achieved with the frequent use of traditional instructional strategies. Therefore, lecturers of computer related courses need to design instructional strategies and techniques that are practical oriented to improve students' performance in computer courses. The use of action based learning, collaborative learning, creative problem solving, peer assisted learning and problem-based learning among other active learning approaches that can persuade students to think outside the box and grasp the theoretical background and acquire practical coding, programming and algorithmic skills needed in the world of computing must be adopted by computer lecturers in tertiary institutions.

Conclusion

Without doubt, the fast pace of ICTs has not only engendered the demand for ICT professionals in the workplace but has also led to the introduction of computer science courses at different levels of education. However, the study found out that business education students are performing poorly in computer appreciation. This is probably due to poor application of requisite teaching strategies and techniques for teaching computer related courses. It is with this understanding; the researchers concluded that, lecturers in Physical Sciences should integrate effective instructional strategies that are capable of stimulating business education students' interest and performance in computer appreciation.

Recommendations

The following recommendations were made:

1. Computer courses should be taught by specialist lecturers/instructors who have the requisite knowledge to teach computer science courses and skills to enable students acquire practical computing competencies.
2. University administrators should domicile all computer courses offered by business education students in the Department of Vocational Education, so that experts in the area can teach the students using appropriate pedagogical approaches and techniques for teaching practical courses.
3. Educational administrators should collaborate with computer service providers on the training and retraining of computer lecturers at least twice a year to enable them acquire modern technological skills and competencies to design effective teaching strategies that can improve business education students performance in computer related courses.

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BUSINESS EDUCATION TEACHER PREPARATION FOR FUNCTIONAL SKILLS: CRITICAL FOR THE E-WORLD

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Abstract

Teacher preparation in all areas of life is a serious business and cannot be divorced from the end product as well as the national growth and development which leads to sustenance. Unfortunately, the preparation of teachers generally, is not seen and taken as something that would have economic, social and developmental impact on the individual and the entire nation. It is seen as a thing that the impact is having no positive effect on the individual. This is why the curriculum for their preparation at the tertiary level to a large extent still remains the same. Irrespective of technological, economical and sociological trends leading to lack of high level of values and unemployment. Hence, data will be collected from secondary source. This will be curricula of institutions offering business education programmes. This study will examine the curriculum of institutions that prepare business education teachers at the university level in relation to what is taught in the Polytechnic and Colleges of Education a well a the world of work. Findings will be used to make relevant suggestions and bring out strategies for effective preparation of business education teachers at all levels so as to meet the demands of the e-world.

Introduction

Generally, the preparation of business education teachers was first handled by private schools and institutions (David, 1973; Vidyalankar 1983; and Amaefule, 1986). However, the take off of this preparation differed from place to place. For instance, in Nigeria, the business teacher education programme started in the late 1950s (Oladunjoye, 1987). Similarly, in America a number of State normal schools were established in Massachuetts, New York and Connecticut in which education teacher programmes were offered. This was during the last part of the nineteenth century. These institutions came to be known as State Teachers' Colleges, To Nolan, Hayden, and Malsbary (1967). And Popham, Schrag, and Blockhus. (1971), business education teacher programme is made up of the following components: Business education, Education, Business Administration, Teaching Practice. and Occupational work experience. For the present to be taken care of the past must be looked into.

Malaiya (1983) stressed the need for occupational work experience for a business education teacher programme. To him, the business education teacher is not only a teacher but also a businessman. This goes to underscore the point made by Osuala (1987). Malaiya, therefore, called for a sound programme of professional education of teachers. According to him, this was essential for the qualitative improvement in teacher education. This meant that teacher preparations should be adequately planned to enable the achievement of objectives, and this idea led to a review of vocational

education curriculum of which business education is a part in India since not much was achieved from the educational system. In this regard, emphasis was placed on the training of teachers and the curriculum was restructured accordingly. Lieberman, as far back as 1960 stressed the need for a tremendous change in the educational system of the United States. This change in the education system according to him would affect not only what was taught and how also such aspects of education as teachers' organizations, professional ethics, teacher education, the theory and practices of teacher compensation, etc. In Nigeria, there has been calls for decades by business educators on the need for a change in the curriculum for business education to reflect the present trend (Arukwe, 1990: and Ibe 1992). that train business education teachers to keep pace with the present development.

A critical assessment of the curriculum of different institutions showed that there are differences. These differences were also observed among States (Lieberman, 1967. It was on this account that Njoku, and Nwosu (2014) quoting Lieberman (1967) stated that one of the causes of imbalance in teacher education was as a result of a diffused decision-making structure. Every state according to Lieberman (1967) had its own procedure and the variations among and within them were almost beyond descriptions especially in the number of credit allotted to subject matter. In addition, the time allocations to the various components showed disequities. No wonder some graduates of business teacher education are more competent in the theoretical aspect than the practical'.

Obi (1988) reported that accreditation standards for teacher education programme require the teachers to complete formal methods of teaching, a period of teaching practice and other courses in the area of their subject specialization. But these standards to her were not strictly observed in the employment of business education teachers as a result of shortage of such teachers.

As a result of non-adherence to the accreditation of standard, It follows that, there is greater need for sufficient preparation of business education teachers for all educated persons and competency in business or knowledge of principles and methods of teaching and a cultural education.

Rationale of this Study

The adequate preparation of business education teachers is not a recent issue both in Nigeria and other countries. This has generated burning issues and discussions on them have been held at different fora. Yet, much is still not achieved. This may be partly as a result of faulty design of the curriculum or poor implementation of the curriculum or that inadequate training given to teachers may also be as a result of lack of agreement between the programme contents and its stated objectives.

It was on account of this that, Mmeremikwu-fiae, (2010), and Ugwuanyi (2010) have pointed out the need for in-service training for business education teachers, regular attendance to conferences and seminar. The problem of poor programme implementation has led to the production of different qualities of teachers who may not be able to effectively teach the business education subjects. A great number of authors have stressed the need for adequate preparation of business education teachers at various levels (), to enable them teach the subjects competently and contribute

effectively to national development. Some for decades have emphasized the need for up to date training equipment for business education teacher programmes (Nolan, 1967, Nwokolo, (1992) Oyedele 1992 and Ibe, 1992). To them, the business education programme should be properly equipped with the right training and up to date equipment. This is to enable the business education teacher remain current or keep abreast with technological changes.

The training received must be from a well known institution charged with the responsibility of the training of business education teachers, preferably a University, College of Education or a Polytechnic. The question is: What has been the training given to business education teachers to make them be relevant in the e-world so as to teach the business subjects and contribute effectively in making the human person functional?

The Status of Training Programmes for Business Education Teachers In Nigeria

At present, the training programme for vocational education teachers are run by Colleges of Education, Polytechnics and Universities. The training received by these teachers vary in terms of duration and certificates or degrees awarded. At the University level, the students at the end of the training are awarded degrees. While the Colleges of Education and Polytechnics award Certificates and Diplomas, respectively. However, products of Colleges of Education and Polytechnics cannot teach in the University.

There are variations in the curricula for business education programmes at the University, Polytechnic and College of Education levels. Even among the Universities that offer business education programmes, there are still minor variations in curricula. These variations in some cases, have reflected the names given to business education and programmes departments in these institutions. For instance, in some Nigerian Universities, business education is part of the Department of Vocational and Technical Education which includes options in technical, agriculture and home economics education. In still others, it is purely a Department of Business Education. These differences in curricula determine what is taught and therefore, the quality of teachers that are produced. One wonders whether or not these differences in curricula reflect difference in teaching content and have differences in quality of teachers produced. If it does not, there may be a case for streamlining of programmes to permit effective use of staff, equipment and facilities.

Consequent upon the difficulties of finding placements for higher degrees, particularly at the PhD level in Nigerian Universities, many teachers with Bachelors and Masters degrees in Business Education have been forced to get their terminal degrees in areas like Business Administration, Educational Administration and other Non-Business Education discipline. This invariably dilutes the content of their training at the University level. Since a number of these people teach at the University level, they are likely to produce teachers who do not also have wholesome exposure to business education training. This deficiency may be transferred to their students who transmit this down the line to even the secondary level.

There is a similar but slightly different scenario of the training which business education teachers receive even at the College of Education and Polytechnic level. The incidence of people who did not major in Business Education in their terminal degree teaching business education subjects also

exists at these levels. In addition, there exists here a situation in which holders of Higher National Diploma in Secretarial Administration with or without the NTTC have to teach Higher Diploma students. Only very highly gifted teachers are able to perform very effectively and efficiently in this type of situation. Most are unable to perform creditably because while they may also have very strong technical competence, they may also be theoretically different. Since sound technical and theoretical background is needed for efficient performance as a business education teacher, an element of deficiency is automatically introduced in their teaching quality which reflects in their products directly or indirectly.

The training of business education teachers at all levels particularly in Nigeria is beset with numerous problems, the most important of which include shortage of funds, inadequate and mostly obsolete teaching equipment, shortage of skilled and qualified staff, ineffective implementation of the curriculum and the problem of work experience/teaching practice supervision and wrong teaching methodologies and strategies.

Poor funding has remained one of the perennial problems of Nigeria's educational system. It is, however, more critical for the training of business education teachers because business education is essentially a skilled subject and a lot of expensive equipment are required to teach the skills. incidentally, business education programmes have never received the right dose of funding required to ensure the production of teachers who are highly skilled in the use of sensitive equipment. The result is the production of teachers who are half-baked in the use of sensitive and relevant facilities. These are unable to subsequently impact necessary skills to students at the lower levels of the educational system.

In an attempt to elucidate further what Business education is all about, Nolan (1976) and Njoku (2016) have itemized some of the objectives of Business education as:

1. To empower the individual with **d**esirable skills, knowledge and value to perform specific functions as to become self-reliant.
2. To help him appreciate the world around him and contribute maximally to the social, cultural and economic development of his nation.
3. To empower the individual in such a way that the individual will develop his intellectual capability that would help him to make informed decisions in all spheres of life.
4. To help the individual become a judicious spender and develop proper values for the achievement of healthy living and growth of the nation.
5. To understand the political framework of a nation so as to contribute national economic development.
6. To develop personal and business attributes that will enable her live meaningfully and decently in the society.
7. To help provide an individual with factual information that would enable her take an informed decision concerning life.
8. To provide educational opportunities for individuals preparing for students to acquire knowledge and skills other than chosen course of study.

The bold words above indicate what must be achieved in the preparation of a business education teacher so as to have functional skills that will ever meet the test of time especially in the e-world.

Data for the Study

Data was collected through secondary source. Curricula for business education\office technology and for Polytechnics and Colleges of Education. They were assessed\examined in line with technological trend and business education teacher preparation.

Objectives of the Study

The major objectives of the study was to critically examine the curricula for the preparation of the business education for functional skills.

To this end, the curricula of the for the preparation of business education teachers at the University, Polytechnic and College of education will be critically examine so as to ascertain the level of adequacy and relevance as well other relevant facilities for preparation. The courses are be put in cluster form.

Examination of the Curricula
Federal Colleges of Education

Course Title - I-T-P First Year	**Course Title Second Year**
Principles of Accounts I & II	Financial Accounting
Basic Mathematics	Business Law
Commerce I & II	Commerce III
Introduction to Economics I & II	Introduction to Monetary
Office Practice I & II	Economics
Shorthand Theory I & II	Office Management I
Typewriting (Keyboarding) I & II	Shorthand (70 WPM)
Methods of Teaching Business Subjects	Typewriting (30 WPM)
SIWES (8 weeks	SIWES (8 weeks)
THIRD YEAR	**Third year - secretarial studies**
Advance Financial Account	Shorthand (80 wpm)
Business Finance and Economic Inst.	Business Finance and Economics
International Economics	Institutions
Auditing and Taxation	Typewriting (35 WPM)
Business Law II	Office Management II
Business Statistics	Business Law II
Cost Accounting	
Principles of Marketing	
Public Sector Economics	
Principles of Management	
Computer Appreciation	
Elements of Labour Econs	
Research Project	

Office Technology and Management Curriculum for Polytechnics

ND Level 1st and 2nd semester	HND 1st and 2nd semester
Tech. English	Shorthand IV
Introduction to business	I. C. T Applications I & II
S/hand.	Office Admin and Management I & II
I. C. T	Business Communication I & II
Office practice	Social Psychology
Principle of law	Business Law
Career Development	Research Methods
Modern Office Techniques	Nigerian Labour Law
Research Techniques	Professional career Development
Record Management	Human Capital Management
Desktop publisher	Advanced Transcription
Principles of Accounting	Data Management System
Social psychology	Oral Communication Skill
Principles of Economics	Element of Human Capital Management
Web page Design	Advance Desktop Publishing
Communication skills	M I S
Project	Professional ethics and Resp
Small business Management	Entrepreneurship Development
	Advance web page Design
	Project

The curricula of Colleges of Education and Polytechnics are standardized. There were no variations. These were produced by the National Commission for Colleges of Education and National Board for Technical Education.

Standard Four Year Degree Programme in Business Education

First Year	Second Year
Foundations of Vocational Education	Industrial Work Experience
Shorthand I & II	Advanced Shorthand I & II
Typewriting I & II	Production Typewriting I & II
Introduction to Education	Curriculum Theory and Planning
Education Psychology I	Elements of Accounting I & II
Introduction to Computer	Micro-Economics Theory I
Principles of Economics I & II	Elements Marketing
Use of English I & II	Humanities I & II
Natural Science I & II	Methodology in Business Education
Elements of Business	Educational Psychology II
Principles of Business and Marketing Education	Nigeria Marketing System & Commercial Policy
	Economics Theory II
	Humanities II

Third Year	Fourth Year
Industrial Work Experience II	Vocational Guidance
Business (Professional) Communication	Comparative History of Business and Marketing Education
Business Law and Govt. Regulations	Seminar in Business Education
Principles of Small Business Management	Teaching Practice II
Teaching Practice II	Educational Psychology III
Statistics for Social Sciences I	Fundamentals of Government Accounting System
Introduction to Financial Accounting I	Elective (Choosen one from the following)
Evaluation in Voc. Education	I. Retail and Wholesale Management
Research Design in Voc. Education	II. Principles of Advertising
Transcription	III. Cost Accounting
Business Organization	Administrative of Voc. Education
Curriculum Implementation & Instruction	Administrative Office Management
Statistics for Social Sciences II	Consumer Economics
Computer Application	Office Practice
Introduction to financial Accounting	Project
	Measurement and Evaluation
	Required Ancillary courses
	Elective - Choose one from the following:
	Cost Accounting II (2)
	Consumer Behaviour Analysis (2)
	Sales Management (2)

Courses were divided into:

a. Professional Courses - (Office Education, Distributive & Accounting).
b. Professional Education Courses
c. Social Sciences and Statistic Courses

These are courses offered by 6 different universities. All the Universities studied offered industrial work experience, A total of 5 Universities offered Business Communication and seminar in Business Education while 4 universities offered administrative office management, business law and government regulations, shorthand, typewriting and transcription.. This is also the same with other courses.. Lack of uniformity was too prominent in the Vocational and Technical Education courses and this is not good for the programme.

Courses Offered in the Department of Business Education (OTM Option) at Master's Level

1st Semesters	2nd Semesters
Research Methods	Industrial Strategies in Business Education
Advanced Educational Statistic	Evaluation in Business Education
Contemporary Issues in Business Education Curriculum Development	Administration & Supervision
Forms Design & Records Management	Seminar in Office Education
Word Processing Office Practice	Empirical methods on investigation in Business Education
	Government Business Relations
	Thesis
First Semester (General to all Options)	**1st Semester (OTM)**
Foundations of Business Education	a. **Office Education/Office Management & Tech Option**
Curriculum Development in Business Education	Administrative Theory and Practice
Administration & Supervision in Bus. Education	Management Information System
Advanced Entrepreneurial Development Edu	b. **Marketing Education - Elective (Choose one)**
Seminar in Business Education	Strategic Marketing/Management
2nd Semester	Managerial Economics
Consumer Information Analysis Education	c. **Accounting Education**
Marketing Research & Information Management	Accounting Education
Consumer Behaviour Analysis and Application	Managerial Economics
Issues in Marketing Policies & Practices in Nigeria	**2nd Semester**
Research Project	Advanced Word Processing
	Advanced Office Technology
	Professional Business Communication
	Forms Design & Records Management
	Research Project

Discussions

A thorough examination of the different courses has shown that there is need to have a radical review of the business education programme at all levels if we want to prepare the teacher to handle the issues and challenges of the e-world. For instance, an indepth examination of the curricula for the programmes showed high level of inadequacies and irrelevance in terms of curriculum contents, non availability of equipment as well as the inadequacy and lack of qualified teachers, Furthermore, a big difference exist between the teaching\learning facilities and the facilities or

equipment in the world of work or specified in the curriculum . The qualifications of teachers teaching the subjects and the number of hours allocated to different subjects were not left out.. This, therefore underscores that the preparation of business education teachers is still a mirage after several years of clarion calls by Amaefule (1986), Davies, and Njoku, (1992) among others. This continued to the present as stated by Iweajunwa and Lekwa (2010) and Peter (2010).

An evaluation of the curricula of the programmes need to be reviewed. Courses for business education should bear its objectives in mind as well as the current change in technologies in all spheres of life. It follows, that the curriculum, the teaching learning facilities and the teachers must meet the standards set for the preparation of business education teachers. If that happens the teacher will be able to fit in the e-world since he has been prepared on the table below.

Empowerment for Functional Living/Skills

Types of Empowerment	Outcomes
Economic empowerment	Train a person to become judicious spenders and understand money is not everything and it must be worked for in the right way. Similarly, it teaches entrepreneurial skills, how to take ownership of assets and how to have income security.
Physiological empowerment	Enhances the person's consciousness, belief in self-efficacy, awareness and knowledge of problems and solutions and of how he can address problems that harm their quality of life. It creates in person self-confidence and gives him the skills to acquire knowledge. Njoku (2016) stated that in doing so, they ask for responsibility and are ready to account for it.
Psychological empowerment	When people are empowered psychologically, there will be change in attitude, cognitive, and behaviour which will lead to a positive change in value orientation, increased patriotism action, self esteem, self efficacy, self-consciousness as well as better psychological well being which will culminate in a peaceful and developing society (Oladipo, 2009). Without this, youth will exhibit wrong attitude and behaviours which may hinder any development. Their integration into the decision making process gives them a sense of belonging.
Spiritual empowerment	Instilling in an individual truth about his inner self, honesty in dealing with others, fight injustice without any form of intimidation, high level consciousness that will help the youths understand themselves better, relationship and other things around them. It is at this point that they begin to appreciate and value things. This is closely related to Mental and Moral empowerment.

Social empowerment	Developing a sense of autonomy and self-confidence and acting individually or collectively to change social relationships and institutions and discourses that exclude poor people and keep them in poverty.
Intellectual empowerment	Critical thinking skills that would enable a person analyze, assess, synthesis, define, distinguish and make informed decision. This gives room for individual differences.
Emotional empowerment	Become aware of how to use their emotions, i.e, their emotional state, understanding/mastery of self-awareness. Be able to say that 'he knows himself'. This is through the different levels of educational domains, e.g. discover, recognize, feel and use them to our own advantage instead of being beclouded by our own emotions.
Community empowerment	Helping an individual to take active part in community development, leadership and have increase control over their lives. This will lead to coming together to mobilize support for the community in their ways - road, power, companies, political, economic, health, etc. It addresses the social, cultural, political and economic problems that affect the community.
Cultural empowerment	It helps to create practices and redefine cultural rules and norms for youth.
Individual empowerment	Develops skills to exert control and improve competence as well as developing critical awareness to effectively collaborate for the betterment of organizations and communities (Zimmerman, M. & Rapport, 1988).
Production empowerment	Idacha (2006) harped on production empowerment as the basic focus of entrepreneurship initiatives. That it is determined by what the person trained wants to produce, how and for who? The goods are produced which leads to Marketing strategies.
Marketing empowerment	Magbagbeola (2004) saw Marketing empowerment as a crucial attributes of a business man. According to him, the Marketing strategies include: effective communication, self confidence and self -esteem.
Health empowerment	To help the youth to protect themselves and promote health and positive social relationship. It deals on healthy life style, Stress management, preventive of diseases, etc.
Political empowerment	It gives a clear picture of what politics is all about, what is out to achieve, and how it can impact positively on the lives of the people and that it is not a do or die affairs.

Njoku, C.U. (2016). Empowering the youth with functional skills in the face of global challenges: A case for stakeholders.

Recommendations and Strategies

Business Education teachers should be prepared according to existing trend. in order words institutions preparing them should examine the curriculum they would use upon graduation to teach their own students. This would help them to teach the courses as they should be subject taught.

Association of Business Education should establish an annual forum where business educators come together to share concerns or issuers like the Bar and medical Associations do. This would help break certain barriers in institutions instead of presenting papers alone during conferences,

There is great need to have a critical review of business education teachers curricula at all level. In reviewing any curriculum other studies should be looked into and you see what has been found out in the past that would be relevant to the present with reference to e-world. Thereby introducing standardization or uniformity, relevance and adequacy into curriculum content.

Since business education prepares individuals for teaching the curricula should include business ethics, office and business psychology, padding and rebranding, Teaching of Software, Communication Technology, Production & cost theories, decision making in perfect and imperfect marketing, French language and foreign language.

The teacher has to be prepared as a global worker (e-world). To this end, has to be well groomed in such a way that skill proinded are functional and can be used at any level and anywhere. That is either as a teacher, entrepreneur business man, employee, community rep, vocational counsellor, civic leaders and trainers among others..

In order to make work experience meaningful and practicable, it is important a work station be established in all the State or State capitals only. Alternatively, there is the need to arrange with organizations or establishments where these facilities are available.

This should be done by specialists in business education who have the mastery principles and knowledge with the skills so that the relevance and adequacy of the curricula contents will be taken into consideration. bearing in mind what obtains in the e-world.

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EXTENT OF UTILIZATION OF E-PORTFOLIOS FOR ENHANCING LEARNING BY BUSINESS EDUCATION STUDENTS IN IMO STATE

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Abstract

The need to improve students' learning and academic performance prompted this study to determine the extent of utilization of E-portfolios for enhancing learning by business education students in Imo State. Three research questions and two hypotheses guided the study. The study adopted survey research design and the population of the study comprised 1,935 (573 male and 1,362 female) 2017/2018 academic session final year business education students in the four tertiary institutions where business education programme is offered. A sample size of 331 students was drawn using Taro Yamane formula. The structured questionnaire which was validated by three experts in the field of business education was used for data collection. The reliability of the instrument was established using Cronbach alpha method which yielded correlation coefficients of 0.88, 0.79 and 0.81 for cluster B1 to B3 and an overall value of 0.83. Frequency and percentage, mean and standard deviation and t-test were used for data analysis. Findings showed that business education students are not aware of majority of E-portfolios as a means of enhancing learning and therefore utilized them in learning to a very small extent. Findings also revealed that gender was a significant factor on the extent of utilization of E-portfolios by business education students while gender was not a significant factor in their mean ratings on factors that militates against their utilization of E-portfolios for enhancing learning. Based on the findings, the researchers recommended among others that; Seminars and workshops should be organized by both Business Education Departments and Authorities of tertiary institutions to enlighten students on how to effectively utilize E-portfolios for academic purposes and the impact it will have on their academic performance.

Keywords: *Utilization, E-portfolios, Learning and Business education*

Introduction

New technologies are indispensible tools to fully participate in today's knowledge based society. New technologies are the bedrock for national survival and development, their pervasiveness has brought rapid technological, economic and political transformation and skilled human resources essential for capacity building. The emergence of new technologies have serious effect in the field of education as they are impacting on the quality of teaching and learning through their dynamic,

interactive and engaging content, providing opportunities for individualized instruction. According to Akawu (2010), new technologies are accelerating on a fast pace with deepening influence on students' learning abilities, helping them to relate school experiences to work practices. This is why Akawu stated that new technologies have made the schools more efficient and productive by engaging a variety of tools to enhance students' acquisition of skills, knowledge and attitude needed for global competition.

New technologies used in enhancing learning according to Utoware and Kren-Ikidi (2013) include; the computer, word processor, the internet (search engine, blog, forum, social media) and multimedia. Others are networks such as fixed wireless and satellite, broadcasting networks, telecommunications and database management systems. Presently, E-portfolios have emerged as potent new technologies for meeting the challenges facing business education in this 21st century (Watty, McKay, Ngo, Holt, McGuigan, Leitch & Kavanagh, 2015). These challenges include the need to constantly innovate and cater for the expectations of students that new technologies be used in their teaching and learning, and also meeting the labour market demands for a business education graduates that can use technologies to increase productivity and creativity.

Presently, the use of a printed or paper-based portfolio is seen as not relevant in this current educational system. This is because; the printed portfolios are static, limited in sharing information among students, teachers and the management (McAllister & Hauville, 2010). McAllister and Hauville further stated that the electronic portfolio has many advantages over paper-based portfolio such as, the ability to save and organize materials more easily, sharing of information, enhancing the soft and professional skills of students and facilitating the search for information. E-portfolio, also known as Digital portfolio or Electronic portfolio is defined *as a collection of authentic and diverse evidence, drawn from a larger archive representing what a student has learned over time, on which the student has reflected.* Chantanarungpak (2015) defined *E-portfolio a*s the use of computer and multimedia technologies to collect and store information in various formats, such as audio, graphic, photo, video, photograph and animation or text. E-portfolios are of three main types; student E-portfolios, teaching E-portfolios and institutional E-portfolios.

According to Lamont (2010), the purpose of student E-portfolio is to assist learners to advance their learning through: (i) collecting and using evidence to critically reflect on their learning, (ii) collaborating with peers and mentors to critically evaluate academic progress, and (iii) self-directed learning by systematically setting and reviewing personal academic goals. Van Wyk (2017) postulated that student can upload documents on their E-portfolios such as: written assignments, research projects, PowerPoint presentations, digital video clips of classroom lessons and skill demonstrations; and other relevant materials (updated curriculum vitae, workshops/seminars). E-portfolio technologies used in learning include: Elgg, LinkedIn, Facebook, Goggle Scholar, Blog, Epsilen, Digication, RCampus, askStream, Mahara, Folio-ePortaro, and Angel ePortfolio. Others are PebblePad, Moofolio, My eCoach, ePearl, WordPress, FolioSpaces, LiveText, Chalk and Wire, and iWebfolio among others (JISC, 2008).

For business education to remain relevant and fulfill its mandate of equipping recipients with employability skills required for gainful employment or self-employment, business education students need to utilize E-portfoilios which according to Watty, McKay, Ngo, Holt, McGuigan, Leitch

and Kavanagh (2015) have brought transformative changes in learning in higher education for the past twenty years. Watty et al. stated that through the use of E-portfolios, business education students are exposed to a more integrated and holistic learning experience, which enhances their decision-making and professional judgment abilities as future business leaders. Okoro, Washington and Cardon (2011) stated that E-portfolios are potent tools for students in the development of self-awareness skills and can be used effectively in the job application process providing more personalization and a holistic view of a student credentials compared to traditional resumés. Mummalaneni (2014) and Kabilan and Khan (2012) pointed out a raft of skills and competencies developed through the use of E-portfolio tools by students include: goal setting; collaborative learning; autonomous learning; self-assessment skills; digital literacy; work readiness, self-management skills.

The utilization of student E-portfolio technologies by students are gaining grounds in general courses such as communication, mathematics, nursing, architecture and engineering, however, it seems that E-portfolios are not being adequately utilized by both the business educators and students. In support, Watty et al. (2015) revealed that business education has been slow to embrace E-portfolio potentials. Similarly, in Nigeria, many students of tertiary institutions (business education students inclusive) are believed to be utilizing new technologies for pursuit of academic goals; however, it appears that they are fully acquainted E-portfolio technologies. Adebowale (2013) lamented that students have their Web 2.0 technologies such as Facebook, Whatsapp, Instagram e-mails and instant messaging, constantly running in the background while they are carrying out their academic engagements. These create distractions and reduce the quality of their studying time. Cameron (2011) acknowledged the need for business education students to utilize E-portfolios for improving their learning on the premises that E-portfolios supports sociological constructivism, which claims that social interactions combined with learner experiences help to construct new knowledge.

The extent of utilization of E-portfolios by students for learning could depend on so many factors such as the awareness of students, teachers and the institution as a whole of the benefit of these tools in enhancing teaching and learning. According to Simpson (2011), when teachers and students perceive E-portfolio as useful to their learning, they tend to use them more. Koraneekij and Khlaisang (2015) in their study revealed that most teachers and students had no or little knowledge about electronic portfolios and their benefits in enhancing teaching and learning and do not utilize them to a great extent. Similarly, Watty et al. (2015) revealed that students utilized E-portfolios to a very low extent. The authors attributed the low utilization to the impeding factors such as lack of awareness of the benefit of portfolios in learning, lack of instruction and guidance by teachers and management of higher institutions, lack of capacity building in both ICT skills and reflective skills and lack of access to appropriate technologies. Adebowale (2013) reported that students utilized Facebook, Whatsapp, Instagram e-mails and instant messaging but mainly for non-academic purposes. Oliver (2009) also observed that new technologies have not been extensively utilized in the education system in Nigeria

when compared to other fields such as management and engineering. Reasons for the low utilization according to Oliver include high costs associated with implementing these technologies that prevent schools rural and urban, private and public from using them in instruction. Other factors highlighted are limited information sharing, problems of internet network failure, management attitude, and lack of technical assistance**.** Nwana, (2012) revealed that factors that hinder the utilization of new technologies are acute shortage of e-learning materials such as on-line/internet-connected computers, e-mail facilities, multimedia television, multimedia computer and digital library and teachers' lack of knowledge and skills of new technology application.

Student E-portfolios could be put to variety of uses depending on the gender of the users and the motive behind it. This means that the gender of the students could play a significant role on whether E-portfolio are used for academic purposes or not. Some empirical evidences such as Enang (2014) and Ajisafe (2014) have also lent credence to the fact that gender of the students can influence their utilization of new technologies for learning. This supports the earlier finding of Adeshina, **U**doh, Ndomi and Aliyu (2012) which showed that males utilize new technologies than their female counterparts in learning. It is against this backdrop, this study ascertained the extent E-portfolios are utilized for enhancing learning by business education students in Imo State.

Statement of the Problem

The major purpose of business education at tertiary education levels is to produce skillful and dynamic graduates capable of competing in the job market or become successful entrepreneurs. To meet this objective, business education needs to adapt and embrace new technologies. The popularity of these technologies among business education students has increased their expectation to see these technologies used in learning (Vin-Mbah, 2016). In recent years, educational visionaries and reformers have held high hopes for the use of new technologies to improve the quality of education. With the emergence of information and communication technology, numerous E-portfolios such as Elgg, LinkedIn, Facebook, Goggle Scholar and Blog *among others are* available for students to use in enhancing their learning. However, the researcher is worried that business education students seem not to be harnessing the enormous educational potentials of E-portfolios technologies.

Several impeding factors have been implicated to militate against effective utilization of E-portfolios by business education students in tertiary institutions. These include lack of awareness of the benefit of portfolios in learning, lack of instruction and guidance by teachers and management of universities, lack of capacity building in both ICT skills and reflective skills and lack of access to appropriate technologies. An important step towards improving students' learning is to determine the extent business education students in Imo State utilize E-portfolios for enhancing learning.

Purpose of the Study

The main purpose of this study was to determine the extent of utilization of E-portfolios for enhancing academic learning by business education students in Imo State. Specifically, the study ascertained:

1. The extent E-portfolios are utilized for enhancing learning by business education students in Imo State.
2. Factors that militate against the utilization of E-portfolios for enhancing learning by business education students in Imo State.

Research Questions

The following research questions guided the study:

1. To what extent is E-portfolios utilized by business education students for enhancing learning in Imo State?
2. What factors militate against the utilization of E-portfolios by business education students for enhancing learning in Imo State?

Hypotheses

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

1. Male and female business education students do not differ significantly in the mean ratings on the extent E-portfolios are utilized for enhancing their learning in Imo State.
2. There is no significance difference in the mean ratings of male and female business education students on factors that militate against the utilization of E-portfolios for enhancing their learning in Imo State.

Methods

The descriptive survey research design was adopted for the study. The study was carried out in four tertiary institutions that offer business education in Imo State. The population of the study consisted of 1,935 (573 male and 1,362 female) 2017/2018 academic session final year business education students in the four tertiary institutions where business education programme is offered. The population comprised 374 final year business education students from Alvan Ikoku Federal College of Education, Owerri, 60 final year business education students from Imo State Polytechnic, Umuagwo, 1,411 final year business education students from Federal Polytechnic, Nekede, Owerri, and 90 final year business education students from Imo State University. A sample size of 331 business education students (98 male and 202 female) was drawn using the Taro Yamane formula. Structured questionnaire developed by the researcher based on insight from literature reviewed was used to collect data from respondents. The instrument on cluster B_2 was structured on a five point rating scale of Very Great Extent (VGE), Great Extent (GE) Moderate Extent (ME), Small Extent (SE) and Very Small Extent (VSE) While that of B_3 was structured on four point rating scale of Strongly Agreed (SA), Agreed (A), Undecided (U), Disagreed (D) and Strongly Disagreed (SD).

The instrument was validated by three experts in the field of business education. The Cronbach Alpha coefficient for the three clusters yielded correlation co-efficient values of 0.88, 0.79 and 0.81 for respectively with an overall value of 0.83 which was considered reliable in line with the recommendation of Ogundare (2008) that reliability coefficient of 0.7 or above is an acceptable reliability value. Out of the 331 copies of questionnaire distributed, 300 copies were correctly filled and returned giving a percentage return rate of 96.

Statistical mean and standard deviation were used to analyze the research questions and determine the homogeneity or otherwise of respondents' views while t-test was used to test the null

hypotheses at 0.05 level of significant. In testing the null hypotheses, when p-value was greater than the significant value, the null hypothesis was accepted otherwise, the null hypothesis was rejected.

Results

Research Question 1

To what extent is E-portfolios utilized by business education students for enhancing learning in Imo State?

Table 1: Respondents' mean ratings and standard deviation on the extent E-portfolios are utilized for enhancing learning (N =330)

S/N	E-portfolio Technologies	X	SD	Remarks
1	Whatsapp	4.50	0.61	Very Great Extent
2	Twitter	2.28	1.02	Small Extent
3	Facebook	4.57	1.05	Very Great Extent
4	LinkedIn	1.03	0.17	Very Small Extent
5	Wordpress	1.49	0.82	Very Small Extent
6	Taskstream	1.44	1.09	Very Small Extent
7	Mahara	1.34	0.75	Very Small Extent
8	Elgg	1.03	0.17	Very Small Extent
9	Epsilen	1.18	0.96	Very Small Extent
10	Goggle Scholar	4.64	0.34	Very Great Extent
11	Blog	1.44	0.56	Very Small Extent
12	Digication	1.34	1.15	Very Small Extent
13	askStream,	1.49	0.82	Very Small Extent
14	Folio-ePortaro	1.17	1.15	Very Small Extent
15	Angel ePortfolio	1.69	0.97	Small Extent
16	FolioSpaces	1.87	1.15	Small Extent
17	LiveText,	1.40	0.80	Very Small Extent
18	Chalk and Wire,	1.43	0.62	Very Small Extent
19	iWebfolio	1.47	1.33	Very Small Extent
20	Factline	2.05	1.53	Small Extent

Data in Table 1 shows that out of 20 E-portfolios listed, business education students utilize items 1, 3 and 10 to a very great extent with mean scores ranged from 4.50 to 4.64. Items 2, 15, 16 and 20 are being utilized to a small extent while the remaining 13 items are utilized to a very small extent. The analysis shows that responses to items 19 and 20 have the highest deviation (1.11 and 1.53) among the respondents, this suggests that the respondents are quite divided in their opinions as to the extent they are utilizing Webfolio and Factline for enhancing their learning. Other items show homogeneity in the respondents' responses.

Research Question 2

What are the factors that militate against the utilization of E-portfolios by business education students for enhancing learning in Imo State?

Table 2: Respondents' mean ratings and standard deviation on factors militating against the utilization of E-portfolios for enhancing learning (N = 300)

S/N	Factors	X	SD	Remarks
1	Lack of guidance by teachers and management of higher institutions on how to utilize E-portfolio	3.49	0.91	Agreed
2	Inadequate capacity building in ICT skills	3.22	0.57	Agreed
3	Inadequate access to appropriate technologies	2.40	0.81	Disagreed
4	Problems of internet network failure	2.51	0.76	Agreed
5	Business educators negative attitude towards utilization of new technologies in teaching	2.22	0.73	Disagreed
6	Lack of technical assistance	2.52	0.82	Agreed
7	Inadequate ICT softwares	3.35	0.64	Agreed
8	Network configuration problems	3.10	0.61	Agreed
9	Inconsistency of tertiary institutions' policy on integration of new technologies in schools	3.25	0.79	Agreed
10	High cost of data for browsing	2.19	0.78	Disagreed

Data in Table 2 indicates that out of 10 items listed as factors that militates against the utilization of E-portfolios for enhancing learning, business education students agreed that six of the items (items 1, 2,4, 6, 7, 8 and 9) militates against their utilization of E-portfolios while they disagreed on the remaining three items (items 3, 5 and 10). The standard deviation ranged from 0.57 to 0.91 which shows that there was homogeneity in respondents' responses.

Hypothesis 1

Male and female business education students do not differ significantly in the mean ratings on the extent E-portfolios are utilized for enhancing their learning in Imo State.

Table 3: Summary of t-test analysis of male and female respondents on the extent they utilize E-portfolios for enhancing learning (N = 300)

Gender	N	X	SD	df	P-value	Decision
Male	98	21.60	2.99	298	0.03	Significant
Female	202	23.30	2.69			

Table 3 shows that there is a significant difference in the mean ratings of male and female business education students on the utilization of E-portfolios for enhancing learning in tertiary institutions in Imo State. This is shown by the p-value of 0.03, which is less than the significance level of 0.05. The null hypothesis of no significant difference between the two groups was therefore rejected.

Hypothesis 2

There is no significance difference in the mean ratings of male and female business education students on factors that militate against the utilization of E-portfolios for enhancing their learning in Imo State.

Table 4: Summary of t-test analysis of male and female respondents on the factors militating against the utilization of E-portfolios for enhancing learning (N = 300)

Gender	N	X	SD	df	P-value	Decision
Male	98	28.00	2.89	298	0.20	Significant
Female	202	29.00	2.77			

Table 4 shows that **t**here is no significant difference in the mean ratings of male and female business education students on the factors that militate against the utilization of E-portfolios for enhancing their learning in Imo State**.** This is shown by the p-value of 0.20, which is greater than the significance level of 0.05. The null hypothesis of no significant difference between the two groups was therefore accepted.

Discussion

Findings of the study in Table 1 revealed that business education students utilize E-portfolios for enhancing their learning to a small extent. This finding is in line with the findings of Adebowale (2013) who revealed that l students utilize new technologies for non-academic purposes. This supports the earlier findings of Oliver (2009) that new technologies have not been extensively utilized in the education system in Nigeria when compared to other fields such as management and engineering. Similarly, the findings of the study revealed that Facebook, Whatsapp and Google Scholar are utilized to a great extent by students for enhancing their learning. This agrees with the assertion of and Khodabandelou (2013) who revealed that t Facebook is the most popularly utilized new technology for academic purposes in support, Eke-Okpala and Omekwu (2014) disclosed that the extent to which students of tertiary institutions utilized Facebook and Whatsapp for academic purposes was high when compared to Twitter which was utilized very low. The fact that business education students rated their utilization of E-portfolios very small extent could be as a result of not being aware of majority of the technologies or lack of adequate knowledge of their benefits in enhancing their learning. Corroborating, Watty et al. (2015) revealed that E-portfolios have not been extensively adopted by both teachers and students of business education programmes to a great extent.

Furthermore, the findings also revealed that there is a significant difference in the mean ratings of male and female business education students on the extent of utilization of E-portfolios for enhancing academic learning. This finding concurs with the findings of Enang (2014) and Ajisafe (2014) who lent credence to the fact that gender of the students can influence their utilization of new technologies for learning. Adeshina, Udoh, Ndomi and Aliyu (2012) earlier found that males utilize new technologies than their female counterparts in learning. In contrast, Nguyen, Gravel, Chnigg and Medar (2013) study revealed gender bias in the use of Twitter for academic purposes. Nguyen et al. study indicated that male with 72 percent utilize Twitter in learning more than their female counterparts with 28 percent.

The findings of the study in Table 2 disclosed that business education students agreed that majority of the factors listed militate against their utilization of E-portfolios for enhancing learning.

The findings of this study is in consonant with the findings of Nwana, (2012) who revealed that acute shortage of e-learning technologies such as on-line/internet-connected computers, e-mail facilities, multimedia television, multimedia computer and digital library and teachers' lack of knowledge and skills of new technology application constrain students use of new technologies in enhancing their learning. Watty et al. (2015) on the other hand attributed the low utilization of E-portfolios by business education students to impeding factors such as lack of awareness of the benefit of portfolios in learning, lack of instruction and guidance by teachers and management of higher institutions, lack of capacity building in both ICT skills and reflective skills and lack of access to appropriate technologies. Additionally, the findings of the study indicated that the male and female business education students did not differ significantly in their mean ratings on factors that militate against the utilization of E-portfolios for enhancing learning.

Conclusion

From the findings of this study, one can see that majority of the E-portfolios which could help in enhancing students' learning and widen student's knowledge in business educations courses are utilized by students for academic purposes at a very small extent. This is in spite of their educational benefits. Despite the prevalent nature of E-portfolios in virtually every aspect of education, most of these online technologies have not been widely utilized in learning process in tertiary institutions due to inadequate awareness of students about them and their benefits to learning and career development among other militating factors. Utilizing E-portfolios in learning will stimulate students' active involvement in their learning process, and the development of their innate scientific, critical-thinking and self-regulatory learning abilities. Based on these findings, the researchers concluded that there is still need for more enlightenment programmes and training and monitoring of business education students on how to effectively utilize these E-portfolios for enhancing learning effectiveness in the field of business education at tertiary institution level.

Implications of the Study

The findings of this study have serious implications on the teaching and learning of business education in tertiary institutions in Imo State. The fact that business education students do not utilize E-portfolios to a very great extent implies that graduates of business education may not be able to compete faviourablly in the highly competitive labour markets where ICT competencies are highly demanded of graduates by employers of labour. It also implies that business educators and the management of tertiary institutions may not be implementing the use of E-portfolios in the professional practices which will create the needed awareness to students about E-portfolios and their benefits to teaching and learning therefore, stimulating students to utilize them in learning processes. Additionally, the findings implies that the delivery of business education in tertiary institutions in Imo State are still teacher-centered instead of student-centered and theoretically based instead of practically based which could lead to producing ill-prepared business education graduates lacking requisite skills successful entrepreneurship. It also implies that new technologies are not adequately available in business education departments in tertiary institutions for utilization by students for enhancing their learning.

Recommendations

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

1. Seminars and workshops should be organized by both Business Education Departments and Authorities of tertiary institutions to enlighten students on how to effectively utilize E-portfolios for academic purposes and the impact it will have on their academic performance.
2. Business educators should lead by example by utilizing teacher E-portfolios both for teaching and assessment of students. This will expose students to the benefits of E-portfolios in education and therefore, stimulate them to utilize these technologies for enhancing their learning.
3. Administration of tertiary institutions in Imo State should collaborate with private sectors so as to provide more new technologies in the institutions to enable students utilize E-portfolios for enhancing their learning

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LEVERAGING CLOUD-BASED DIGITAL COMPETENCIES FOR EFFECTIVE INSTRUCTIONAL DELIVERY IN BUSINESS EDUCATION

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Abstract

The study centered on business education lecturers leveraging on cloud-based digital skills for effective delivery of instruction in colleges of education in South-South, Nigeria. Two research questions guided the study. The study adopted the descriptive survey research design as it involved eliciting information from respondents using an observation checklist. The population of the study comprised all the 247 business education lecturers in colleges of education in South-South, Nigeria made up of both federal and state owned colleges in the region. The entire population of 247 business education lecturers in colleges of education in South-South, Nigeria was studied. A 20 item checklist indicating the various digital facilities in internet network and smart boards was designed by the researcher and used for data collection. Two experts validated the instrument. Mean and standard deviation were used to answer the research questions. The study revealed that business educators in colleges of education in South-South, Nigeria observed in the study possessed low competence in the use of Smart Boards for instructional delivery. It also revealed that business education lecturers were competent in the use of internet network for instructional delivery in business education. The study concluded that the use of Internet Network and smart board digital competencies significantly enhanced business education lecturers' delivery of instruction in colleges of education in South-South. Nigeria. It was recommended among others that: there should be a synergy between business education departments and Information and Communication Technology (ICT) units of respective colleges of education in South-South, Nigeria to enhance the implementation of business education programmes, in the various colleges. The Information and Communication Technology (ICT) units of colleges of education should also organize workshops and on the-job-training programmes for lecturers in business education on how to effectively incorporate ICT facilities and resources in their instructional delivery.

Introduction

The vastness of a democratic self-reliant nation depends on effective development and prudent utilization of her human and natural resources for creative empowerment, employment generation, wealth creation and social wellbeing of the citizenry. It behooves the use of education as a systematic process through which an individual acquires sound knowledge, experience, skills and attitude needed to function effectively within and around the environment. Every nation places a great importance on education because it is a panacea for economic, social, political and societal well-being. The above affirmation according to Azih and Wagbara (2017) corroborates the cardinal principles of Business education as a medium for empowering people, especially the youths, for sustainable livelihood and social-economic development. It is a programme with the propensity of delivering the knowledge, skills, and values that persuade the development of attitudes and

behaviours likely to impact on the actualization of educational goals (Ezinwa, 2016).This implies that, the education of any citizen is predicated on the needs and aspirations of that particular nation and there are many ways individuals can acquire this skills or knowledge; the most trendy is through the electronics systems otherwise referred to as cloud-based digital literacy.

Cloud-based digital literacy is a new model that provides suitable collection of computing resources with its dynamic scalability and usage of virtualized resources as a service through the Internet. Mohammed and Al-momani (2016) posited that Cloud-based digital learning is commonly referred as the deliberate use of networked Information and Communications Technology (ICT) for instruction delivery. Mohammed and Al-momani stated that cloud-based digital learning is directly related to the increasing access to Information and Communication Technology ICT and that it is a technological innovation that utilizes the web and focal remote servers to keep up information and applications. Distributed computing enables shoppers and organizations to utilize applications without establishment and access their own documents at any time using processing device that internet-enable. This innovation takes into account significantly more productive registering by bringing together information stockpiling, handling and transfer speed (Ambika & Kavitha 2014).The internet resources required are bandwidth, servers, software, electronic devices, multi-media board, infrastructure and services (Koutsopoulos & Kotsanis, 2014).

Joyce, Weil and Calhoun (2009) stated that e-learning is the design programme and network system empowered through the exchange of skills and information; the applications and procedures incorporate Web-based learning, computer-based learning, and virtual training collaboration. The authors further posited that its content is delivered through technology assisted facilities like the Internet, smart board, satellite TV, audio or video tape, and CD-ROM. It can be self-paced or instructor-led and includes media in the form of text, image, animation, streaming video and audio. With the tremendous advantages of cloud computing. Divya and Prakasam (2015) opined that this technology is relied upon to reform the field of e-learning education. The primary objective of cloud-based e-learning is to address the issues of the learners, for example, clearing up the questions from prepared instructors and getting to materials required for their scholarly reason (Divya & Prakasam, 2015).

The accessibility of potent e-learning offices has reformed the entire procedure of educating and learning. Numerous scholastic organizations and researchers are quickly grasping this stage which permits dynamic substance creation and conveyance along these lines making adapting all the more fascinating, successful, significant and engaging (Majid, Foo & Chaudhry, 2005).Utpal and Majidul (2013) maintained that these technologies (cloud-based) are utilized for increasingly proficient and savvy figuring by bringing together capacity, memory, processing capacity of computers and servers. With the remarkable advantages of cloud based e-learning, Divya and Prakasam (2015) observed that the main goal of cloud-based e-learning is to meet the needs of the students such as clarifying the doubts from trained teachers competence in accessing materials required for their academic purpose. Pedro (2009) maintained that extensive improvements have been made in the area of online collaborative learning, constraining teachers to reevaluate how they approach learning, directions, and the conditions made to cultivate these. In help of this, Selwyn (2010) expressed that sensational advances in instructive innovation have roused incredible new ways for students to learn with a wide range of improvised instructional media and exercises to promote

self-study. The juxtaposition of these situations made an exceptionally intriguing test and prospect a command to rethink and re-imagine learning methodologies ready to get ready and exceed expectations every person (learners) for long life learning.

Consequently, the 21st century knowledge based skills requires lecturers and instructors who are competent and can use e-learning platforms to inculcate better value and skills that could enable (Business Education) students upon graduation to gain employment and be self sustained. It was on this note that Nnadi and Maduagwu (2015) stressed the need for skill acquisition among Nigerian youth, they emphasized that skill acquisition will reduce the economic and social problem confronting Nigeria youths. Competencies can be measured in terms of skills; knowledge and values which lecturers possess to function effectively and efficiently in the discharge of their given mandate which is primarily geared towards the delivery of instructions. Okwelle and Allagoa (2014) posited that these are tools of teaching and only teachers who possess all these tools (skills, knowledge and values)can perform effectively in the classroom situation and are competent to teach in the situation. It therefore holds that lecturer's competencies in instruction delivery area fundamental input in realizing the objectives of cloud-based digital tutoring in business education.

Statement of the Problem

The cosmic of technologies available today affords learning setting much diversity and opportunity for leveraging cloud-based platforms as a through line for educational change. This is adduced to the fact that advances in ICT have inspired powerful new ways for lecturers to engage their students with all kinds of content and activities in their own self-direct learning experiences. But suffix it to say, participant observant experience revealed that most lecturers are still interested in the traditional form of education which is passive in nature and has evolved over time without reasonable remarks. The above situation calls for great concern because if not addressed could leave graduates more in particular of Business Education enclave far behind their counterparts in their quest for skill development and general well being.

Organization for Economic Co-operation and Development (2010) succinctly put that the skills for a mature life include technological literacy, and people who do not acquire and master these competencies may suffer from a new form of the digital divide, which would impede on their capacity to effectively operate and thrive in the new knowledge economy. Regrettably enough, most institutions in developing countries like Nigeria, still pay leap service to this clarion call as new technologies are confronted with many problems such as: epileptic power, high cost and maintenance, lack of instructors, lack of collaboration between the teachers and technicians and lecturers unwillingness in embracing this all important medium of instruction which invariably affects the output (graduates) and is capable of constituting threat to their survival and the sustainability of the nation, especially, where these graduates are faced with hardship and unemployment. Herein is the gap that this study tries to investigate how leveraging on cloud-based digital competencies effectively can enhance lecturers' instructional delivery in Business Education. Objectively the study sought to determine how the benefits of cloud-based such as smart board and Internet Network competencies possessed by business education lecturers can enhance their lecture delivery in colleges of education in South-South, Nigeria.

Research Questions

1. What extent are business education lecturers competent in the use of smart board to enhance their instructional delivery?
2. To what extent are business education lecturers competent in the use of Internet Network to enhance their instructional delivery?

Method

This study adopted the descriptive survey research design as it involved eliciting information from respondents using an observation checklist. The population of the study comprised all the 247 business education lecturers in colleges of education in South-South, Nigeria. The entire population of 247 business education lecturers in was studied. Mean and standard deviation were used to answer the research questions. A checklist indicating the various ICT facilities was designed by the researcher and used for the study. The checklist is Observational Checklist for Business Education Lecturers Competencies in the Use of Digital Facilities for Instruction (CBELCUDFI)".

Copies of the observational checklist were given to one expert in Computer Science, one in business education and one in science education for face and content validity.

Results

Research Question 1

To what extent are business education lecturers 'competent in the use of smart board to enhance their instructional delivery?

Table 1: Mean and Standard Deviation of Lecturers competencies in the Use of Smart Boards in Instructional Delivery

S/N	Item	VC	C	LC	IC	$\bar{x}$	SD	Interpretation
1.	Using smart board for instructional delivery	12	21	88	126	1.67	0.82	LC
2.	Deleting items on the board while using smart board for instructions	10	34	95	108	1.78	0.82	LC
3.	Using interactive boards with document cameras	8	19	109	111	1.69	0.75	LC
4.	Using smart boards with microscopes	7	21	106	113	1.68	0.74	LC
5.	Using smart boards with video cameras	6	22	98	121	1.65	0.74	LC
6.	Integrating smart boards with a wide range of software applications	4	16	124	103	1.68	0.66	LC
7.	Skills in cleaning and maintaining white boards before, during and after teaching	13	28	89	117	1.74	0.86	LC
8.	Using smart boards to conduction research	3	22	95	127	1.59	0.70	LC
	Grand Mean	**8**	**23**	**101**	**115**	**1.69**	**0.76**	**LC**

Data in Table 1 reveal that the mean value of items 1, 2, 3, 4, 5, 6, 7, and 8 fall within the region of low competencies. Also, the grand mean of 1.69 falls within the region of low competencies. Thus, lecturers in colleges of education in South-South, Nigeria observed in the study possessed low competencies in the use of Smart Boards for instructional delivery in business education. The standard deviation shows the extent of consistency of scores of respondents in their observed competency in the use of Smart Boards for instructional delivery.

Research Question 2

To what extent are business education lecturers competent in the use of Internet Network to enhance their instructional delivery?

Table 2: Mean and Standard Deviation of Lecturers competencies in the Use of Internet Network in Instructional Delivery

S/N	Item	VC	C	LC	IC	$\bar{x}$	SD	Interpretation
1.	Locating internet sites	38	49	68	92	2.13	1.05	C
2.	Opening an internet environment	43	56	64	84	2.23	1.11	C
3.	Making use of internet materials	53	63	58	73	2.39	1.12	C
4.	Blogging	60	69	63	55	2.54	1.08	C
5.	Use of YouTube	58	65	68	56	2.51	1.07	C
6.	Opening a facebook	66	71	53	57	2.59	1.11	C
7.	Opening a Google account	68	70	57	52	2.62	1.10	C
8.	Surfing the net	71	63	53	60	2.59	1.14	C
9.	Using internet materials to plan the lesson	56	75	70	46	2.57	1.03	C
10.	Create a website	43	51	76	77	2.24	1.07	C
11.	Access to the internet through laptop or desktop	65	62	71	49	2.58	0.76	
	Grand Mean	**56**	**63**	**64**	**64**	**2.45**	**1.10**	**C**

Data in Table 2 indicate that the mean values of item 1, 2, 3, 4, 5, 6, 7, 8 9, 10 and 11 fall within the region of competence. Also, the grand mean of 2.45 fall within the region of competence. Thus, lecturers in colleges of education in the South-South, Nigeria observed in the study is competent in the use of Internet Network for instructional delivery in business education. The standard deviation reveals the extent of consistency of scores of respondents in their observed competencies in the use of Internet Network for instructional delivery

Discussions

The findings from the result of the analysis of research question one in Table 1 revealed that lecturers in business education in colleges of education in South-South, Nigeria possessed low

competencies in the use of smart boards in instructional delivery. The above finding is in conformity with the findings of Okoli (2013) who posited that lecturers in Anambra State of Nigeria possess low competence in the use of Smart Boards in instructional delivery in business education.

Table 1 shows that lecturers in business education in colleges of education in South-South, Nigeria have low competence in the use of Smart Boards in instructional delivery for deleting items on the boards while using smart boards for instructions, using interactive boards with document cameras, using smart boards with microscopes, using smart boards with video cameras, integrating smart boards with a wide range of software applications, skills in cleaning and maintaining white board before, during and after teaching and using smart boards in conducting research.

Furthermore, the findings agree with Tordero (2016) that lecturers in Business Education in colleges of education lack the needed competence in the use of smart boards for instructional delivery. Similarly, the findings also support the views of Iwu (2016) who noted that most business educators in colleges of education (Technical) Omoku had not acquired the requisite skills necessary to effectively use of smart boards in teaching.

The result of research question two revealed that lecturers in business education in colleges of education in South-South, Nigeria were competent in use of Internet Network for delivery of instructions.

This finding is in disagreement with Akasi and Adebayo (2014) who maintained that most lecturers in colleges of education do not have the competencies in the use of Internet in instructional delivery in business education. Table 2 shows that lecturers in business education to a great extent are competent in the use of Internet Network for instructional delivery such as locating internet sites, opening a face book, opening a goggle account, opening an internet environment, making use of internet materials, blogging, use of you tube, surfing the net, using internet materials to plan the lesson, creating a website and accessing the internet through laptop or desktop.

The above finding is inconsistent with the views of Lawson (2015) who emphasized that most business educators in Colleges of Education in Rivers State, Nigeria lacked competency in the utilization of ICT facilities in instructional delivery in business education in the area.

Conclusion

The study concludes that the possession of cloud-based digital competency (Internet Network and smart board) significantly enhances business education lecturers' delivery of instructions in colleges of education in South-South. Nigeria. Furthermore, the effective use of cloud-based digital competency skills in teaching and learning automatically rob off the graduate of business education programme the problem of unemployment and whose contributions will greatly affect the socio-economic well being.

Recommendations

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

i) There should be synergy between business education department and Information and Communication Technology (ICT) unit of respective colleges of education in South-South, Nigeria to enhance the implementation of Business Education programmes in the various colleges of education in the area.

ii) The Information and Communication Technology (ICT) unit of Colleges of education should also organize workshop and on the job training programmes for lecturers in business education on how to effectively incorporate ICT facilities and resources in their instructional delivery.

iii) Technicians or technical staff should be employed as support staff to the business education department to enhance their capacity to utilize ICT facilities in their instructional delivery in colleges of education.

iv) There should be collaboration between lecturers in business education in colleges of education in South-South, Nigeria and other agencies responsible with the use of technologies for service delivery as to enable them to understudy and have the expertise knowledge on how to use this technology in the classroom setting. This will have a multiplier effects on the students who would pass through these lecturers on how to use such ICT facilities before graduation.

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EFFECT OF CONCEPT MAPPING ON HIGHER NATIONAL DIPLOMA STUDENTS' ACHIEVEMENT AND RETENTION IN ADVERTISING IN POLYTECHNICS IN BENUE AND KOGI STATES OF NIGERIA

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Abstract

This study determined effects of concept mapping on Higher National Diploma (HND) students' achievement and retention in advertising in polytechnics in Benue and Kogi States of Nigeria. The study adopted a quasi-experimental research design and was carried out in Benue and Kogi States, Nigeria. The population for the study comprised 228 HND II students offering marketing in the four polytechnics in Benue and Kogi States of Nigeria. Two research questions and two hypotheses were used for the study. Purposive sampling technique was used to select two polytechnics, which were Benue State Polytechnic Ugbokolo, with 35 HND II marketing students, and Federal Polytechnic Idah, with 30 HND II marketing students, making the total sample frame to be 65 HND II marketing students. The instrument for data collection was a20-item multiple choice Advertising Achievement Test (AAT). The instrument was subjected to face and content validation by five experts. The reliability of the instrument was determined using Kuder Richardson 21 (K-R 21) formula which yielded a reliability coefficient of 0.78. The data collected were analyzed using mean and standard deviation to answer the research questions, while Analysis of Covariance (ANCOVA) was used to test the hypotheses at 0.05 level of significance. Based on the data collected and analyzed, and results interpreted, the study found that the Concept Mapping (CM)technique significantly increased students' academic achievement and retention of learning in advertising. There was significant difference ($p < 0.05$) in the mean achievement scores of students taught with concept mapping technique and those taught with Conventional Teaching Method Only (CTMO). Based on these findings, the study recommended among others that: since the use of concept mapping technique significantly enhanced academic achievement and retention of students, lecturers should be encouraged to adopt the use of this technique for instructional delivery.

Key Words: *Concept Mapping, Achievement, Retention, Advertising*

Introduction

The business world depends largely on advertising for promoting its ideas, products and services. In the modern society, advertising is prevalent in our daily lives as seen in both the print and broadcast or electronic media. It is the branch of marketing that informs customers about products, brands, services and their companies. It influences the choice we make.

By definition, advertising is any paid form of non-personal presentation and promotion of ideas goods or services by an identified sponsor (Kotter & Armstrong, 2010). Similarly, Grewal and

Levy (2010) defined advertising as a paid form of communication, delivered through media, from an identified source, about an oganization, product, service or idea, designed to persuade the receiver to take some action now or in the future. Advertising performs some roles such as to:

a) Inform-People want information on product usage, product contents, and innovations among others.
b) Persuade buyers need to be convinced to conclude a purchase.
c) Remind buyers advertising keeps the company's or product's message alive in the minds of the target audience.
d) Generate employment and revenue for the people and government of a nation. Employees of media houses and advertising agencies pay taxes to the government through revenue they have generated (Kotler & Armstrong, 2010; Anyanwu, 2000).

Advertising like sales promotion, personal selling and public relations/ publicity is one of the components of marketing communication taught in polytechnics. Most polytechnic lecturers in marketing department are not exposed to the methodology and pedagogy of instruction in education. Ogwo and Oranu (2006) and Jimoh-Kadiri in Onyesom (2017) affirmed that most lecturers in polytechnics have no training in pedagogy. Thus, they teach through the conventional lecture method. This is largely responsible for the high level of anxiety and failure expressed by their students. The current teaching method could be improved through the integration of concept mapping in order to produce competent graduates.

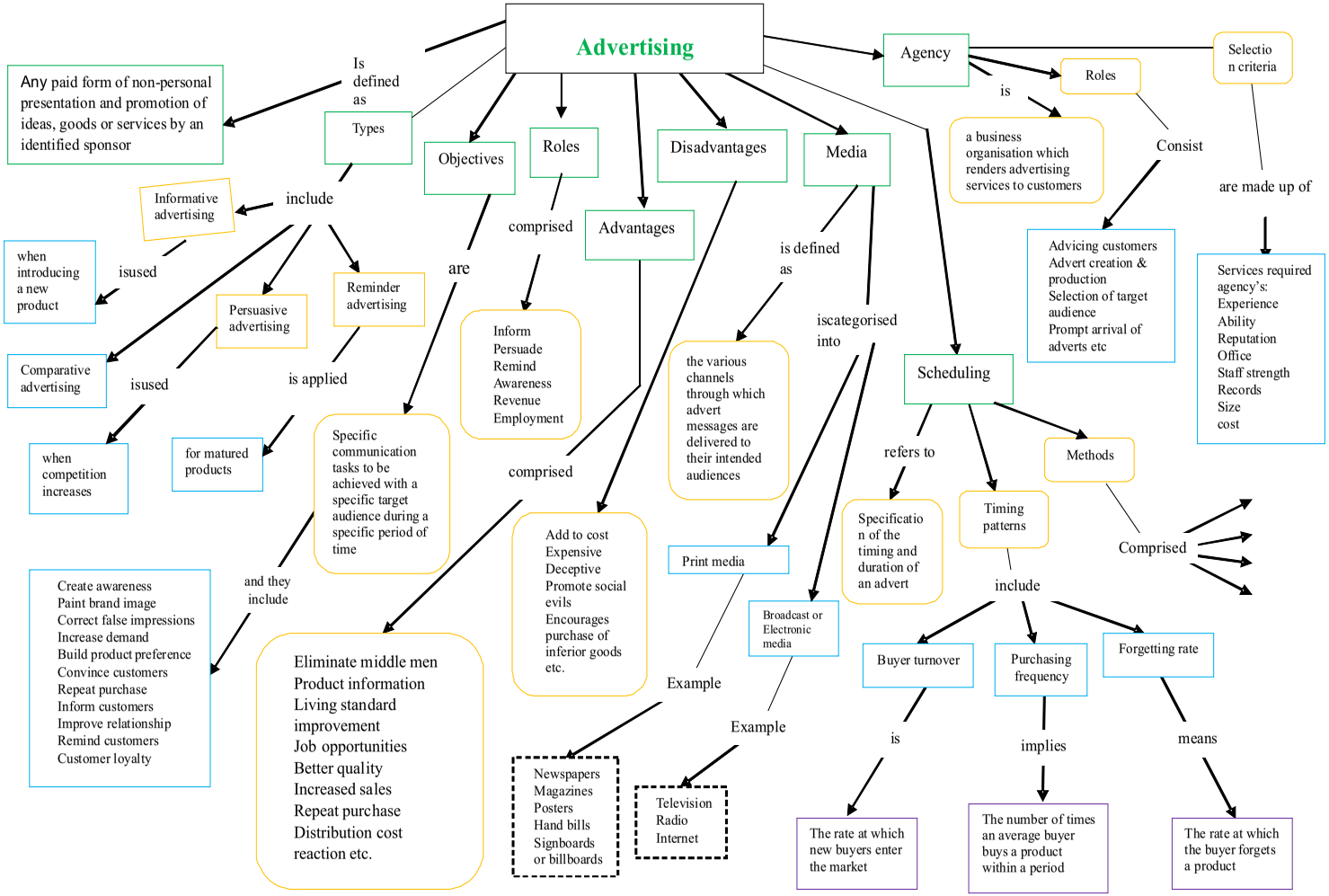
Concept Mapping (CM) is a graphical arrangement of key concepts to show meaningful relationship among selected concepts or ideas being studied. Canas, Coffey, Carnot, Feltovich, Hoffman, Feltovich and Novak (2003) defined CM as a graphical representation of knowledge that comprises concepts and the relationships between them. Similarly, Olaitan, Igbo, Ekong, Nwachukwu and Onyemachi (1999) explained CM as an approach to represent sets or words graphically in order to systematically understand all aspects of the characteristics of those sets or words. It follows a hierarchical order in which the major concepts called primary concepts,are placed on top of a map, with the less inclusive ones (that is, secondary and tertiary concepts) placed below.

Concept mapping is used, among others for:

1. Organising information for easy understanding;
2. Simplifying complex ideas;
3. Representing information visually; (Ogwo & Oranu, 2006)
4. Highlighting key concepts in any topic and linking them sequentially. (Nworgu, 2009)
5. Delivering instruction in any subject or discipline and
6. Determining student's achievement (Ajoma, 2017)

Achievement refers to what an individual has succeeded in doing usually by effort and skill. Manjula (2010) defined achievement as the level of success attained in some general or specific area.It is quantified by a measure of the student's academic standing in relation to those of other students who were exposed to the same material(Anene,2005).Retention is ability to recall or recognize what has been learnt or experienced. Agomuoh (2010) defined retention as ability to store facts and remember things easily. Achievement and retention could be determined through test. A test is a set of questions, exercises, or practical activities to measure someone's skill, ability, or knowledge.

FIGURE 1: CONCEPT MAPPING ON ADVERTISING



In this study, Advertising Achievement Test (AAT) was administered on the HND marketing students. The scores obtained in this test helped to justify the superiority or otherwise of CM over Conventional Teaching Method Only(CTMO) in their effectiveness. Therefore, this study determined the effects of CM on HND students' achievement and retention in advertising in polytechnics in Benue and Kogi States of Nigeria.

Statement of the Problem

Lecturers of marketing in Nigerian polytechnics have a goal to impart knowledge, skills and attitudes to students in their subject areas. They are to teach the content of their subject areas to students towards the achievement of the objectives of HND marketing as contained in NBTE curriculum. Therefore, the system accords the teachers the sole responsibility of teaching the contents of advertising to students for the achievement of its objectives after graduation.

The greatest challenge of studying marketing is the teaching technique for inculcating the expected skills to its recipients. According to Ajoma (2017), students dread the advertising aspect of marketing as they find it the most difficult to learn and pass examination among all the courses in the marketing programme due to the"talk and note taking" teaching approach.The teaching technique applied to any coursehas a direct and consequential effect on the student's achievement and retention in that course. This study therefore determined the effects of CM on HND students' achievement and retention in advertising in polytechnics in Benue and Kogi States of Nigeria.

Purpose of the Study

The major purpose of this study was to determine the effects of CM on HND students' achievement and retention in advertising in polytechnics in Benue and Kogi states of Nigeria. Specifically, the study determined:

1. The mean scores of HND students taught advertising using CM technique and those taught with CTMO.
2. The mean difference in retention scores of HND students taught advertising using CM technique and those taught with CTMO.

Research Questions (Rqs)

The following research questions guided the study.

1. What are the mean achievement scores of HND students taught advertising using CM technique and those taught with CTMO?
2. What is the mean difference in HND students' retention scores when taught advertising using CM technique and those taught with CTMO?

Null Hypotheses

The following null hypotheses were tested at p = 0.05 level of significance:

Ho_1: There is no significant difference in the mean achievement scores of students taught advertising using CM technique and those taught with CTMO.

Ho_2: There is no significant difference in the mean retention scores of students taught advertising using CM technique and those taught with CTMO.

Method

This study adopted a quasi-experimental design on a population of 228 HND II marketing students drawn from the four polytechnics in Benue and Kogi States of Nigeria. The sample consisted of 65 (HND II) marketing students from Benue State Polytechnic Ugbokolo (35 students) and Federal Polytechnic Idah(30 students). A twenty item multiple choice objective Advertising Achievement Test (AAT) instrument, lesson plans and advertising concept map were subjected to face and content validation by five experts.

The AAT was administered on a trial group of intact class of 20 HND II Marketing students at Federal Polytechnic Nasarawa to determine its reliability using the Kuder Richardson 21 (K-R-21) formula which obtained internal consistency index value of 0.78.The Test-retest procedure applied confirmed the stability of the AAT at a 0.76 index. A correlation of the two indices using Pearson Product Moment Correlation Coefficient confirmed the instrument to be both reliable and stable.

The data collected for this study were analyzed using mean and standard deviation to answer the research questions, and Analysis of Covariance (ANCOVA) statistics for testing the hypotheses at 0.05 level of significance.

Results

Table 1: Pre-test and Post-test Mean Scores of HND Students taught with CM Technique and those taught with CTMO in Advertising Achievement Test.

Variable		Pre-test		Post-test		Mean
Instructional Mode	N	$\bar{x}$	SD	$\bar{x}$	SD	Gain
CM Technique.	35	7.54	1.34	13.37	2.16	5.83
CTMO	30	5.27	1.89	9.33	2.04	4.06

Data in Table 1 show that the experimental group taught advertising using CM Technique has a pre-test achievement mean scores of 7.54, a standard deviation of 1.34 and a post-test achievement mean scores of 13.37, a standard deviation of 2.16. The difference between the pre-test and post-test achievement mean scores for the experimental group is 5.83. The control group taught advertising using CTMO had a pre-test achievement mean scores of 5.27, a standard deviation of 1.89 and a post-test achievement mean scores of 9.33,a standard deviation of 2.04. The difference between the pre-test and post-test achievement mean scores for control group was 4.06. However, for each of the groups, the post-test achievement means are greater than the pre-test achievement means, with the experimental group having the higher mean gain (5.83 > 4.06). This is an indication that instructional modes (CM Technique or CTMO) have some effects on students' achievement in Advertising.

Table 2: Pre-test and Retention Mean Scores of HND Students taught CMTechnique and those taught with CTMO in Advertising Achievement Test.

Variable		Pre-test		Retention		Mean
Instructional Mode	N	$\bar{x}$	SD	$\bar{x}$	SD	Gain
CM Technique	35	7.54	1.34	12.57	1.88	5.03
CTMO	30	5.27	1.89	8.97	1.77	3.70

Table 2 shows that the experimental group taught advertising using CM Technique has a pre-test achievement mean scores of 7.54, a standard deviation of 1.34 and retention mean scores of 12.57, a standard deviation of 1.88. The difference between the pre-test and retention mean scores for the experimental group is 5.03. The control group taught advertising using CTMO has pre-test achievement mean scores of 5.27,a standard deviation of 1.89 and retention mean scores of 8.97, a standard deviation of 1.77. The difference between the pre-test and retention mean scores for control group is 3.70. However, for each of the groups, the retention means are greater than the pre-test achievement means, with the experimental group having higher mean gain (5.03 > 3.70). This is an indication that both CMTechnique and CTMO have some effects on students' retention in Advertising.

Table 3: ANCOVA of the Mean Achievement Scores of HND Students taught Advertising using CM Technique and those taught with CTMO.

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	270.137[a]	2	135.069	30.775	.000
Intercept	382.027	1	382.027	87.045	.000
Advert. Pretest	6.729	1	6.729	1.533	.220
Method	137.066	1	137.066	31.230	.000
Error	272.109	62	4.389		
Total	**9150.000**	**65**			
Corrected Total	**542.246**	**64**			

Level of Significance = 0.05

Table 3 shows an F-ratio of 31.23obtained with associated exact probability value of 0.00 which is less than the 0.05 level of significance set for testing the hypothesis. This implies that the null hypothesis (Ho_1) is rejected and there is a significant difference in the mean achievement scores of HND students taught advertising using CM technique and those taught with CTMO. Although both instructional modes resulted in an improvement of the students' achievement scores, CM technique has a higher mean gain.

Table 4: ANCOVA of the Mean Retention Scores of HND Students taught Advertising using CM Technique and those taught with CTMO.

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	210.724[a]	2	105.362	31.000	.000
Intercept	475.488	1	475.488	139.901	.000
Advert. Pretest	.816	1	.816	.240	.626
Method	151.792	1	151.792	44.661	.000
Error	210.722	62	3.399		
Total	8155.000	**65**			
Corrected Total	421.446	64			

Level of Significance = 0.05

Table 4 shows an F-ratio of 44.66 obtained with associated exact probability value of 0.00 which is less than the 0.05 level of significance used for testing the hypothesis. This means that the null hypothesis (Ho_2) is rejected and it can be inferred that there is a significant difference in the mean retention scores of HND students taught advertising using CM technique and those taught with CTMO. It shows that CM technique resulted in an improvement of students' retention in advertising. Although both instructional modes resulted in an improvement of the students' retention scores, CM has a higher mean gain.

Discussion of Findings

Effects of Teaching Technique on Students' Achievement in Advertising

The results showed that the use of CM technique for teaching advertising significantly improved HND students' achievement in the AAT than those taught using CTMO. Further investigation on ANCOVA revealed that there was a significant difference between the mean achievement scores of HND students taught advertising using CM technique and those taught with CTMO. This implies that students taught with CMtechnique achieved more than those taught with CTMO.

This finding is in consonance with those of Eneasato (2014) and Ezeudu (1995, 2013) who found that the use of CM technique in teaching improved students achievement in their courses (geography and organic chemistry) respectively. This means that the experimental group taught with concept maps achieved better than the control group taught with CTMO. This also agrees with the result of research conducted by Imoko (2005), Asan (2007) and Manjula (2010) who found in their separate studies that CM technique were more effective than the CTMO, in fostering students' achievement.

Effects of Teaching Technique on Students' Retention in Advertising

The results ascertained the mean difference in HND students' retention scores when taught advertising using CM technique and those taught with CTMO. This revealed that HND students taught with CM technique had higher mean retention scores than those taught with CTMO which implies that students taught advertising using CM technique retained significantly better than those taught with CTMO. Further investigation on the ANCOVA revealed that there was a significant difference in the mean retention scores of experimental group and control group due to treatment. This result showed that students in the experimental group retained more than those in control group that were taught with CTMO.

The finding supports a similar work on innovative methods that aid retention by Nebo (2009). This is in line with Eneasato (2014) who found that the mean retention scores of experimental groups taught with CMwas significantly higher than that of the control group. This corroborates with the result of Abdulhamid (2013) who found that CM technique helps learners for high retention of learning than CTMO.

Conclusion

This study examined the effects of CM on HND students' achievement and retention in advertising in polytechnics in Benue and Kogi States of Nigeria, using the AAT. Findings of the study revealed that the use of CM technique significantly improved the HND students' achievement and

retention in advertising. The study also revealed significant difference ($P < 0.05$) in the mean achievement and retention scores of HND students taught advertising using CM technique and those taught with CTMO.

Recommendations

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

1. Lecturers should adopt the CM technique for instructional delivery for enhanced academic achievement and retention by students.
2. Government and educational administrators should priorities training on the use and application of CM technique for polytechnic lecturers through organizing seminars, workshops and conferences.
3. Polytechnic lecturers in the country should be provided with the required in-service training for skill update in the use of modern and student-centred teaching technique such as concept mapping.
4. Concept mapping should be integrated into the HND marketing curriculum as a teaching technique for preparing lecturers and teachers for better performance.

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STRATEGIES FOR EFFECTIVE IMPLEMENTATION OF 2009 NBTE/UNESCO NATIONAL DIPLOMA CURRICULUM IN OFFICE TECHNOLOGY AND MANAGEMENT PROGRAMME

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Abstract

The need to ensure success in the implementation of 2009 NBTE/UNESCO curriculum for National Diploma programme of Office Technology and Management necessitated this study. The study which was carried out in Akanu Ibiam Federal Polytechnic, Unwana, Afikpo, Ebonyi State, was guided by three research questions and one null hypothesis was tested. The design was descriptive survey. The population of the study was 76. Purposive sampling technique was used and the entire population was studied. A five point rated structured questionnaire which was validated by three experts in Office Technology and Management was used for the data collection for the study. Mean statistics and standard deviations were used to analyse the data collected so as to answer the research questions and to determine the cohesion or otherwise of the respondents' ratings. Z-test was used to test the hypothesis at 0.05 level of significance. The findings showed that the 2009 NBTE/UNESCO curriculum is embedded with ICT and communication skills oriented courses and as such is quite relevant in today's world of business. The study also found that the provision of relevant infrastructure as well as teacher's ability to demonstrate the step by step application and means of acquisition of the skills contained in the courses will greatly enhance the implementation success rate of the curriculum. Based on the findings, the study recommended that specialisation among teachers should be encouraged. It also recommended that teachers should be frequently updated by way of training so as to keep abreast with the ever evolving technological world of business.

Keywords: *Office Technology and Management, Curriculum and implementation*

Introduction

Since the inception of literacy, wherever there was a man or woman of action, there too was a man of pen (secretary) to record his/her deeds. Secretarial Studies is one of the oldest and very useful professions in the world. The Course was designed to prepare people with vocational skills, effective work competencies, knowledge and attitudes for employability and self-dependence (Chukwumezie, 2006). It produced secretaries who performed office traditional roles such as taking dictations in shorthand and transcribing same, recording minutes of meetings, preparing and dispatching mails, receiving and making phone calls on behalf of their organisations, and so on.

Secretarial Studies as a course has witnessed a very significant and remarkable improvement in recent years and has grown beyond only preparing secretaries to run errands, prepare tea for the boss, receive visitors, answer phone calls, to more significant and dignifying responsibilities. The dynamism of and advancement in technology have changed the needs of offices and the business world of today and so the job expectations from secretaries and the methods of meeting those

expectations got changed responsively. In view of these changing trends in the job market, the National Board for Technical Education (NBTE) in collaboration with United Nations Educational, Scientific and Cultural Organisation (UNESCO) in 2004, reviewed the then Secretarial Studies curriculum. Consequently, an overhaul and total transformation took place giving birth to an almost new course of study Office Technology and Management (OTM). OTM curriculum, therefore, came as a result of an extensive review of the curriculum of Secretarial Studies due to societal demand for improvement. The emerged OTM programme aims at producing competent Office Managers.

OTM involves the use of new inventions or devices in an office to transform or change the process of office work. Okoro and Amagoh (2008) viewed OTM as an efficient, effective, productive and functional education, which leads to self employment, self reliance, paid employment and consequently, self actualisation. OTM is the bedrock for graduates' self reliance; it leads to national survival due to its skills and sub-skills that arrest the travails and traumatic embarrassments suffered by job seekers (Ohaegbulem, 2018).

In line with this new nomenclature, course contents and skills expectations, OTM now has more ICT related practical courses than ever while their graduates are now referred to as Office Managers. Subjects in the curriculum are divided into special areas, which include secretarial practice and techniques in office management and control, information and communication technology applications (such as word processing, spreadsheets, desktop publishing, web page design and the internet), and general studies in education relating to contemporary problem (Jamiu, 2008). The expanded curriculum has further broadened the course and provides more job opportunities for its adherents.

As reliance on technology continues to expand in office, the roles and chances of office managers keep evolving to the point that professional office managers now assume responsibilities that were once reserved for managerial staff. This then meant that constant curriculum review, as much as the need arises, is inevitable. For instance, since its inception in 2004, the curriculum for OTM National Diploma had been reviewed twice in 2006 and 2009 (NBTE, 2009). Ohakwe and Ojukwu (2008) observed that a curriculum, like a constitution, is not static rather it is fluid and elastic in application, administration and change, and it is principally modulated by the environment and technology. Curriculum reform is a modification or a review of what has existed for a purpose, adding or subtracting some elements or modules as a result of observable need or societal demand for improvement (Aharu & Unwuchola, 2015).

It has been noted that curriculum is the heart and blood of all academic endeavours and yet it has been variously defined and wrongly implemented. Justifiably, OTM curriculum for National Diploma has been reviewed but the success thereof at any point in time, lies to a greater extent, on the implementation strategies adopted. It is against this background that this study on ascertaining strategies for effective implementation of the 2009 NBTE/UNESCO OTM National Diploma curriculum is being conducted.

Statement of the Problem

The nomenclature Office Technology and Management (OTM) came in response to the need and challenges of technological advancement in the business world making most secretarial skills redundant and outrightly eroding others. It therefore became essential and of paramount importance to either review the curriculum of Secretarial Studies or scrap the course. The former was chosen,

thus OTM was birthed. In 2009, NBTE in collaboration with UNESCO came up with a new curriculum for ND programme of OTM. As expected, the curriculum contained more ICT courses aimed at imparting students with such skills as are relevant in the age. However, not much was done on the strategies of achieving the objective of the new curriculum. More attention was paid on the curriculum content itself and little or no attention paid to the modalities for attaining its success. The same set of teachers who studied Secretarial Studies and taught it over the years kick-started the new programme - OTM, with only a handful of them enrolling for practical training and further studies bothering on the new programme. Thus the success of the curriculum risks being jeopardised. It therefore becomes imperative to review the strategies of implementing this curriculum with a view to ensuring its success.

Purpose of the Study

The main purpose of the study is to ascertain the strategies for effective implementation of the 2009 NBTE/UNESCO curriculum for National Diploma programme in OTM. Specifically, the study sought to identify the:

1. Relevant skills embedded in OTM ND curriculum of 2009.
2. Most effective means of imparting word processing skills to OTM students.
3. Effective methods of imparting internet skills to OTM students.

Research Questions

The following research questions, in line with the specific objectives were formulated to guide the study:

1. What are the relevant skills embedded in OTM ND curriculum of 2009?
2. What are the most effective means of imparting OTM students with word processing skills?
3. What are the effective methods of imparting OTM students with internet skills?

Method

The study adopted the descriptive survey research design and the study was carried out in Akanu Ibiam Federal Polytechnics Unwana, Afikpo, Ebonyi State. The population was 76, comprising of 8 lecturers of OTM Department and 68 students of the same Department. No sample was taken as the population was manageable.

The instrument for data collection was a structured questionnaire rated on a 5-point rating scale. The instrument had two sections A and B. Section A had 3 items on demographic data of respondents while B had 18 items designed by the researcher guided by the research questions. The questionnaire was subjected to face validation by two lecturers in OTM Department, Akanu Ibiam Federal Polytechnic, Unwana, Afikpo.

The data collected were analysed using the mean statistics and standard deviation to answer the research questions while the hypothesis was tested using the z-test at 0.05 level of significance.

Hypothesis

One null hypothesis was tested at 0.05 level of significance thus:

Teachers and students do not differ significantly in their mean ratings of effective methods of imparting OTM students with internet skills.

Result

Research Question 1:

What are the relevant skills embedded in OTM ND curriculum of 2009?

Table 1: Mean ratings of lecturers on relevant skills embedded in OTM ND curriculum of 2009.

N = 8

S/N.	Items	$\bar{x}$	SD	Decision
1.	Word processing skills	4.63	0.85	Very highly required
2.	Spreadsheet operational skills	4.38	1.06	Highly required
3.	Presentation skills	4.63	0.52	Very highly required
4.	Internet operational skills	4.75	0.46	Very highly required
5.	Desktop publishing skills	4.75	0.46	Very highly required
6.	Enhanced communication skills	4.88	0.35	Very highly required
	Grand Mean/SD	**4.67**	**0.62**	**Very highly required**

***Source**: Researcher's Field Survey, 2018*

From the table, it can be seen that lecturers accepted that all the items (1 - 6) as very highly required as relevant skills that are contained in the courses in the reviewed 2009 NBTE/UNESCO curriculum for National Diploma programme in Office Technology and Management.

Table 2: Mean ratings of students on relevant skills embedded in OTM ND curriculum of 2009.

N = 68

S/N.	Items	$\bar{x}$	SD	Decision
1.	Word processing skills	4.90	0.38	Very highly required
2.	Spreadsheet operational skills	4.52	0.76	Very highly required
3.	Presentation skills	4.38	0.92	Highly required
4.	Internet operational skills	3.96	1.07	Highly required
5.	Desktop publishing skills	4.57	0.76	Very highly required
6.	Enhanced communication skills	4.40	0.96	Highly required
	Grand Mean/SD	**4.46**	**0.81**	**Very highly required**

***Source**: Researcher's Field Survey 2018*

From the table, students accepted the items (1 6) as highly required as relevant skills that are contained in the courses in the reviewed 2009 NBTE/UNESCO curriculum for National Diploma programme in Office Technology and Management.

Table 3: Lecturers' ratings on the most effective ways of imparting word processing skills to students.

S/N	Items	$\bar{x}$	SD	Decision
7.	Provision of relevant textbooks and manuals for students	4.63	0.52	Very highly required
8.	Furnishing computer labs with functional and sufficient computers	5.00	0.0	Very highly required
9.	Ensuring the availability of electricity for the class at least eight hours per week	4.88	0.35	Very highly required
10.	Guiding them through keyboarding with speed	4.55	1.07	Very highly required
11.	Teacher demonstrating to students the different uses of MS Word, step by step	4.88	0.35	Very highly required
	Grand mean/SD	**4.78**	**0.46**	**Very highly required**

***Source**: Researcher's Field Survey, 2018*

The table showed that lecturers accepted that all the items (7 11) are very highly required as the most effective ways of imparting OTM students with word processing skills, which is one of the skills contained in the reviewed 2009 NBTE/UNESCO curriculum for National Diploma programme in Office Technology and Management.

Table 4: Mean ratings of HND II students on the most effective ways of imparting word processing skills to students.

	Items	$\bar{x}$	SD	Decision
7.	Provision of relevant textbooks and manuals for students	4.22	0.86	Highly required
8.	Furnishing computer labs with functional and sufficient computers	4.74	0.66	Very highly required
9.	Ensuring the availability of electricity for the class at least eight hours per week	4.63	0.81	Very highly required
10.	Guiding them through keyboarding with speed	4.25	0.85	Highly required
11.	Teacher demonstrating to students the different uses of MS Word, step by step	4.07	0.94	Highly required
	Grand Mean/SD	**4.38**	**0.82**	**Highly required**

***Source**: Researcher's Field Survey, 2018*

All the variables in the table were accepted by students as the most effective ways of imparting word processing skills to students. Two of the variables were very highly required while the rest were highly required.

Table 5: Mean ratings of lecturers on the effective method of imparting OTM students with internet skills N = 8

S/N.	Items	$\bar{x}$	SD	Decision
12.	Providing free and accessible internet services and facilities in school	4.00	1.13	Highly required
13.	Sending teachers on refresher courses from time to time	4.63	0.74	Very highly required
14.	Showing students how to download and upload data to the net via a projected screen	4.50	0.76	Very highly required
15.	Helping students create/use departmental email account	4.00	0.93	Highly required
16.	Having lecturers with students in a virtual classroom with the aid of teleconferencing device	4.50	1.03	Very highly required
17.	Demonstrate how to use research and collaboration tools such as search engines and email	4.50	0.54	Very highly required
	Grand Mean/SD	**4.36**	**0.86**	**Highly required**

***Source**: Researcher's Field Survey, 2018*

The table shows that all the items (12 17) were accepted by lecturers as very effective means of helping OTM (ND) students to acquire skills for proficiency in the use of internet. Items 12 and 15 were highly required while the rest were very highly required.

Table 6: The mean ratings of students on the effective methods of imparting students with internet skills N = 68

S/N.	Items	$\bar{x}$	SD	Decision
12.	Providing free and accessible internet services and facilities in school	4.49	0.80	Highly required
13.	Sending teachers on refresher courses from time to time	3.69	0.83	Highly required
14.	Showing students how to download and upload data to the net via a projected screen	3.69	1.15	Highly required
15.	Helping students create/use departmental email account	3.72	0.98	Highly required
16.	Having lecturers with students in a virtual classroom with the aid of teleconferencing device	3.72	1.06	Highly required
17.	Demonstrate how to use research and collaboration tools such as search engines and email	4.04	1.06	Highly required
	Grand mean/SD	**3.83**	**0.98**	**Highly required**

***Source**: Researcher's Field Survey, 2018*

All the items (12 -17), as can be seen from the table, were highly required therefore showing their acceptance by students as effective means of helping ND OTM students acquire internet skills.

Test of Hypothesis

Table 7: There is no significance difference in the mean ratings of lecturers and students on the effective methods of imparting OTM students with internet skills as contained in the 2009 NBTE/UNESCO curriculum for National Diploma Programme in Office Technology and Management.

Variables	N	Mean	SD	A	Df	z-cal	z-crit	Remark
Lecturers	8	4.36	0.86					
				0.05	74	1.123	1.980	Accepted
Students	68	3.83	0.98					

Data in Table 7 show that the calculated z value of 1.123 at 74 degree of freedom at 0.05 level of significance is less than the critical value of 1.980. this shows that there is no significant difference in the mean ratings of lecturers and students respondents on the effective methods of imparting internet skills to OTM students, therefore the hypothesis was accepted.

Discussion

The result of the analysis of research question one showed that ICT and effective communication skills are considered relevant and necessary for graduates of National Diploma programme in Office Technology and Management, as engrained in the 2009 NBTE/UNESCO curriculum. This is in line with the findings of Jamiu (2008) who revealed that the 2009 ND curriculum contained courses in special areas which include secretarial practice and office

management, information and communication technology application skills and general studies relating to contemporary issues. With respect to research questions two and three, the analysis revealed that both lecturers and students rated the items on the tables as highly required. That is to say that they are highly needed for effective implementation of the 2009 curriculum as well as for imparting the requisite skills therein to students. The finding is in consonant with the observation of Adelakin (2009) that the implication of the 2009 curriculum is the greater emphasis on practical facet of teaching. Ileh and Akarahu (2014) also observed that one of the curriculum implementation skills needed is the ability of a teacher to take students to the laboratory for practical demonstration. A teacher can only do this if the needed facilities and infrastructure are provided. The test of the null hypothesis showed that teachers and students respondents did not differ significantly in their mean ratings of the strategies for imparting students with internet skills. The acquisition of these skills are important as they will enrich Office Technology and Management students with contemporary and relevant skills and so keep them highly competitive in the world of business.

Conclusion

Based on the findings of the study, it was concluded that the 2009 NBTE/UNESCO curriculum for National Diploma programme in Office Technology and Management contained relevant skills acquisition courses, the acquisition of which will keep its graduates viable in the world of business. It further concluded that teachers need to be actively involved in the order to ensure the success of this rich curriculum.

Recommendations

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

1. OTM teachers should be regularly sent on refresher courses/training so as to keep them abreast of technological trends and thereby suitable to teach the courses in the 2009 NBTE/UNESCO ND curriculum for OTM. It may also be necessary to have teachers specialise on key specific aspects of the courses taught in OTM. This area of specialization should be critically considered in course allocations.
2. Deliberate efforts should be made to provide the requisite infrastructure and facilities, particularly ICT facilities, for the effective teaching of the curriculum. Enrichment courses should also be added to the curriculum, from time to time, so as to ensure that OTM students are not left behind in an ever changing business world.
3. The use of Computer Technologists in the teaching of core ICT courses in OTM should be discouraged by all because it is an indication that OTM graduates are ill prepared and not fit to carry the future of the programme. OTM is not an appendage of Computer Science and so must not be treated as such else we jeopardise the future of OTM as a programme.

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TRAINING NEEDS IN BUSINESS TEACHER PREPARATION FOR IMPLEMENTING THE NEW SENIOR SECONDARY SCHOOL BUSINESS SUBJECTS CURRICULUM

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Abstract

It is not an overstatement to say that preparation of a teacher is the main tool for achieving any academic program. Over the years, curriculums for Senior Secondary School (SSS) and others have undergone many reviews in terms of content and structure. The recent one for SSS was widened to include 35 trade subjects out of which business subjects are six Stenography, Data Processing, Storekeeping, Book-keeping, Marketing and Salesmanship. Others already grouped under Business Studies as a field of study include Stores Management, Accounting, Commerce, Office Practice and Insurance. The teachers or 'would be' ones are supposed to be exposed to new technologies, sensitized and supported for continuous capacity building, effective handling of both genders, develop listening and questioning skills, communicate their courses to the public for acceptance and support, imbibe entrepreneurship education and operate on ethical standards to be able to handle the new SSS curriculum. These will enable them overcome some of the problems in business education. Major recommendation was that needed infrastructures should be provided by stakeholders and teachers used to survey any proposed curriculum before the actual provisions and implementations are started.

Keywords: *business, teacher preparation, curriculum*.

Introduction

Senior secondary education is a middle level education between primary education and tertiary education. It improves on primary education and prepares the foundation for tertiary education or for the world of work. It is decisive a stage that determines whether one can go further or switch into the world of work but as a junior staff unless one is prepared for self employment. The system of education in Nigeria has undergone several changes from 6-5-4 to 6-3-3-4 and now 9-3-4. This implies six years primary/five years senior secondary/four years tertiary education; six years primary/three years junior secondary/three years senior secondary/four years tertiary education and now nine years primary-junior secondary/three years senior secondary/four years tertiary education.

Nigeria as a member of United Nations Organizations is a signatory to several education charters among which are Education For All (EFA) and the United Nations Millennium Development Goals (MDGs) states Aina & Nwachukwu (2012). The authors continued by stating that charters have since influenced the policy foundation of education in Nigeria. In response to the global initiatives of MDGs and EFA, Nigeria adopted the nine years Universal Basic Education (UBE) program. The UBE program reform is set out to achieve the following among many others:

The integration of primary school and Junior Secondary School (JSS) (Basic Schools) into a continuous system of schooling;

The proposed vocationalization of the three- year Post Basic Education (PBE) or Senior Secondary Schools (SSS);

The planned review of the SSS curriculum in the context of the envisaged vocationalizing PBE;

The restructured school curricula at basic and post basic levels taking into account emerging national and global issues;

Review of school texts on the context of these reform measures;

Planned use of ICT to enhance learning and teaching;

Building the capacity of the school teacher in new ways of teaching and on the context of the new curricula specifications and

A planned shift from due emphasis on paper qualification to students' performance on tasks.

Federal Republic of Nigeria (2013) has this for SSS as its broad goals in the national policy on education:

Useful living within the society and

Higher education.

Specifically, secondary education shall among many others

Provide holders of Basic Education Certificate … with opportunity for education of a higher level, irrespective of gender, social status, religious or ethnic background;

Offer diversified curriculum to cater for the differences in talents opportunities and future roles;

Provide trained manpower in the applied sciences, technology and commerce at sub-professional grades;

Provide entrepreneurial, technical and vocational job-specific skills for self-reliance, and for agricultural, industrial, commercial and economic development; and

Inspire students with a desire for self improvement and achievement of excellence.

In view of these, Federal Republic of Nigeria (2008) spelt out that the curriculum for Senior Secondary Education shall consist of the following fields of study:

Science and Mathematics

Technology

Humanities

Business Studies which comprises of Stores Management, Accounting, Commerce, Office Practice and Insurance.

Trade/Entrepreneurship Subjects which are 35 in number covering many fields in addition to business subjects such as Stenography, Data Processing, Store keeping, Book keeping, Marketing and Salesmanship.

The focus of this paper was to look at the preparation of business teachers for proper implementation of the new SSS business education subjects' curriculum.

Theoretical Framework

Business can simply be said to be the supply of a product at a profit. Business teacher preparation is the training given to one in the field of business in a school in preparation for one to impart such learning to others. Business education is a program of studies which is aimed at creating

awareness in business occupations; preparing youths for work in business occupations; preparing people to become better citizens and consumers of goods, services and preparing business teachers. (Azuka, 2006). Enwemasor, Utebor and Okocha (2016) also stated that business education is a part of vocational education that prepares individuals for gainful employment through acquisition of skills and knowledge that prepares the individuals for the world of work. So, the person that impacts on others for business should be a prepared teacher. To Aliyu (2000), business education programs provide training for specific job and develop ability to use these skills in the business environment. So, business education prepares people for useful living. If so, it shows that the business teacher must be equipped adequately and must be living usefully in his/her society. Etonyeaku (2009) has these to offer for business education:

> To empower the individual with desirable skills, knowledge and values to perform specific functions so as to become self reliant and
>
> To empower the individual in such a way that the individual will develop his intellectual capacity that would help him to make informed decisions in all spheres of life.

With these in mind, Ekpeyong and Nwabuisi (2003) opined that the success of any system or organization is largely dependent on the quality and quantity of human resources available for the system. Federal Republic of Nigeria (2013) also stated that no education can rise above the level of its teachers. So, teachers' improvement remains cardinal and pivotal in the success of business education programs and every business teacher is expected to be acquainted with the present issues of technology advancement especially in the education industry states Onyesom, Agbule and Okwokenye (2012). Azih (2011) observed that Microsoft Excel, database management, basic computer networking, desktop publishing, web page design etc. are not included in business curriculum in many Nigerian universities. This shows serious deficiency in graduates who are expected to face the current office challenges or face the teaching of the SSS new curriculum structure which is more of the use of hands and brains. Ikegwuani (2018) stated that teaching has gone beyond talking and hearing but hearing, seeing and participating. We remember 85 90% of what we see but less than 15% of what we hear quips a communication expert - Sonya (2018). The type of education that equips its recipients to adapt to the changing world of work is business education. So, it is important that students are groomed to possess desired training, abilities, attitudes, skills and knowledge to fit into any place they may find themselves be it in work place, teaching institution or in self employment. This can be achieved when business education teacher is well prepared to inculcate the desired competencies in learners.

Business education cuts across all disciplines because all disciplines depend on business strategies to sell their products. In secondary education, it starts with business studies in Junior Secondary School (JSS) that covers Shorthand (though no longer emphasized), Typewriting, Book-keeping, Office Practice and Commerce. Then in Senior Secondary School (SSS), the students choose some of all the others already mentioned if the student is in commercial or social science group. After graduation, can the students fit properly into world of work or self employment? No because the present new technologies are not adequately handled by business teachers who are either not knowledgeable enough in the uses or lack equipment with which to impart desired knowledge and skills at this level.

Curriculum on the other hand is said to a planned program or course of study in a school. (Wikipedia, 2018). It is important that courses are reviewed in terms of content and relevance to societal needs. Thus, SSS curriculum has undergone several reviews to absorb the yearnings of the society and bears much on business studies as a field of study. So, the business teacher is being considered to be filled with certain competencies to enable him/her handle the reviewed courses effectively in order to meet national aspirations for our SSS business graduates.

Training Needs for Business Education Teachers

The teacher is an important key player in educational setting. The Nigeria Union of Teachers (NUT) will always use the slogan 'Teachers are great no controversy' or 'no teacher no nation'. If you say that education is expensive, you try ignorance and get the worst cheap loss. So, teachers' education to handle issues of learning should be given major emphasis in all educational planning and development of curriculum. In recognition of the pivotal role of quality teachers in the provision of quality education at all levels, teacher education shall continue to be emphasized at all educational planning and development states (FRN, 2013). It went further to state the goals of teacher education as follows:

Produce highly motivated, conscientious and efficient classroom teachers for all levels of the educational system;

Further encourage the spirit of enquiry and creativity in teachers;

Help teachers fit into the social life of the community and the society at large and enhance their commitment to national goals;

Provide teachers with the intellectual and professional background adequate for their assignment and to make them adaptable to changing situations; and

Enhance teachers' commitment to the teaching profession.

It stated that teacher education programs shall be structured to equip teachers for the effective performance of their duties. Information Technology (IT) training shall be incorporated into all teacher-training programs. Importantly, the provisions added that there will be revamping of teacher education curricula and training and I add, annually in order to meet the needs of everyday.

In view of the fact that business education graduates will eventually teach the SSS students, serious curriculum revision for business teacher education in line with SSS curriculum should always be done. Nagel (2013) stated that among all the challenges facing effective implementation of new technologies is the lack of professional development for teachers who are required to integrate them into the classroom. So, the need for adequate training of teachers in modern technologies can never over flogged at this time.

Technological Development of Teachers

Most learners toy with gadgets on IT but some do not apply the uses in the proper direction because they have not been taught with dedication on how to put them to great advantage in teaching and learning of their school subjects and in particular business subjects. They fiddle with various social media of interest but fail most of computer- based tests such as JAMB because their attention is focused on trivial issues that do not benefit their academic life.

All tertiary institutions offering business education should have ICT facilities to train. Learning in the contemporary can only be most effective when instructors eagerly and quickly accept and adapt to the challenges of e-training and e-business characterized by modern computers, interactive whiteboard, video library, video teleconferencing, electronic mail, projectors and other ICT facilities as suggested by many authors in their submissions and as practiced by few institutions. The use of these facilities has been evaluated in many ways.

Modern computers help to deliver lessons by allowing students practice with teacher as business education should be a 'brain and hand' course. One must listen, learn and practice for great perfection.

Internet enables phones and hybrid devices enhance students' motivation.

Electronic mail enhances communication and productivity in education.

Video library enables quick access to resource materials on line and have a positive impact on teaching.

Projectors help to facilitate hearing and seeing which kindles interest especially when pictures, charts, graphs etc. are shown.

Internet facilitates students' researches, projects and assignments outside the classroom.

ICT has greatly encouraged distance learning and wider spread of literacy devices.

The use of the above technologies will go a long way in enhancing or enriching the teaching and learning of business education programs regardless of level of that education and whatever name business studies, marketing, keyboarding etc.

Continuous training/Capacity Building

There is never a time learning can be said to have been perfected because when new things evolve, new teachings and learning come into play. A teacher of others must always try to be on top. So, training and retraining should be part of the teacher's yearning. Trainings can come through workshops, seminars, conferences, meetings, orientations etc. These, every teacher must embark on or avail themselves the opportunity to keep up-to-date. Teachers for business should be well ahead as other courses depend on them to prepare their learners on how to sell their products to the public. Though some teachers are reluctant to change, they must be encouraged to tackle innovations to avoid ineffectiveness. The facilitators for such programs should be people that have modern facts to add to existing body of knowledge. Aina and Nwachukwu (2012) opined that capacity building on an individual requires the development of conditions that allow participants to build and enhance existing knowledge and skills. Okolocha and Nwadiani (2014) stated that business studies teachers regardless of gender and experience were trained using the traditional approach with obsolete facilities and so, should improve themselves with determination to easily adapt to changes especially with ever reviewed curriculum to meet up with technological explosions.

Gender Insensitivity

This is another issue that should be emphasized on. It is observed that more women are found in department of education in most institutions. However, men explore more especially as regards modern technology and innovations. So, every institution for training of teachers should give

attention to admission of more males who are genuinely seeking admissions against those who opt for business education when all others fail. Women in training should be made to measure up to standards and not ignored in certain explorations because they are assumed to be weak. They should not be allowed to get away with whatever level they are able to explore but should be made to regard themselves as men who can delve into issues regardless of how hard they seem. With this, they can give adequate training to the SSS students as expected. It is with bold steps/attempts that teaching and learning of the new SSS curriculum can be achieved with desired competencies acquired by learners. In short, every learner of business education should be regarded as having the necessary endowment to acquire what it takes to be in the department regardless of sex. Women represent humanity and so, should no longer be regarded as decorative accessories and objects to be moved about or as companions to be flattered and calmed with promises and gifts but should be regarded as the nation's valuable human resources to be pampered, refined and adequately equipped and empowered to contribute appropriately to the nation's development states Maduewesi (2005).

Listening and Questioning Skills

For any meaningful teaching and learning, listening skills should be properly applied. Without the ability to listen effectively, messages are easily misunderstood leading to communication breakdown and the sender of the message can easily be frustrated or irritated emphasized Abayomi (2014). In the same way when question is not properly structured, it leads to misunderstanding and capable of many interpretations which can lead to wrong answers and actions. A student of business education should be taught how to deliver effectively in the classroom through developing listening and questioning abilities. It is not easy as most of the time personal dispositions and ideologies interfere in communication process. Basic principles of effective listening should be emphasized throughout the learning period and it includes

Avoidance of interruption when another is talking;

Paying adequate attention without allowing the mind to wonder off at that moment;

Allowing the speaker to be at ease so that he/she can express his/her intended message with calmness;

Being patient with the speaker to the end no matter the subject matter or his/her interjections; and

Avoiding bias so that one can reason objectively and have impartial answers or responses.

Questioning skills are important too. The question should be

Simple and straight to the point;

In clear language and at the level of the person being asked;

Capable of producing a clear answer and not double barreled or ambiguous;

Asked in the tone that befits the situation; and

Evenly distributed in the class to attract everybody's attention.

The learners should be encouraged to ask questions and every of their questions should be responded to regardless of how it is asked or whether it is assumed to be out of point. In fact, interactive sessions in teaching and learning have been found to be very effective and modern.

Public Relations Activities

There is common dictum that if you done say that 'I am' nobody will say that 'you are'. From the beginning, a student of business education should be taught to agree that he/she is in the best course. They should be taught to do all that is in their powers to sell the course to others especially the SSS students whose 'lower mind' will always be opting for big sciences. All business education public should be attracted to beef up public image of the course. SSS curriculum talks more on doing and self reliance and therefore, efforts should be made to make the subjects attractive through excursions to industries and other notable places of business, having properly equipped business laboratory, organizing career conventions with parents and guardians in attendance, organizing business open days to show case some business ventures in collaboration with other departments in selling their products and inviting the public, dealing with criticisms and attacks on business subjects, newspaper and journal releases covering the department states Ikegwuani and Ibeneme (2010). These are all in effort to make business courses attractive to the youths who will in turn seek for admissions into the department at tertiary level and become instructors some day.

Entrepreneurship Education

This is the talk of the day. It is no longer emphasized that one should graduate and seek for a well-paid job but for one to set up one's venture in order to be self reliant, self sustaining and employer of labour. Therefore, teacher of teachers should be made to have entrepreneurship spirit so that every topic and opportunity will see him/her thinking of how to convert it to a realistic and profitable adventure. Entrepreneurship Education can be seen as an educational pursuit that facilitates proper self-dependence by students and the society at large. (Ekwevugbe, 2015). The author continued by stating that this type of education is capable of transforming citizens to self-reliant individuals capable of contributing to the general economic development of the nation. The spirit of 'Yes I Can' should be inculcated in learners and also 'Do Much with Little' brings out the best of entrepreneurial minds.

Entrepreneurship moves with innovation. The maxim should be 'To Lead for others to follow'. Innovators are men and women of action. They are very courageous, alert and possess the ability to explore and create opportunities in every situation. They don't believe in failure as they turn failures to opportunities for profitable improvements. So, the attributes of entrepreneurs and innovators such as alertness, vision and mission developers, prudence, perseverance, tolerance, fall and rise etc. should find themselves all through the curriculum of business educators in their learning and in their life pursuit.

Concept of Ethics

Ethics refer to values, or rules of conduct held by a group or individuals within a family, work environment, institution, profession, community, society or nation states Eze and Njuru (2006). It is important to note that any setting without basic rules for fair practices or moral consciousness is bound to collapse someday. With all that have been discussed on running SSS curriculum in business subjects, ethical standards will make its implementation very effective. The business educators should be up and doing by requesting for adequate funding which provides for all other needed resources and sincerely put all the resources to use. It is important that features of ethical standards such as truthfulness, transparency, accountability, due process, prudence, self control, punctuality, regularity, honesty, fair play etc. be seen in practice in the teaching and learning of business education for a lasting achievement of the objectives of senior secondary business education. Shaibu, Mbaegbu & Ugoaahukwu (2016) gave some ethical factors that should guide a teacher on what is expected of him/her in the profession which includes among many others

Be dedicated to their profession

Act as role model to learners

Be punctual to both school and classes

Have the interest of the learners and the job

Be a good judge in evaluating learners

Have a good knowledge of the subject matter

Be industrious and have good initiative

Be a good manager of classroom to promote learning

Upgrade themselves through attendance of seminars, conferences, workshops as well as research writing and academic publication.

Included in the issue of ethical disposition is the manner of assessing business education students in schools. There should be zero tolerance for examination malpractice for objectivity to be observed. This will help to know if desired competencies have been acquired by learners who will in turn handle SSS classes. It is better for students to repeat or stay longer in school to get what is standard than to cheat all the way and rush out as 'educated illiterates'.

Problems in Business Teacher Education

There is setting that has no setbacks due to problems that are encountered. There are lacks and gaps that sometimes hinder adequate preparation of teachers in handling issues. They include

Shortage of funds to cater for all other resources

Apathy by stakeholders where every aspect of our learning are going scientific

Lack of appropriate equipment to run the programs

Incessant industrial actions by various pressure groups leading to insufficient handling of semester courses and proper assessments

Restive disposition of present day students

Cultism and other vices that impede smooth running of institutions with attendant threats to lives and property

Lack of involvement of lecturers and other stakeholders during curriculum reviews and no preparation of implementers with adequate information and equipment to handle merging issues in the curriculum

Lack of enough motivational incentives to educators for a dedicated service.

Conclusion

Curriculum reviews are good because change is continuous and must be followed to meet with emerging challenges. The new SSS business subject curriculum is a sound innovation n. if the teachers are given adequate trainings and motivated enough, they can willingly help to explore opportunities in their various fields. This is important now that self reliance and entrepreneurship is being advocated for. Well prepared and encouraged teachers will be ever ready to work in building a system for achievement of national aspirations for our youths through business education.

Recommendations

1. Institutions for business teacher education should review their curriculum in line with national aspirations to take care of emerging issues in secondary schools.
2. All relevant organs of the government should embark on serious training and retraining of business teachers for appreciating and implementing the curriculum.
3. Needed infrastructures should be provided by the government and other stakeholders to help in this regard.
4. Monitoring, supervision and inspections should be very effective so as engender quality assurance which is purely evidence-based.
5. Selected teaching personnel should be used to survey proposed issues to be carried to curriculum drafting committee before actual provisions are made for easy acceptance and implementation.

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ELECTRONIC RECORDS MANAGEMENT COMPETENCIES REQUIRED OF POLYTECHNIC OFFICE TECHNOLOGY AND MANAGEMENT GRADUATES IN SOUTH-SOUTH NIGERIA

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Abstract

The study assessed electronic records management competencies required of OTM polytechnics graduates in the e-records world. Two research questions and two null hypotheses guided the study. Descriptive survey design was adopted with a population of 145 OTM lecturers in public polytechnics in South-South Nigeria. The entire population was used as sample because of its manageable size. Data were collected, using a structured questionnaire on a five point rating scale. Three experts validated the instrument while cronbach alpha reliability coefficient was used to determine the reliability of the instrument with a coefficient of 0.85. Data collected were analyzed using mean and standard deviation, while t-test statistics was used for testing the null hypotheses at 0.05 level of significance. The study showed that OTM graduates required word processing and database management competencies for office e-records management in the e-records world of work for global competitiveness. The hypotheses tested, showed that, there were no significant differences in the mean ratings of male and female lecturers of OTM on office e-records management competencies required of OTM graduates. Based on the findings, the study among others recommended that the identified e-records management competencies in word processing and database management should be used for retaining of lecturers for effective use of ICTS in polytechnics.

Keywords: *E-records, Competencies, e-world, OTM and Polytechnics*

Introduction

Office Technology and Management (OTM) education in Nigerian polytechnics has been evolving and developing with the advancement in office work and technology. Office Technology and Management is a nomenclature that has replaced Secretarial Studies Programme in Nigerian Polytechnics. (NBTE 2004). This was as a result of an extensive review of Secretarial Studies Curriculum in order to make its recipients to be ICT-compliant and fit appropriately in the world of work, most especially, in the modern offices that are characterized by various types of state of the art technologies. Polytechnic education in Nigeria is part of tertiary education whose aim is to provide middle-level manpower to man the various sectors of the Nigerian economy (Ikelegbe & Odede, 2012). According to the National Policy on Education, (FRN, 2013), Polytechnics in Nigeria shall maintain a two tier programme of studies; namely, the National Diploma (ND) and the Higher National Diploma (HND) with one year period of industrial experience serving as one of the pre-requisites for entry into the HND programme.

Office Technology and Management programme is designed to equip students with the competencies required to work in a modern office environment (E-world). The broad objectives of OTM programme, according to NBTE the (2004), are:

i. Acquisition of Secretarial skills
ii. Acquisition of ability to write shorthand for three minutes in varied materials at 1.3 syllabic intensity dictated at 80 Words Per Minute (WPM) and 1.4 syllabic intensity of 100 wpm and transcribed on the computer with a minimum of 95% accuracy for both ND and HND respectively.
iii. Typing effectively various office jobs and acquiring a copying rate of 40wpm and 50wpm for ND and HND respectively on passages not below 1.3 syllabic intensity with 98% accuracy.
iv. Acquisition of general education.
v. Laying the foundation for advanced studies.

The knowledge, attitudes and skills expected of the ND graduates, according to the curriculum objective is to enable the graduates fit in properly into the office of any organization and perform professionally, the functions of the modern secretary. This is because the curriculum is ICT-based and tailored towards the need of the modern office. At the HND level, the students are expected to acquire an in-depth knowledge of Office Procedures, ICT Office Administrative and Management (Amiaya, 2015). Graduates are also expected to be trained in office concept and office procedures, ICT office applications, records management information systems, advanced web page design, professional career and professional ethics and social responsibility (Ugwanyi, 2012). The activities of the modern office in the E-world such as accounting, mail handling, filing, telephone switching systems, reprographics, among others are needed to be performed by competent professional secretary.

The work of the professional secretary has changed from the traditional office routine of handling mails manually to the application of modern office techniques and the use of sophisticated office equipment in the processing of information and managing information (Oguejiofor & Ile, 2015). In the light of changes, the secretary has come to be seen as a manager of office records. Thus, the modern secretary needs to acquire records management competencies to meet up with the changing business environment and secretarial functions. There is no doubt that secretaries are among the best office management and administration practitioners all over the globe. Since technology is about improving work efficiency within work environments, it means that secretaries have to be proactive in their profession to be abreast with the E-world as soon as any new development is introduced in office records management. Records are the memory of an organization, the raw material for decision-making and the basis for legal defensibility (Caetzer, 2012).

Cornwell Management Consultants (2014) defined a record as a document produced or received by a person or organization in the course of business and retained by that person or organization. Records are the assets of an organization that are created, processed, transmitted, used, stored, retrieved, retained and eventually destroyed. An electronic record (E-record) is any information that is recorded in machine readable form. Computers generate large volumes of paper records that can be managed using the electronic records management system. However, organizations are increasingly choosing to not only create records electronically, but also to store, retrieve and use them in computerized form for long periods. Electronic records unlock the contents

previously difficult to access in paper form, enable more effective sharing of information and contribute to knowledge network flow. The importance of records management is highlighted by the need for evidential proof of activities in account or dispute. Organizations and individuals thus cannot afford to downplay the art of proper records management systems.

A systematic approach to the management of records is essential for organizations to protect and preserve records as evidence of activities and transactions. The National Archives and Records Service of South Africa in Ajike (2015) defined records management as the management of information resources in a manner that makes information easily accessible, securely protected and stored, and correctly disposed of when necessary. Thus records management controls and oversees the creation, maintenance, use and disposal of records. Records management is the process by which internally or externally generated physical or electronic records are managed from their inception, receipt and storage, all the way through to their disposal (Ngulube in Seniwoliba, Mahama & Abilla, 2017). Records management therefore seeks to efficiently and systematically control the lifecycle (creation, use, maintenance, archive or disposal) of records that are routinely generated because of its activities and transactions by a competent secretary.

Competence is the state or quality of being adequately or well qualified, having the ability to perform a specific role. Competence is the ability to do something well. The European Commission's Cedefop glossary (Cedefop, 2014) saw competency as the ability to apply learning outcomes adequately in a defined context (education, work, personal or professional development). Cedefop expressed further that competency is not limited to cognitive elements (involving the use of theory, concepts or tacit knowledge), it also encompasses functional aspects (involving technical skills) as well as interpersonal attributes (for example social or organizational skills) and ethical values. Thus, there is the need to assess the office E-record management competencies required of OTM graduates in the polytechnics in the following secretarial professional competencies in the E-world: The word processing competencies and database management competencies as limited to this present study.

The Problem

Office e-record management competencies are essential and are required of office technology and management graduates for global competitiveness because no organization exists without records which have to be created and captured, retained for the period of schedule and disposed as at when due. Despite the benefits of e-records management skills taught in Nigerian polytechnics, it appears that some, if not most office technology and management graduates from the polytechnics in South-South Nigeria still find it difficult to effectively manage records using electronic devices. Office technology and management graduates are required to possessed e-records management competencies to create and capture, retain and dispose information appropriately but there seems to be a gap in the level to which these competencies OTM graduates possess in the polytechnics in south-south Nigeria. This study therefore, is concerned with the Assessment of Electronic Records Management Competencies Requirements of Polytechnics OTM Graduates in South-South Nigeria for the world of work, for global competiveness.

The main purpose of the study was to assess the office e-records management competencies required of OTM graduates in the e-world of work for global competitiveness in the polytechnics in South-South Nigeria. Specifically, the study:

1. Determined the word processing competencies required of OTM graduates for office e-records management in the e-world of work for global competition in polytechnics in South-South Nigeria.
2. Determined the database management competencies required of OTM graduates for office e-records management in the e-world of work for global competition in polytechnics in South-South Nigeria.

The following research questions guided the study:

1. What are the word processing competencies required of OTM graduates for office e-records management in the e-world of work for global competition in polytechnics in South-South Nigeria?
2. What are the database management competencies required of OTM graduates for office e-records management in the e-world of work for global competition in polytechnics in South-South Nigeria?

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

1. There is no significance difference in the mean responses of male and female OTM lecturers on the word processing competencies required of OTM graduates for office e-records management in the e-world of work for global competition in polytechnics in South-South Nigeria.
2. There is no significance difference in the mean responses of male and female OTM lecturers on the database management competencies required of OTM graduates for office e-records management in the e-world of work for global competition in polytechnics in South-South Nigeria.

Method

The study adopted descriptive survey design. The study was carried out in public polytechnics in South-South Nigeria. The population for the study comprised 145 respondents (made up of male and female OTM lecturers) in the six public polytechnics in South-South Nigeria. The entire population was used as sample for the study because of its manageable size. The data for the study were collected using a structured questionnaire. The instrument was structured on a five point rating scale of Very Highly Required (VHR) 5 points, Highly Required (HR) 4 points, Moderately Required (MR) 3 points, Less Required (LR) 2 points and Not Required (NR) 1 point. Data collected were analyzed using mean and standard deviation, while the t-test was used to test the hypotheses at 0.05 level of significant.

Results

Research Question One

What are the word processing competencies required of OTM graduates for office e-records management in the e-world of work for global competition in polytechnics in South-South Nigeria?

$H0_1$: There is no significance difference in the mean responses of male and female OTM lecturers on the word processing competencies required of OTM graduates for office e-records management in the e-world of work for global competition in polytechnics in South-South Nigeria.

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

Table 1: Mean Ratings and t-test Statistics of Male and Female OTM Lecturers on the Word Processing Competencies Required of OTM Graduates for Office e-records Management in the e-world of Work for Global Competition in Polytechnics in South-South Nigeria (n = 138)

SN	Required Word Processing Competencies for E-Record Management	$\overline{X}_1$	$\overline{X}_2$	$\overline{X}_G$	SD_G	t-cal	t-tab	Remarks RQ	Remarks H0
1	Keyboarding with speed and accuracy	4.58	4.88	4.73	0.48	1.98	1.96	VHR	Sig
2	The use of word processing packages and software	4.59	4.58	4.58	0.59	0.15	1.96	VHR	NS
3	Formatting and proofreading documents	4.21	4.28	4.25	0.43	0.87	1.96	HR	NS
4	Saving files to hard disk, disk drive and network	4.65	4.60	4.63	0.68	0.58	1.96	VHR	NS
5	Retrieve save document in external or back-up drives	4.75	4.71	4.73	0.44	0.44	1.96	VHR	NS
6	Organize files, directories and folders	4.32	4.28	4.30	0.56	0.56	1.96	HR	NS
7	Check and correct spelling and grammatical errors	4.70	4.64	4.67	0.47	0.67	1.96	VHR	NS
8	Move cursor round the active document	4.88	4.56	4.71	0.65	2.05	1.96	VHR	Sig
9	Highlight specific text on a document	4.37	4.31	4.34	0.47	0.79	1.96	HR	NS
10	Insert new text and delete existing text appropriately	4.43	4.39	4.41	0.55	0.53	1.96	HR	NS

Key: X_1 = *Mean of Male;* X_2 = *Mean of Female;* X_G = *Grand mean;* ***SD*** = *Standard Deviation; t-cal = t-calculated; t-tab= t-table value; Number of the Respondents (138);* ***VHR*** = *Very Highly Required;* ***HR*** = *Highly Required;* ***Sig*** = *Significant;* ***NS*** = *Not Significant.*

In the grand mean ratings of the responses of the OTM lecturers, seven out of the 10 identified items in Table 1 range from 4.58 4.73 which are within the boundary limit of 4.50 5.00 on a 5-point Likert rating scale. This indicated that the six identified items of word processing competencies are Very Highly Required by OTM graduates for office e-records management in the e-world of work for global competition in polytechnics in South-South Nigeria. The grand mean ratings of the respondents of the remaining four items in the table, specifically, items 3, 6, 9 and 10 are 4.25, 4.30, 4.34 and 4.41 respectively which fell within boundary limit of 3.50 4.49 on a 5-point Likert rating scale indicating that the remaining four items of word processing competencies are Highly Required by OTM graduates for office e-records management in the e-world of work for global competition in polytechnics in South-South Nigeria. The standard deviation values for the 10 items were between 0.43 and 0.68 which indicated that the responses of the respondents are close to one another and the overall mean.

The data presented in Table 1 on t-test statistics further show that the t-cal (t-calculated) values of eight out of the 10 items in the table ranged from 0.15 to 0.87 which are all less than the t-tab (t-table) of 1.96. This indicated that there are no significant differences in the mean ratings of male and

female lecturers of OTM on the eight items word processing competencies required of OTM graduates for office e-records management in the e-world of work for global competition in polytechnics in South-South Nigeria. Hence, the hypothesis of no significant difference in the mean ratings of male and female lecturers of OTM is accepted on the eight items in the table. The t-cal (t-calculated) values of the remaining two items in the table, that is, items one and eight are 1.98 and 2.05 which are all greater than the t-tab (t-table) of 1.96 indicating that there are significant differences in the mean ratings of male and female lecturers of OTM on the two items. Therefore, the hypothesis of no significant difference in the mean ratings of male and female lecturers of OTM is rejected on items one and eight in the table.

Research Question Two

What are the database management competencies required of OTM graduates for office e-records management in the e-world of work for global competition in polytechnics in south-south Nigeria?

$H0_3$: There is no significance difference in the mean responses of male and female OTM lecturers on the database management competencies required of OTM graduates for office e-records management in the e-world of work for global competition in polytechnics in south-south Nigeria.

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

Table 2: Mean Ratings and t-test Statistics of Male and Female OTM Lecturers on the Database Management Competencies Required of OTM Graduates for Office e-records Management in the e-world of Work for Global Competition in Polytechnics in South-south Nigeria (n = 138)

SN	Required Database Management Competencies for E-Record Management	$\overline{X}_1$	$\overline{X}_2$	$\overline{X}_G$	SD_G	t-cal	t-tab	Remarks RQ	Remarks H0
1	Create and maintain data	4.50	4.60	4.55	0.61	1.02	1.96	VHR	NS
2	Extract and list all records	4.39	4.51	4.45	0.71	1.00	1.96	HR	NS
3	Sort records in ascending or descending order	4.62	4.55	4.58	0.49	0.84	1.96	VHR	NS
4	Generate formulated text with title and subtitle	4.65	4.56	4.60	0.53	1.06	1.96	VHR	NS
5	Interpret and execute programme instruction	4.32	3.78	4.03	0.76	2.57	1.96	HR	Sig
6	Create a record in a spread sheet	4.59	4.62	4.60	0.60	0.26	1.96	VHR	NS
7	Classify data into convenient groups	4.45	4.54	4.50	0.50	1.02	1.96	VHR	NS
8	Sort data into sequence	4.59	4.62	4.60	0.48	0.33	1.96	VHR	NS
9	Create payroll for workers of different grade levels	3.84	3.86	3.85	0.80	0.12	1.96	HR	NS
10	How to find, sort and print information	4.59	4.47	4.52	0.53	1.41	1.96	VHR	NS

Key: ***X_1*** *= Mean of Male;* ***$\overline{X}_2$*** *= Mean of Female;* ***X_G*** *= Grand mean;* ***SD*** *= Standard Deviation; t-cal = t-calculated; t-tab= t-table value; Number of the Respondents (138);* ***VHR*** *= Very Highly Required;* ***HR*** *= Highly Required;* ***Sig*** *= Significant;* ***NS*** *= Not Significant.*

The grand mean ratings of the responses of OTM lecturers seven out of the 10 identified items in Table 2 range from 4.50- 4.60 which are within the boundary limit of 4.50 5.00 on a 5-point Likert rating scale. This indicates that the seven identified items of database management competencies are Very Highly Required by OTM graduates for office e-records management in the e-world of work for global competition in polytechnics in south-south Nigeria. The grand mean ratings of the respondents of the remaining three items in the table, that is, items 2, 5 and 9 are 4.45, 4.03 and 3.85 respectively which fell within boundary limit of 3.50 4.49 on 5-point Likert rating scale indicating that the remaining three items of database management competencies are Highly Required by OTM graduates for office e-records management in the e-world of work for global competition in polytechnics in south-south Nigeria. The standard deviation values for the 10 items were between 0.49 and 0.80 which indicated that the responses of the respondents are close to one another and the overall mean.

The data presented in Table 3 on t-test statistics further reveal that the t-cal (t-calculated) values of nine out of the 10 items in the table ranged from 0.12 to 1.41 which are all less than the t-tab (t-table) of 1.96. This indicated that there are no significant differences in the mean ratings of male and female lecturers of OTM on the nine items database management competencies required of OTM graduates for office e-records management in the e-world of work for global competition in polytechnics in south-south Nigeria. Therefore, the hypothesis of no significant difference in the mean ratings of male and female lecturers of Business education is accepted on the 9 items in the table. The t-cal (t-calculated) values of the remaining one item in the table, that is item five was 2.57 which was greater than the t-tab (t-table) of 1.96 implying that there was significant difference in the mean ratings of male and female lecturers of OTM on the item. Consequently, the hypothesis of no significant difference in the mean ratings of male and female lecturers of OTM is rejected on item five in the table.

Discussion of Findings

The findings of this study showed that, the word processing competencies required by OTM graduates for office e-records management in the e-world of work for global competition in polytechnics in South-South Nigeria include keyboarding with speed and accuracy, the use of word processing packages and software, formatting and proofreading documents, saving files to hard disk, disk drive and network, retrieving saved document in external or back-up drives, organizing files, directories and folders, checking and correcting spelling and grammatical errors and moving cursor round the active documents, among others. Database management competencies required of OTM graduates for office e-records management in the e-world of work for global competition in polytechnics in south-south Nigeria include creating and maintain data, extracting and listing all records, sorting records in ascending or descending order, creating a record in a spread sheet and classifying data into convenient groups, among others.

The findings of this study agreed with that of Asuquo (2010) who studied the business and information processing skills needed by business centre operators. The author found out that operators of business centre are deficient of ICT skills and therefore needed all the information technology skills in system operations including typesetting of all types of documents, handling of special documents, graphics and architectural designs, performing statistical analysis as well as doing desktop publishing. In addition, the finding of this study corroborated that of Agbamu (2007) who

carried out a study on ICT competencies need by NCE business education graduates and found out that computer operation competencies such as ability to start up and shut down a computer system and its peripherals, start an application and create a document, use a word processing package, using data management system, writing, sending and receiving mails using the E-mail internet facility are generally required for employment in both the public and private sectors of the economy. In addition, the findings of this study supported that of Okafor (2017) who identified electronic office management skills required by Nigerian graduates of Business education to include effective use of ICT element such as word processing package, software, hardware, budgets, marketing and exploration. Other findings by Okafor are handling various photocopying machines for reproduction of documents, using electronic scanning, phototypesetting to typeset, edit and reproduce documents using the computers, doing desktop publishing using the computer, using accounting spreadsheet with the computer, proficiency in handling data analytical packages such as SPSS for official data management, using techniques involved in saving, coding indexing and retrieving documents on disks, microfilms and other magnetic media, writing, sending and receiving mails using the e-mail internet facility and using the computer to do graphic and webpage designs.

Conclusion

Office e-record management competencies are essential and are required of office technology and management graduates in the e-world of work for global competition because no organization exists without records which have to be created and captured, retained for the period of schedule and disposed as at when due. Unfortunately, despite the overwhelming benefits of e-records management skills taught in Nigerian polytechnics, most office technology and management graduates from the polytechnics in south-south Nigeria still find it difficult to effectively manage records using electronic systems. Hence, this study concluded that OTM polytechnics graduates are required to be acquainted with the identified e-record management competencies to meet up with the global competition in the e-world of work.

Recommendations

Based on the findings and conclusions drawn from the study, the following recommendations are made:

1. That the identified e-record management competencies in word processing, micrographic and database management should be used for retaining of teachers and lecturers for effective use of ICTs for teaching polytechnics students in Nigerian schools.
2. There should be adequate provision of ICT facilities for teaching and learning in Nigerian polytechnics so that the graduates can acquire basic ICT skills while in schools for better performance in the labour market.
3. There should be proactive curriculum review and update with relevance in ICT-oriented curriculum for improved e-learning skills and competencies by the graduates.
4. The State governments through their ministry of education should help package the identified e-record management competency items in word processing and database management teachable programmes for training the idle graduates for self or paid-employment in the Nigerian lablour market.

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