



HOW CURRICULUM CONTENT AND PEDAGOGIES ARE UTILIZED FOR ENHANCING ENTREPRENEURIAL SKILLS AMONG BUSINESS EDUCATION UNDERGRADUATES

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Abstract

The study focused on how curriculum content and pedagogies are utilized for the enhancement of entrepreneurial skills in business education undergraduates in colleges of Education in Delta State. Two research questions guided the study and two hypotheses were tested at 0.05 level of significance. The study adopted the descriptive survey research design. The study was carried out in Delta State Nigeria. The population of the study comprises 17,340 students in the colleges of Education in the Business education programmes. The sample of the study is 867 respondents drawn from the four colleges of education which is 5% of the students. A structured questionnaire containing 66 items validated by three experts in the Faculty of Education, Ebonyi State University was used for data collection. Test of reliability of the questionnaire was done using the Cronbach Alpha reliability method which gave co-efficient values of 0.92. The data collected from the respondents with regards to the research questions were analyzed using 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, t-test were used to test the null hypotheses. Findings of the study revealed that business education students in colleges of education in the Delta state have been imparted with entrepreneurial skills and entrepreneurship education pedagogies used by lecturers in colleges of education in Delta state is at a low extent. Hypotheses tested shows that there is no significant difference between the mean ratings of male and female students of federal colleges of education on the extent entrepreneurship education curriculum inculcates entrepreneurial skills in undergraduates and there is no significant difference between the mean ratings of male and female students of federal colleges of education on the extent entrepreneurship education pedagogies are utilized for the enhancement of entrepreneurial skills in students. Based on the findings it was recommended among others that government through the National Colleges of Education Commission can set up special grants for frequent training and retraining of lecturers within and outside the country to bring them up-to-date with modern ideas and teaching methods of the subject matter. The government should ensure the adequate provision of comfortable lecture halls and seats that are equipped with requisite teaching and learning aids such as projectors, marker boards, public address system, properly ventilated and well-lit classrooms.

Keywords: *Curriculum Content, Pedagogies, Entrepreneurial Skills, Business Education Students*

Introduction

The high rate of graduate unemployment in Nigeria has been blamed on the fact that most graduates from Nigerian universities are unemployable (Chiaha & Agu, 2023). It is due to this high unemployment rate among graduates in tertiary institutions that the Entrepreneurship education was introduced in Nigerian education system in 2006 by the Federal Government of Nigeria to stem rate of unemployment among graduates of Nigerian universities by preparing them to set up private business after graduation, thus making Nigeria one of the leading twenty economies of the world by 2020. The inclusion of entrepreneurship education into Nigerian university curriculum underscores the need to actively promote and train students to be entrepreneurial within our educational system.

Entrepreneurship education is novel in the curriculum of higher education in Nigeria (Anannagoon, Akudo & Ematarom, 2018). According to the authors, only a few colleges of education seem to have introduced it as a compulsory course. Entrepreneurship education is unique in the sense that, unlike many



other courses, it seeks to change people's attitudes and beliefs and to equip them with the skills necessary to plan, launch, and successfully manage their own business enterprises and that of others as well. Entrepreneurship education therefore, could be conceptualized as the type of educational process geared towards equipping students with creative and innovative ideas that will enhance self-employment and job creation (Ibe, 2018). Entrepreneurship education inculcates in individuals entrepreneurial skills that enable them confront situations in creative and innovative ways (Chiaha and Agu, 2023). Chiaha and Agu further explained that such entrepreneurial individuals create jobs for themselves and others thereby reducing unemployment. Even when such individuals are employed by other enterprises, they as intrapreneurs easily become agents of business expansion and growth leading to the creation of more business opportunities and more jobs. Corollarily, Ikeme (2022) sees entrepreneurship education as a carefully planned process that eventuates into the acquisition of entrepreneurial competencies through appropriate curriculum content.

Curriculum is seen as an important element of education. This is due to the fact that the aims of education are reflected in the curriculum. It is through curriculum that the general aims of school education receive concrete expression. Curriculum is a group of related courses, often in a special field of study. Kuratko (2019) defines curriculum as "the instructional and educative program through which the pupils achieve their goals and aspirations of life". Curriculum therefore, could be defined as the planned interaction of pupils with instructional content, materials, resources, and processes for evaluating the attainment of educational objectives. It includes the content of courses (the syllabus), the methods employed (strategies), and other aspects, like norms and values, which relate to the way the school is organized. Curriculum content refers to what is taught in school, it is the subject matter or topics consisting of facts, concepts, ideas, knowledge within a particular subject and how they will bring about change in the individual and to the society (Uzoka, 2016). Curriculum content also comprises all disciplines in life which school or any educational institution requires giving the student or learner for a given period. According to Chiaha and Agu (2023), teaching entrepreneurship education with the right curriculum content is very essential as it facilitates development of core entrepreneurship traits and skills using the appropriate entrepreneurship education pedagogies.

Education pedagogy, is the art and science of teaching, it relates to how teachers teach and what strategies they use in their work. The use of education pedagogies in colleges of education expose students to the possibility of acquiring a very high level of entrepreneurial skills as a result of using a variety of pedagogies, especially those that are centred highly on the psychomotor and affective domains (Agu, Chiaha and Ikeme, 2023). They further listed the best practices in entrepreneurship education pedagogies used in colleges of education such as: business plan competition; internship; use of model teachers (use of lecturers with real life entrepreneurship experience); mentor-mentee interaction and relationship; field trips; business games; industry spin-offs; business incubation; experimental laboratories; lecture method; case studies; practical business projects; and students entrepreneurship conference. In teaching entrepreneurship education, resource persons and facilities are usually very important. A resource person is one who has knowledge, relevant skills, competence and expertise to give a talk, guidance or first-hand information in a given subject area. They could also be seen as persons who are well versed with the subject matter (Okala, 2004). On the hand, facilities can be defined as something that permits the easier performance of an action, course of conduct, etc. It can also be defined as something designed, built, installed, etc to serve a specific function affording a convenience or service. Education curriculum content is said to be achieved when the appropriate resource persons, facilities and the right pedagogies are well utilized in the university. This in other words, will go a long way in enhancing entrepreneurial skills in undergraduates.

Skill could be defined as the learned capacity to carry out pre-determined results often with the minimum outlay of time, energy, or both. The concept of skill comes from the field of psychology, where it is widely used to explain human development across different domains. Fischer and Bidell (2021) define skill as "a capacity to act in an organized way in a specific context". A skill is a translation of one's expertise/knowledge into a behavior. In adapting the skill concept to entrepreneurial behavior, it is suggested that entrepreneurial skills represent a capacity to organize and develop a business successfully and sustainably.

Entrepreneurial skill is simply the necessary set of skills required to be an entrepreneur. In other words, entrepreneurial skill is that necessary skill an individual needs to successfully run a business or add value to work. These entrepreneurial skills include: communication skills; creative/innovative skills; decision-making skills; problem-solving skills; planning and organizing skills; risk management skills; self management skills; technological/technical skills; teamwork skills; learning skills; initiative skills; enterprise



skills; financial skills; managerial skills, marketing/saleable skills; interpersonal relationship skills; integrity skills; practical skills; assertiveness skills; leadership skills; listening skills; openness to change and business identification skills (Edith Cowan University, 2023), (de Oliveira 2018), (precision consultancy 2017). Graduates need these employability skills to be able to work in private business enterprises thereby making it possible for prospective graduates to be intrapreneurs in private business enterprises and also to be managers of their own businesses after graduation.

Furthermore, available literature suggests that employability skills are subsumed in entrepreneurial skills and since policy intention is to reduce unemployment, interest naturally increased in inculcating in youths entrepreneurial skills which are believed to automatically affect unemployment. Extant literature, (Chiaha, Eze & Agu, 2018), (De Oliveira 2018) and (Agu, Chiaha & Ikeme, 2023), seem to agree that entrepreneurship education can inculcate entrepreneurial skills hence the mandate given to every tertiary institutions in Nigeria to offer entrepreneurship education. However, some experts have questioned whether the entrepreneurship education curriculum has the appropriate contents to impart effectively the desired entrepreneurial skills in undergraduates especially business education programme. The population in Nigeria has been on steady increase and job opportunities are getting leaner and leaner especially for graduates. The implication is that, unemployable graduates are scattered all over the country, causing problems. Additionally, university education in Nigeria has had a tremendous expansion with increasing number of graduates, but then, most of these graduates are unemployed because they do not have the right and required skills to be self employed or be employed. The situation of graduate unemployment has resulted in youth restiveness in the form of kidnapping, prostitution, armed robbery, political thuggery and advanced fee fraud. A proper appraisal of the situation shows that most of these graduates engage in these activities because they lack requisite skills that enhance self employment. Lack of employability skills resulting from inadequate and obsolete skill training in the colleges of education for the past few years has thrown some graduates into the labour market in search of jobs. This pathetic situation prompted the establishment of the entrepreneurship development centres for the purpose of inculcating entrepreneurial skills in prospective graduates. This implies that if the existing educational programmes and practices in our colleges of education can enable students to acquire adequate skills and talents required by employers and also as self-employed individuals, these students would not often be unemployed upon graduation from college of education. Most authors have argued that entrepreneurship education imbues students with requisite entrepreneurial skills thereby empowering them for self reliance and this enhances the reduction in crimes often attributed to them. Following the implicit trust by policy makers that entrepreneurship education as presently configured can impact significant entrepreneurial traits in undergraduates; this study investigates the appropriateness and veracity of this trust. The study therefore critically examined the extent entrepreneurship education curriculum content and pedagogies are utilized for the enhancement of entrepreneurial skills in business education undergraduates in colleges of Education in Delta State.

Research Questions

The following research questions guided the study:

- 1) To what extent does entrepreneurship education curriculum content are being utilized for the enhancement for entrepreneurial skills in business education students?
- 2) To what extent are the entrepreneurship education pedagogies are being utilized for the enhancement of entrepreneurial skills in business education students?

Hypotheses

The following null hypotheses are formulated to guide the study and were tested at 0.05 level of significance.

H₀₁: There is no significant difference between the mean ratings of male and female students on the entrepreneurship education curriculum content inculcates entrepreneurial skills in business education students.

H₀₂: There is no significant difference between the mean ratings of male and female students on the entrepreneurship education pedagogies are being utilized for the enhancement of entrepreneurial skills in business education students.

Method

The design chosen for this study is a descriptive survey. The study was carried out in Delta State Nigeria. The population of the study comprises 17,340 students in the colleges of Education in the Business education programmes. The sample of the study is 867 respondents drawn from the four colleges of education which is 5% of the students. The instrument for the study is a questionnaire titled



“Entrepreneurship Education and the Enhancement of Entrepreneurial Skills Questionnaire”(EEEEESQ). It is organized in two sections, A and B. Section A deals with the data of the respondents while section B contains items built in 2 clusters. Cluster A seek information on the extent entrepreneurial skills have been imparted among undergraduates, while Cluster B is on the various pedagogies used in teaching entrepreneurship education, A four- point rating scale is provided and it indicates the weight of each response mode as follows, Very Great Extent (VGE)-(4 points), Great Extent (GE)-(3 points), Little Extent (LE)-(2 points), and Very Little Extent (VLE)-(1 point).The instrument was face-validated by three experts, two in Educational Administration and Planning and one in Measurement and Evaluation all from the faculty of education, Ebonyi State University Abakaliki. To ensure the reliability of the instrument, copies of the instrument were administered on 30 students in Nwafor Orizor Colleges of Education Nzugbe Anambra State not used in this study. The researcher employed the services of three research assistants to administer the instrument. The filled instrument was collected from the respondents on the spot by the research assistants. Mean and Standard Deviation was be used to analyze the data and answer the research questions while the null hypotheses was tested using the T-test statistics at 0.5 level of significance. In making decision on the extent of enhancement of Entrepreneurial Skills, limit of real numbers was applied as follows 3.50 and above Very great extent, 2.50-3.49 High extent, 1.50-2.49 Little extent, 1.00-1.49 Very little extent respectively.

Results

Research Question 1: To what extent does entrepreneurship education curriculum inculcate entrepreneurial skills in undergraduates?

The data collected with items 1-17 of the instrument dwelt on the extent entrepreneurial education curriculum inculcate entrepreneurial skills in undergraduates. Data were also analyzed using mean and standard deviation. Summary of the result was presented in table 1.

Table 1: Mean Ratings on the extent does entrepreneurship education curriculum inculcate entrepreneurial skills in undergraduates.

S/N	Item statement	X	SD	Decision
1	Communication skills	3.66	0.57	VGE
2	Problem solving skills	3.71	0.50	VGE
3	Planning skills	3.73	0.51	VGE
4	Creative skills	3.58	0.62	VGE
5	Technological skills	3.25	0.51	GE
6	Self management skills	3.58	0.74	VGE
7	Team working skills	3.75	0.47	VGE
8	Innovative skills	3.67	0.69	VGE
9	Practical skills	3.18	0.58	GE
10	Decision making skills	3.63	0.59	VGE
11	Initiative skills	3.77	0.48	VGE
12	Managerial skills	3.21	0.64	GE
13	Marketing skills	3.47	0.72	GE
14	Interpersonal skills	3.65	0.56	VGE
15	Organizing skills	3.61	0.72	VGE
16	Ethical skills	3.71	0.57	VGE
17	Enterprise skill	3.56	0.57	VGE
	Grand Mean	3.57	0.59	VGE

The data presented on Table 1 above shows the mean rating scores students on the extent entrepreneurship education curriculum inculcate entrepreneurial skills in undergraduates. Based on the data on Table 1 above, students rated items 1, 2, 3, 4, 6, 7, 8, 10, 11, 13, 14, 15, 16, and 17 as Very Great Extent, and items 5, 9, and 12 as Great Extent (GE). In summary, the extent entrepreneurship education curriculum inculcates entrepreneurial skills in undergraduates is at a Very Great Extent (VGE) as indicated by the average mean response (3.57) of both male and female undergraduates and an average standard deviation of 0.59 was obtained for the items

Research question 2: To what extent are entrepreneurship education pedagogies utilized for the enhancement of entrepreneurial skills in students?



The data collected with items 18-30 of the instrument which dwelt on the extent to which entrepreneurship education pedagogies is utilized for the enhancement of entrepreneurial skills were used to answer the above research question 2. Data were also analyzed using mean and standard deviation. Summary of the results was presented in table 2.

Table 2: Mean Ratings extent are entrepreneurship education pedagogies utilized for the enhancement of entrepreneurial skills in students.

S/N	Item statement	X	SD	Decision
18	Case study method was used by my lecturers in teaching entrepreneurship education	1.77	0.64	LE
19	Field trip method was used by my lecturers during entrepreneurship practical	1.22	0.65	VLE
20	Practical business plan method was used by my lecturers in teaching entrepreneurship education	3.77	0.79	VGE
21	Internship method was used by my lectures during entrepreneurship practical	1.45	0.53	VLE
22	Lecture method was used by my lecturers in teaching entrepreneurship education	3.67	0.55	VGE
23	Experimental laboratory method was used by my lecturers during entrepreneurship practical	1.32	0.48	VLE
24	Student's entrepreneurship conference method was used by my lecturers in teaching entrepreneurship education	1.58	0.58	LE
25	Business plan competition method was used by my lecturers during entrepreneurship practical	2.62	0.83	GE
26	Model teachers method was used by my lecturers in teaching entrepreneurship education	1.45	0.60	VLE
27	Mentor-mentee interaction was used to motivate students aspiring to be entrepreneurs	1.38	0.50	VLE
28	Business games method was used during entrepreneurship practical	1.31	0.51	VLE
29	Business incubation method was used during entrepreneurship practical	1.40	0.49	VLE
30	Industry spin-offs method was used by my lecturers	1.18	0.38	VLE
Grand Mean		1.86	0.58	LE

From the data presented above, table 2 reveals that business education students rated items 19, 21, 23, 26, 27, 28, 29 and 30 as Very Little Extent (VLE) indicating that entrepreneurship education pedagogies are not appropriately utilized, also item 18 and item 24 were rated Low Extent (LE), item 25 was rated Great Extent (GE), while item 20 and 22 were rated Very Great Extent (VGE). The overall mean response rate was 1.86 indicating a low extent of the utilization of entrepreneurship education pedagogies for the enhancement of entrepreneurial skill in undergraduates.

Hypothesis 1(Ho₁): There is no significant difference between the mean ratings of male and female students of federal colleges of education on the extent entrepreneurship education curriculum inculcates entrepreneurial skills in undergraduates.

Table 3: t-test Analysis on Mean Responses of Male and Female Undergraduates on the Extent Entrepreneurship Education Curriculum Inculcate Entrepreneurial Skills in Undergraduates.

Population	N	X	SD	Df	LS	t-cal	t-tab	Dec.
Male	377	3.56	0.58	865	0.05	- 0.49	1.97	Not Sig.
Female	490	3.58	0.59					

Key: N – Sample, X – Mean, SD – Standard deviation, df – Degree of freedom, LS – Level of Significance, t-cal. – Calculated Value, t-tab. – Table Value, Dec. – Decision.

Table 3 above presents the independent t-test analysis of the mean responses of male undergraduates on one hand and female undergraduates on the other hand, on the extent



entrepreneurship education curriculum inculcate entrepreneurial skills in undergraduates. However, the analysis on table 5 shows that t-calculated (- 0.49) is less than the t-table value (1.97), indicating that there is no significant difference between the two groups. Thus the null hypothesis (H_{01}) of no significant difference is accepted.

Hypothesis 2(H_{02}): There is no significant difference between the mean ratings of male and female students of federal colleges of education on the extent entrepreneurship education pedagogies are utilized for the enhancement of entrepreneurial skills in students.

Table 4: t-test Analysis on Mean Responses of Male and Female Undergraduates in Federal Colleges of education on The Extent Entrepreneurship Education Pedagogies are Utilized for the Enhancement of Entrepreneurial Skills in Students.

Population	N	X	SD	Df	LS	t-cal	t-tab	Dec.
Male	377	1.84	0.58	865	0.05	- 0.50	1.97	Not Sig.
Female	490	1.86	0.57					

Table 4 above captures the independent t-test analysis of the mean response of male undergraduates on one hand and female undergraduates on the other hand, on the extent entrepreneurship education pedagogies are utilized for the enhancement of entrepreneurial skills among business education undergraduates. The analysis on table 4 above shows that t-calculated (- 0.50) is less than the t-table value (1.97), indicating that there is no significant difference on the extent entrepreneurship education pedagogies are utilized for the enhancement of entrepreneurial skills in students between the two groups. Therefore, the null hypothesis (H_{02}) of no significant difference is therefore accepted.

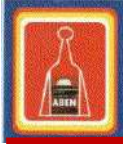
Discussion

The responses gathered from business education students on the extent to which entrepreneurship education curriculum inculcates entrepreneurial skills revealed that business education students in colleges of education in the Delta state have been imparted with entrepreneurial skills. The findings affirms the words of Agu and Chiaha (2023) that entrepreneurship education (EED) inculcates in individuals entrepreneurial skills that will enable them confront situations in creative and innovative ways. Such entrepreneurial individuals having also been imparted with employability skills can be employed in other enterprises, they as entrepreneurs, easily become agents of business expansion and growth leading to creation of more business opportunities and more jobs. Hypotheses one was accepted as postulated in table 3 as not significant. This means that the null hypotheses of no significant difference in the mean responses of male and female undergraduates on the extent entrepreneurship education curriculum inculcate entrepreneurial skills in undergraduate is accepted.

In view of research question two of the study, the responses gathered from the students reveal that entrepreneurship education pedagogies used by lecturers in colleges of education in Delta state is at a low extent. The findings revealed that lecture method was predominantly used in the colleges of education neglecting other important methods as internship method, students entrepreneurship conference method, mentor-mentee interaction and relationship method, business games method, business incubation method, practical business plan method etc. The research question two revealed that the above mentioned methods which as suggested by Agu, Chiaha and Ikeme (2023) as the best practiced pedagogies used in the colleges of education for appropriate enhancement of entrepreneurial skills are not used. Entrepreneurship education lecturers in federal colleges of education in the south-east do not utilize these methods in teaching entrepreneurship education which is aimed at enhancing entrepreneurial skills in undergraduates.

Conclusion

Based on the findings of the study the study concluded that the extent to which entrepreneurship education curriculum inculcates entrepreneurial skills in undergraduates is very high. The responses of the students in the questionnaire indicate that the teaching of the curriculum content of entrepreneurship education imparted such skills in them as communication skills, problem solving skills, decision-making skills, creative, self-management, planning, team-working, innovative, inter-personal, organizing, enterprise and other sundry skills. The study also concludes that entrepreneurship education pedagogies used by lecturers in colleges of education in Delta state is at a low extent.



Recommendations

Flowing from the findings of the study, the following recommendations are made:

1. The government through the National Colleges of education Commission can set up special grants for frequent training and retraining of lecturers within and outside the country to bring them up-to-date with modern ideas and teaching methods of the subject matter. In other words, appropriate pedagogies should be used in delivering Entrepreneurship education and also, Entrepreneurship Education contents should derive from industry and market requirements.
2. The government should ensure the adequate provision of comfortable lecture halls and seats that are equipped with requisite teaching and learning aids such as projectors, marker boards, public address system, properly ventilated and well-lit classrooms.
3. National Colleges of education Commission should ensure the constant monitoring and evaluation of the activities of stakeholders responsible for the implementation of the goals of government as it pertains to entrepreneurship education. Such relevant stakeholders include lectures, respective school administrations and other non-academic staff.

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DIGITALIZATION: A PARADIGM SHIFT TOWARDS TEACHING AND LEARNING OF BUSINESS EDUCATION PROGRAMME IN UNIVERSITIES IN EDO STATE

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Abstract

The study assessed Digitalization: a paradigm shift towards teaching and learning of business education programme in universities in Edo state. Two research questions were raised to guide the study and two hypotheses were formulated and tested at 0.05 level of significance. The study employed descriptive survey research design. The population comprised two hundred and forty (240) 300 and 400 level business education students as well as 21 lecturers from university of Benin and Ambrose Alli university Ekpoma, Edo State. The sample size was made up 120 business education students as well as the entire 21 lecturers using proportionate sampling technique in which 50% of the population was used. The instrument used for data collection was a structured questionnaire titled Digitalization: A Paradigm Shift Towards Teaching and Learning of Business Education Programme (DASTLBEP). The questionnaire was validated by three experts in the field. The reliability of instrument was determined through the internal consistency of the items, the Cronbach alpha statistic was used and a coefficient 0.88 was obtained. The data collected were analyzed using mean (\bar{x}), standard deviation (SD) and two sample independent t-test. The findings showed that interactive whiteboard and multimedia projector influenced the teaching and learning of business education programme in universities in Edo state to a high extent. Moreover, there is no significant difference between the mean responses of male and female Business Education students as well as office technology and accounting Business Education students on the influence of digital technologies on teaching and learning of business education programme. It was concluded that digitalization if integrated into business education programme, will enhance and facilitate effective teaching and learning of the programme. It was recommended among others institutions should encourage training and retraining of business educators on the use of interactive whiteboard in order to foster creative mindset of the learners.

Introduction

Business Education is a specialized profession designed to provide students with knowledge, skills and competence leading to employability and advancement in office occupations, pedagogical skills in teaching business subjects at different levels of educational system as well as self-employment or being an employer of labour. As an aspect of Vocational Education and Training, Business Education is designed to fill the gap between knowledge and practice by exposing students to general education as well as specialized areas in accounting, entrepreneurship, marketing and office management National Universities Commission Core Curriculum Minimum Academic Standards (NUC CCMAS, 2022).

The objectives of Business Education are to: provide opportunity for practical job preparation or vocational studies in order to make students render effective and efficient services in office, distributive and service occupations; prepare students, based on interest and aptitudes needed to enter into a business occupation, advance and profit in it; provide opportunities for students to develop an understanding of business and economic system of the nation so as to enable them to participate actively as producers and consumers of goods and services; develop in students the basic awareness of the contribution which business and office employee makes to the nation's economy; develop and improve personal qualities and attitude of students as required in personal and employment situation; serve as a guide for individual student for suitable placement in business and office employment; prepare student to assume the role of building a future generation through teaching and knowledge impartation and to prepare students for leadership position in both public and private life (NUC CCMAS, 2022).



Towards the attainment of these objectives, business education students must be digitally trained and equipped in order for them to be sellable and productive in the 21st century workforce. Moreso, Business education in the universities would achieve the goals of teaching if such digital technologies are available and appropriately utilized. Digital skills are a set of technological gadgets used to access, process and manage digital information. According to Ndubuisi, Ezeani and Ile (2022), digital skills are a range of abilities to use digital devices, communication applications, and networks to access and manage information. They enable people to create and share digital content, communicate and collaborate, and solve problems for effective and creative self-fulfillment in life, learning, work and social activities at large.

Digital technologies have emerged as a fundamental tool towards sharing knowledge and is a primary driving force behind education reforms. The introduction of new technology-assisted learning tools such as mobile devices, smartboards, tablets, laptops, simulations, dynamic visualisations, and virtual laboratories will help to facilitate effective teaching and learning process of business education (Haleem, Javaid, Vaishya, Bahl, Suman & Vaish, 2022). Digitalization in Business education is proven to be one of the most effective methods of educating young brains, this is because it widens the horizon and enhance critical thinking skills of the students. It is also a robust mechanism for integrating a world-class learning experience for everybody (Keengwe & Bhargava, 2014). Hence, the need for digitalization in business education programme cannot be overemphasized.

The interaction of digital technologies in the administration of education has been a corrective or remedy in providing effective solution to educational problems that would have been ordinarily difficult to solve via human endeavours or natural efforts. It requires the teacher or those in the learning process to look inward and make innovation a priority in the social system to improve the teaching and learning process of business education courses (Mashau & Andrisha, 2016). Digital technologies are one of the most contemporary factors shaping the global economy and producing rapid changes in the society, it has fundamentally changed the way people learn, communicate and do business. It has transformed the nature of education, where and how learning takes place and the roles of students and teachers in the learning process. It is the improved mechanism from the conventional method of teaching which is poised to make works easier and flexible.

The globalization of education has already necessitated the application of digital technologies. As a direct consequence of the COVID-19 outbreak, the clarion call for the digitalization of business education programme has been on the increase. Many universities, polytechnics and colleges have had to shift their focus to digital engagement, with online learning platforms becoming the principal mode of instruction (Tóth-Pajor, Bedő & Csapi, 2023). The experience of COVID-19 Pandemic has forced many institutions to adopt online teaching mode to sustain the education system. Although, developed countries were well equipped and prepared to deal with this crisis but unfortunately developing countries like Nigeria appear to be ill prepare, this is particularly evident in most institutions, where teaching and learning process is done via conventional method.

This transformation to online teaching has been crucial in overcoming the COVID-19 disruption and ensuring that students can continue their education while staying safe. However, it has also highlighted the importance of university education being prepared to deal with crises and adapt to new challenges that may arise in the future (Fadhel et al., 2022). The digital transformation has impacted both the students and teachers (Elsalem et al. 2020). While they may be familiar with technology, the sudden shift to online learning has still significantly impacted their lives. The pandemic has highlighted the need for teachers and students to have the necessary capabilities and resources to navigate and adapt to digital technologies (Fadhel et al., 2022). Conversely, the pandemic has also presented avenue for innovation and improvement in the service sector, including education (Agostino et al. 2020). Digital technologies, platform solutions, and their application in higher education, especially in the ideation and incubation process, were evident, available, and attainable solutions in the times of online education (Tóth-Pajor, Bedő & Csapi, 2023).

The use of online platforms helps in conducting classes, sharing resources, doing the assessment and managing the day to day activities of academic institutions. However, the use of these platforms appears not proactive in most institutions. Digital technologies have emerged as the saviour to effective teaching and learning of business education in this critical time (Javaid, Haleem, Vaishya, Bahl, Suman & Vaish, 2020; Araújo, Knijnik & Ovens). This is because, digital technologies assist in developing abilities that will require business education students' professional performance, such as problem-solving, critical thinking and process comprehension. It also prepares students for a more unpredictable and changing future in which technology will play a critical role. Therefore, when



technology is effectively integrated into business education programme, teachers become advisers, content experts, and coaches. Technology helps to make teaching and learning more meaningful, realistic and fun filled.

The theoretical framework of this study is hinged on Technology Acceptance Model (TAM) propounded by Davis (1986). He proposed that users' attitudes toward specific systems are a function of two major beliefs: Perceived Usefulness (PU) and Perceived Ease of Use (PEOU). PU is defined as "the degree to which a person believes that using a particular system would enhance his or her job performance", individuals view a system positively (an attitude), if they think it improves their job performance (where they perceive its usefulness). They develop a positive attitude and increase their readiness to engage (a behaviour intention) in the usage of the system. On the other hand, PEOU is defined as "the degree to which a person believes that using a particular system would be free of effort". Attitude refers to the degree of evaluative affect that an individual associates with using the target system. This theory is relevant to this study in the sense that, when business educators and business education students developed positive mindset towards the perceived usefulness and ease of use of digital tools in business education programme, it will not only help to foster effective teaching and learning outcome but also help in the attainment of business education goals and objectives.

According to Iyamu and Chiedu (2020) student is said to be technologically empowered when he/she has indepth awareness and access to modern technology resources, as well as knowledge to participate in the use of modern technology. Digital technologies in teaching and learning in business education programmes include:

- a) Using micro-computers with soft-ware applications to write or produce documents,
- b) Skillful keyboarding,
- c) E-mail and Messaging,
- d) Internet browsing using search engines, windows messenger, yahoo chat room and so on.
- e) Using opaque projectors, slide projectors and multimedia projectors.
- f) Utilizing e-banking, e-commerce, e-economies, and so on and
- g) Utilizing different computer software, and applications such as word processors, spreadsheets, power-point, desktop publishing, and graphics among others (Wordu & Anim, 2021). Other digital devices available for teaching and learning, according to Osuala (2009) include media typewriter or 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. Although these technologies are not new as it where in many developed nations, they are relatively new in Nigeria. While some of them are already being utilized in some schools, others are yet to be used in many of Nigeria's educational institutions. The use of modern technology is widespread and regarded as an essential tool for facilitating effective teaching and learning process. The digital technologies that this study is hinged on is interactive board and multimedia projector.

An interactive whiteboard is a large, touch-sensitive board which is connected to a digital projector and a computer. The projector displays the image from the computer screen on the board. The computer then be controlled by touching the board, either directly or with a special pen. It allows learners to receive live television instruction remotely, easy from the actual instructor. The instructor(s) are located at a broadcast studio and the learners view the instructor(s) on a television monitor. Interaction is provided by one or more additional components. They can ask questions and /or provide feedback to the instructor through a number of mechanisms that can be used either independently or in combination. Typically, an audio-conferencing mechanism is used for real-time interaction. Additionally, a response pad can be used to link learners to a computerized instructor console in the broadcast studio. There are other asynchronous aids that can also be used such as e-mail and fax. multimedia projector influences the teaching and learning of business education courses to a high extent (Iyamu & Chiedu, 2015). In addition, they reported that there is no significant difference in the mean rating between male and female business educators on the influence of modern technology in the teaching of business education courses.

Multimedia projector is use to process a specific video signal and projects a corresponding image on a large screen using a lens system. Video projectors incorporate the image of a very bright light to display the image. The video signal rides a long special digitalized light that is then projected on thousands of reflections within the projector, which then shines the image onto screen. The learners have vivid pictorial imagination of what is been taught through this medium. One fundamental benefit of multimedia projector is that, it enhances and facilitate the creativity and critical thinking skills of the leaners, this is because, what is heard can be forgotten but what is heard and seen can easily be remembered. According to Iyamu and Chiedu (2020) interactive television influences the teaching and learning of business



education courses to a high extent. Moreso, there is no significant difference in the mean rating between male and female students on the influence of modern technology in the learning of Business Education courses. Since the world is now technologically driven society where almost all organization and private business activities are done through digital technologies, it becomes highly imperative for these technologies to use in teaching and learning of business education students. Teaching and learning can be seen as engagement with learners to enable their understanding and application of knowledge, concepts and processes while learning is the acquisition of knowledge or skills through study, experience or being taught. It is referred as the combination of various elements within the process where an educator identifies and establish the learning objectives and develop teaching resources and implement the teaching and learning strategy (Munna & Kalam, 2021). On the other hand, learning is a cardinal factor that a teacher must consider while teaching students.

According to Wordu and Anim (2021), in spite of progressive widespread integration of technologies in almost every aspect of education, significant challenges are preventing widespread affective implementation. Wordu and Anim 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. Sequel to this, this background that this study was carried out to ascertain the Digitalization: a paradigm shift towards teaching and learning of business education programme in universities in Edo state.

Statement of the Problem

Business education is a skill acquisition programme that provides its recipients with ubiquitous opportunity to be productive in the world of work. Therefore, integrating digital technologies in business education curriculum is definitely to improve the standard of education and enlarge the scope of access to education. The university education is expected to be technologically driven and requires that digital resources are fully available and integrated in it. But the reverse seems to be the case, particularly where the several universities seems to be lacking the necessary technological resources needed to enhance the learning outcome of students and as well bring university education at par with 21st century standards. Apparently, business education programme being a skills development programme appear to be most knocked by the dearth of requisite digital tools on the one hand and the skills needed to integrate these tools on the other. Sequel to this, the programme is confronted with the challenges of producing graduates' who are empowered and employable in digital economy. Despite effort made government to fund universities education, by providing basic infrastructural facilities via Tertiary Education Trust Fund (TETFUND) and other governmental agencies, the unavailability, lack of maintenance and deterioration state of technological gadgets in the universities is still very much alarming. If this ugly trend continues, it become increasing difficult for business educators to prepare and inculcate requisite technological skills that will make them compete favourably in the 21st century workforce. It is against this backdrop the researcher intends to determine digitalization: A paradigm shift towards teaching and learning of business education programme in universities in Edo State.

Research Questions

The following research questions were raised to guide the study:

- 1 To what extent does interactive whiteboard influence the teaching and learning of business education programme in universities in Edo state?
- 2 To what extent does multimedia projector influence the teaching and learning of business education programme in universities in Edo state?

Hypotheses

The following hypotheses were formulated and were tested at 0.05 level of significance:

1. There is no significant difference between the mean responses of male and female Business Education students on the influence of digital technologies on teaching and learning of business education programme.
2. There is no significant difference between the mean responses of office technology and accounting Business Education students on the influence of digital technologies on teaching and learning of business education programme.



Methodology

The study employed descriptive survey research design. The population comprised two hundred and forty (240) 300 and 400 level business education students as well as 21 lecturers from university of Benin and Ambrose Alli university Ekpoma, Edo State. The sample size was made up 120 business education students and the entire 21 lecturers using proportionate sampling technique in which 50% of the population was used. The instrument used for data collection was a structured questionnaire titled questionnaire on Digitalization: A Paradigm Shift Towards Teaching and Learning of Business Education Programme (DASTLBEP). The questionnaire was segmented into two sections, A and B. Section A measured the demographic variables of the respondents while section B was made up of 12 item statements drawn from the research questions. The items were measured on a four-point rating scale ranging from Strongly Agree (SA - 3), Agree (A - 3), Disagree (D - 2) Strongly Disagreed (SD - 1). The questionnaire was validated by three experts in the field. The reliability of instrument was determined through the internal consistency of the items, the Cronbach alpha statistic was used. The responses obtained was computed using the Cronbach's alpha statistics and the reliability coefficient 0.88 was obtained which shows that the instrument was reliable. The instrument was personally administered by the researchers with the help of two trained research assistants. The data collected from the respondent were analyzed using mean (\bar{x}), standard deviation (SD) and two sample independent t-test. The mean and standard deviation were used to answer the data collected for the research questions while two sample independent t-test was used to test hypotheses at 0.05 level of significance. Decision rule was based on the mean value of 2.50 such that any calculated mean (\bar{x}) equal or greater than 2.50 was regarded as agreed, while any mean (\bar{x}) less than 2.50 was regarded as disagreed. On the basis of the hypotheses, the probability value (p) was used. If p-value rule was less or equal to 0.05, the null hypothesis was not retained, but if p-value was greater than 0.05, null hypothesis was retained.

Research Question One

To what extent does interactive whiteboard influence the teaching and learning of business education programme in universities in Edo state?

Table 2: Mean and standard deviation showing influence interactive whiteboard influence the teaching and learning of business education programme

S/N	Item	N	Mean	SD	Remarks
1	Helps students to get a pictorial representation of what is been taught.	141	3.59	.684	High Extent
2	Improves student's retentive memory on the subject matter.	141	3.54	.515	High Extent
3	Allows students to be participators in the learning process which will result in better learning.	141	3.49	.558	High Extent
4	It improves the students' interest in learning the subject matter.	141	3.33	.599	High Extent
5	It improves the psychology of students towards business education relevance in the world of work	141	3.49	.597	High Extent
6	It prepares students for SIWES placement and other job opportunities.	141	3.41	.603	High Extent
Cluster Mean			3.47	0.05	High Extent

Note: SD (Standard Deviation), N (Sample Size)

In response to research question one, Table 1 showed the respondents rated item one to six as high extent with a mean rating ranging from 3.33 to 3.59 while the standard deviation also ranges from .515 to .684. The cluster mean showed a mean of 3.47. With these results, the above mean score shows that interactive whiteboard influences the teaching and learning of business education programme in universities in Edo state to a high extent.

Research Question Two

To what extent does multimedia projector influence the teaching and learning of business education programme in universities in Edo state?



Table 2: Mean and standard deviation showing the influence of multimedia projector on the teaching and learning of business education programme

S/N	Item	N	Mean	SD	Remarks
1	It improves perception of business education as a modern course of study for the 21st century	141	3.47	.571	High Extent
2	It aids retentive learning through visual displays.	141	3.48	.571	High Extent
3	It encourages students to be the author of their knowledge as they prepare slides for the multimedia projector.	141	3.35	.627	High Extent
4	It improves the learning of shorthand through visual display rather than taking dictation.	141	3.32	.619	High Extent
5	It creates a conducive ambience for learning through its lightning effects.	141	3.44	.569	High Extent
6	It motivates students for lectures as it allows them to be fully involve not just its setup but also in its operations.	141	3.36	.630	High Extent
Cluster Mean			3.40	0.03	High Extent

Note: SD (Standard Deviation), N (Sample Size)

The data analysis presented in Table 2 depicts that the respondents' rated item one to six as high extent with a mean rating ranging from 3.32 to 3.48 while the standard deviation also ranges from .569 to .630. The cluster mean disclosed a mean of 3.40. The above mean score shows that multimedia projector influence the teaching and learning of business education programme in universities in Edo state to a high extent.

Hypothesis One

There is no significant difference between the mean responses of male and female Business Education students on the influence of digital technologies on teaching and learning of business education programme.

Table 3: t-test analysis showing mean difference between male and female Business Education students on the influence of digital technologies on teaching and learning of business education programme

Gender	N	Mean	SD	Df	t-value	p-value	Decision
Male	65	3.35	0.31	139	1.190	.236	Not Significant
Female	76	3.41	0.41				

P-Value Significant at 0.05 level (2-tailed) (Retain Hypothesis) SD: Standard deviation DF: Degree of freedom

The result in Table 3 reveals the mean responses of the significant difference between the male and female Business Education students on the influence of digital technologies on teaching and learning of business education programme. Male students had a mean of 3.35 and female students had a mean of 3.41 while their corresponding standard deviations were 0.31 and 0.41 respectively. The t-value of 1.190, at degree of freedom of 139, which shows that it was not significant at p-value of .236. Testing at an alpha value of 0.05, the null hypothesis was retained since the p-value is greater than alpha value. Thus, there is no significant difference between the mean responses of male and female Business Education students on the influence of digital technologies on teaching and learning of business education programme.



Hypothesis Two

There is no significant difference between the mean responses of office technology and accounting Business Education students on the influence of digital technologies on teaching and learning of business education programme.

Table 4: t-test analysis showing mean difference between office technology and accounting Business Education students on the influence of digital technologies on teaching and learning of business education programme

Area of Specialization	N	Mean	SD	df	t-value	p-value	Decision
OTM	55	3.37	0.33	139	-.492	.624	Not Significant
Accounting	86	3.39	0.30				

**P-Value Significant at 0.05 level (2-tailed) (Retain Hypothesis) SD: Standard deviation
DF: Degree of freedom**

The data analysis presented in Table 4 depicts the significant difference between the mean responses of office technology and accounting Business Education students on the influence of digital technologies on teaching and learning of business education programme. OTM Business education students had a mean of 3.37 and accounting option had a mean of 3.39 while their corresponding standard deviations were 0.33 and 0.30 respectively. The t-value of -.492, at degree of freedom of 139, shows that it was not significant at p-value of .624. Testing at an alpha value of 0.05, the null hypothesis was retained since the p-value is greater than alpha value. Thus, there is no significant difference between the mean responses of office technology and accounting Business Education students on the influence of digital technologies on teaching and learning of business education programme.

Discussion of Findings

Research question one findings indicated that interactive whiteboard influences the teaching and learning of business education programme in universities in Edo state to a high extent. This finding supports that of Iyamu and Chiedu (2020) who reported that interactive television influences the teaching and learning of business education courses to a high extent.

The finding of research question two showed that multimedia projector influences the teaching and learning of business education programme in universities in Edo state to a high extent. The finding is in line with that of Ezeani, Francis and Ile (2022) who affirmed that digital skills are seriously needed for preparing graduates of business education for digital economy development.

The finding in hypothesis one indicated that there is no significant difference between the mean responses of male and female Business Education students on the influence of digital technologies on teaching and learning of business education programme.

The finding in hypothesis two showed that there is no significant difference between the mean responses of office technology and accounting Business Education students on the influence of digital technologies on teaching and learning of business education programme.

Conclusion

Based on the findings of the study, it was concluded that digitalization if integrated into business education programme, will enhance and facilitate effective teaching and learning of the programme. Moreso, interactive whiteboard and multimedia projector demonstrated to influence teaching and learning of business education programme to a high extent.

Recommendations

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

1. Business educators should engage in the use of interactive whiteboard when teaching business education courses in order to foster creative mindset and stimulate learning outcome of the learners.
2. Since multimedia projector influences the teaching and learning of business education programme in universities therefore, non-governmental organizations should partner with government in



providing multimedia projector such that it will facilitate effective teaching and learning process which consequently impinge on students' academic performance.

3. There should be budgetary spending on education especially on procurement of modern/ICT related facilities.

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