

Strategies For Repositioning Business Studies In E-World For Employment Skill Development Of Secondary School Students In Enugu State

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Abstract

The purpose of the study was to determine the strategies for repositioning business studies in e-world for employment skill development of secondary school students in Enugu State. The study was guided by three research questions and three null hypotheses. A descriptive survey research design was adopted for the study. The population used for the study was 810 business studies secondary school teachers in Enugu State. The researcher used a stratified random sampling to select three education zones out of the six education zones in the State. The sample size was 341. The instrument used for data collection was a 21 item questionnaire grouped in to three sections according to the research questions that guided the study. The items were structured in four point rating scale of Strongly Agree, Agree, Disagree and Strongly Disagree with weighting numerical values of 4, 3, 2 and 1 respectively. The instrument was validated by three experts and the reliability of the instrument was determined using Cronbach Alpha which yielded 0.78. Out of 341 copies of the questionnaire distributed 329 copies were properly filled and returned representing 96.48% return rate. Mean and standard deviation was used to analyze the data while t-test statistics was used to test the null hypotheses. Based on the data analysis, it was found that the itemized teachers' strategies, facilities strategies and government strategies are needed for repositioning business studies in e-world for employment skill development of secondary school students in Enugu State. The findings of the study showed that there is no significant difference between the mean rating of male and female business studies teachers on the identified strategies for repositioning business studies in e-world for employment skill development of secondary school students in Enugu State. Recommendations were made among which include; that teachers should be retrained on the ICT in order to teach in the e-world and government should provide the needed ICT facilities to improve the teaching of business studies in the e-world.

Keywords: Strategies, Repositioning, Business Studies, Electronic World, Employability Skill Development

INTRODUCTION

The growth and development of any nation depends on the quality of education of the nation. Federal Republic of Nigeria (2016) in its national policy of education expressed the need and ability of Nigeria to realize the vision of becoming one of the twenty largest business economy in the world by 2020. This is largely dependent on the capacity building programmes that will transform its youth into highly skilled and competent citizen capable of competing globally. It calls for shift from general to vocational education which business education is one of them. The need for developing business literacy in the world has become apparent for quality teaching and learning of business studies in secondary schools. Business studies provide basic skills required for business and occupational task delivery. Igberaharam (2012) defined business education as a systematic and organized programme of instruction aimed at transmitting business knowledge, skills, ideas,

aptitude and technical know-how to recipients which is required for usage in business offices and for teaching others. In the same vein, Igboke (2011) explained that business education is work focussed, skill based, result oriented and technology based programme. It could be seen from above that business education is a systematic and organized programme of instruction aimed at transmitting business knowledge, skills, ideas, aptitude and technical skills to recipients which is required for usage in business offices and teaching.

In the view of NERDC (2007), business studies will enable the students to; acquire the basic knowledge of business studies, develop the basic skills in office occupation, prepare for further training in business studies, have basic skills with which to start a life of work, have basic skills for personal use in future and relate the knowledge and skills they have acquired to the national economy. Edokpolor & Egbiri (2017)

stipulated that the actual goals of business education shall be to: prepare students for specific career in office occupation, equip students with the requisite skills for job creation and entrepreneurship technology which incorporates Information and Communication Technology (ICT). They further explained that the first two goals involved education 'for' business, which is aimed at equipping recipients with the requisite attributes (knowledge, skills, competences and attitudes) to become gainfully employed in the world of work, whereas the later addresses education 'about' business, which aims at providing a sound basis for further studies.

Skill development according to Mbah and Umurhurhu (2016) is developing dexterity in the performance of task creditability, Olabiyi, Aiyelabowo and Keshinro (2013) stressed that skill development is a learned sequence of movement that are combined to produce a smooth and efficient action in order to master a particular task. Effective employment skill development requires that students need to master the learning task as the teacher presents its in business studies instruction delivery. Employment skill development has become the basic issue in human capacity development. Students of upper basic education offering business studies needs to master and develop employment skills in business world. No sustainable development could be achieved without employment skill development in education of individuals. Employment skill development is the needed manipulative competencies required for one to be gainfully employed.

According to Kazilan (2009), employability skills are a group of important skills instilled in each individual to produce a productive work force. Hind and Moss (2011) maintained that employability depends on the knowledge, skills and abilities (KSA) individuals possess, the way they present these assets to employers and context: personal circumstances and labour market environment within which they seek work. Employability skills in this context are those skills required of business education graduates to function effectively in the world of work either as an employee or employer of labour. The labour market is an arrangement that brings employers and job seekers together. Thus, the employability skills of a job seeker will go a long way in determining the relative standing of the individuals in the labour market. Odah and Ogbaga (2010) stated that globalization has created pressure on the educational system to build the capacity of students for electronic world. The growth in electronic commerce and technology has lead to the need for the production of business literate individuals who will be knowledgeable and skilled in e-world.

E-world has brought many changes in business activities like e-commerce, e-marketing, e-learning, e-payment, e-advertising and many more. Nwokike and Chukwuma (2018) defined e-world as a world that makes significant use of computer technology in every sector of the economy not only in education industry.

Agomuo (2005) posited that e-world simply means electronic world where the success of every business depends on the organization ability to do business electronically. E-world provides an avenue to exchange goods and service through the use of internet resources. This includes any business transaction taking place via digital over the network. It is imperative to note that electronic world brings value and convenience to the customers and the organization if properly utilized by skilled employees.

The key instrument in e-world is computer. The incorporation of computer in business studies teaching will enable the understanding of e-world and activities when to focus on office automation and digital data management. The benefit of e-world to business education includes but not restricted to the following: assisting in transmitting document to process electronically at time of creation, accessing online document stored and retrieved and helping to update business proposal. It is therefore pertinent to reposition business studies to equip the students with employable skills to be integrated into the e-world.

Strategies For Embracing Capacity Building Opportunities In Education

To achieve success in embracing capacity building opportunities in education, Okute (2008) noted that the teachers, government, school administrators, facilities and students strategies need to be fully considered and implemented to achieve success. Capacity building is the process by which individuals obtain, improve, and retain the skills, knowledge, tools, equipment and other resources needed to do their jobs competently. It is a set of activities that expand the scale, reach, efficiency, or effectiveness of programs and organizations. Capacity building activities may expand services, enhance delivery of services, or generate additional resources. These activities achieve lasting positive outcomes (Corporation for National and Community Service, 2012). In the context of this study, the researcher would consider the teachers strategies, government strategies and facilities strategies for achieving success in capacity building and developing employability skills in business studies for e-world.

The teachers strategies covers the driving activities of the teacher in order to impart the knowledge of e-world into the students. Odah and Ogbaga (2010) noted that business educators (teachers) are expected

to develop quality instructional packages that would impart the knowledge and skills to the student in school. Business studies teachers need to frame their teaching and learning activities to equip the students with relevant soft skills and manipulative competencies for efficient functioning in 21st century and beyond. The teachers' strategies may not achieve the success alone without the enabling teaching facilities.

Ugwuoke (2011) also noted that business studies teacher's strategies for capacity building and effective teaching and learning include: inservice training: this will enable them to acquire more and greater skills which will help them to adjust to new methods and processes that are introduced from time to time, Professional organizations: through membership in these organizations, business teachers will keep abreast of the latest development in business studies, workshops and seminars: workshop provides forums for sharing ideas and experiences aimed at improving their performance for better efficiency and increased productivity, participation in research projects and activities.

The government has a role to play in repositioning business studies in e-world. The government strategies according to Okeke (2017) are measures adopted by the government in building capacity and providing the needed facilities for acquiring skills, training, retraining and employment of qualified staff in teaching and learning. The government is a major stakeholder in repositioning business education programme in the state and therefore need to ensure that it responds to the need of the educational systems. Coles & Bjarnavold (2010), also noted that the government strategies for capacity building of teachers and repositioning business studies are as follows: setting basis in standards of development of curricula, procedures of assessment of outcomes of educational policy, providing institutional framework for achievement of business studies objectives,.

Facilities strategies covers the infrastructure, tools, equipment and enabling environment that are needed to enhancing the teaching of business studies in e-world, facilities strategies considers the provision and utilization of information and communication technologies in teaching and learning of business studies in schools. Eze (2015) opined that non availability of relevant teaching facilities in contemporary ICT class has been the major problem for achieving quality instruction in business studies. Teaching business studies in e-world required the teacher to use ICT facilities like computer, internet, automated, office machines, and other devices that would enable the students to understand. These facilities could be provided by the government and also build the capacity of business teachers on the use of the facilities so as to impart same to students.

Achieving success in education of students could be possible by proper implementation of the identified strategies. It is against this background that the study sought to determine the strategies for repositioning business studies in e-world for employment skill development of students in e-world.

Statement of Problem

There is need to promote the teaching of concept, theories and principles of business studies in the e-world. This would enable the students to understand the true position of contemporary work environment and develop the needed employment skills to fit in globally.

The level at which a teacher can perform depends to a large extent on the strategies. The teachers and government needs to understand that the present technological innovations have drastically changed the content and delivery system in business studies programme. Many business studies students graduate from school without acquiring the skills and competencies required for the world of work and to be self reliant. The problem of this study is that no study has been conducted to look at the strategies to repositioning of business studies in this electronically driven world to build capacity and enhance students employability skills in secondary schools in Enugu State. This leaves a gap in knowledge which this study seeks to fill as a major step towards ensuring that business studies graduates are well equipped in order to compete with their counterparts globally.

LIMITATIONS OF THE STUDY

Due to time constraint, the researchers did not include other strategies for repositioning business studies in the e-world for employment skill development in the study which could have revealed other strategies in the scope of study. However, this did not, in any way, negate the objective of the study or the validity of the findings.

PURPOSE OF THE STUDY

The purpose of this study was to determine the strategies for repositioning business studies in e-world for employment skill development of secondary school students in Enugu State. Specifically, the study sought to determine:

- the teachers strategies for repositioning business studies in e-world for employment skill development of secondary school students in Enugu State.
- the facilities strategies for repositioning business studies in e-world for employment skill development of secondary school students in Enugu State.
- the government strategies for repositioning business studies in e-world for employment skill development of secondary school students in Enugu State

RESEARCH QUESTIONS

The following research questions guided the study.

1. What are the teachers' strategies for repositioning business studies in e-world for employment skill development of secondary school students in Enugu State.
2. What are the facilities strategies for repositioning business studies in e-world for employment skill development of secondary school students in Enugu State.
3. What are the government strategies for repositioning business studies in e-world for employment skill development of secondary school students in Enugu State

HYPOTHESES

The following null hypotheses were tested at 0.05 level of significant;

- H₀₁. There is no significant difference between the mean ratings of male and female business studies teachers on the strategies for repositioning business studies in e-world for employment skill development of secondary school students in Enugu State
- H₀₂. There is no significant difference between the mean ratings of male and female business studies teachers on the facilities strategies for repositioning business studies in e-world for employment skill development of secondary school students in Enugu State.
- H₀₃. There is no significant difference between the mean ratings of male and female business studies teachers on the government strategies for repositioning business studies in e-world for employment skill development of secondary school students in Enugu State.

METHOD

The study adopted a descriptive survey design. This design according to Nworgu (2015) is one in which group of people or items are studied by collecting and analyzing data from only a few people or items considered being representative of the entire group.

The population used for the study was 810 business studies teachers in Enugu State. The population was determined through the information collected from PPSMB. The researcher used a stratified random sampling to select three education zones out of the six education zones in the State. The sample size was 341.

The instrument used for data collection was a 21 item questionnaire grouped in to three sections according to the research questions that guided the study. The items were structured in four point rating scale of Strongly Agree, Agree, Disagree and Strongly Disagree with weighting numerical values of 4, 3, 2 and 1 respectively.

The instrument was validated by three experts, two in Business Education Unit of Technology and Vocational Education Department and one in Measurement and Evaluation in the Department of Science and Computer Education all in Faculty of Education, Enugu State University of Science and Technology.

The reliability of the instrument was determined using Cronbach Alpha which yielded 0.78. The researchers and two trained research assistants distributed and collected the copies of the questionnaire.

Out of 341 copies of the questionnaire distributed 329 copies were properly filled and returned representing 96.48% return rate. Mean and standard deviation were used to analyze the data collected while t-test statistics was used to test the null hypothesis using SPSS.

The decision was based under the principle of upper and lower limit of the mean thus.

3.50– 4.00	Strongly Agree
2.50 – 3.49	Agree
1.50 – 2.49	Disagree
1.00– 1.49	Strongly Disagree

The null hypothesis was rejected when the significant value is less than the 0.05 level of significant and when the significant value is more than the 0.05 level of significant null hypothesis is not rejected.

RESULTS

The result of the study is presented according to the research questions and hypotheses that guided the study.

Research Question 1

What are the teachers' strategies for repositioning business studies in e-world for employment skill development of secondary school students in Enugu State?

Table 1: Mean ratings and standard deviation of Male and female business studies teachers strategies for repositioning business studies in e-world for employment skill development of secondary school students in Enugu State

S/N	Teachers strategies for repositioning business studies in e-world for employment skill development include;	Male N= 97 X ₁	SD ₁	Female N= 232 X ₂	SD ₂	Overall N=329 X _G	SD _G	Decision
1	Developing teaching activities using relevant instructional materials.	2.84	0.74	2.82	0.76	2.83	0.75	Agree
2	Introducing the students to practical using computer	3.27	0.70	3.22	0.70	3.24	0.70	Agree
3	Using effective and appropriate teaching methods	3.39	0.56	3.36	0.60	3.37	0.58	Agree
4	Engaging the students on e-world learning activities	3.49	0.74	3.45	0.75	3.47	0.75	Agree
5	Improvisation of instructional material	2.76	0.66	2.72	0.66	2.74	0.66	Agree
6	Improving teachers knowledge through retraining programmes	3.33	0.82	3.29	0.86	3.30	0.84	Agree
7	Using discovery learning approaches in e-world/ICT teaching contents	3.23	0.63	3.18	0.68	3.20	0.66	Agree
	Cluster mean/SD	3.19	0.69	3.15	0.72	3.16	0.71	Agree

The result of data analysis presented in Table 1 above shows that the overall mean rating of the respondents ranges from 2.74 to 3.47 for the seven items showing that the itemized are the teachers' strategies for repositioning business studies in e-world for employment skill development of secondary school students in Enugu State. The cluster mean of 3.17 further indicates agree. The low standard deviation of 0.76 shows that the respondents have similar opinion

to all the items as the teachers' strategies for repositioning business studies in e-world for employment skill development of students.

Research Question 2

What are the facilities strategies for repositioning business studies in e-world for employment skill development of secondary school students in Enugu State?

Table 2: Mean ratings and standard deviation of Male and female business studies Facilities strategies for repositioning business studies in e-world for employment skill development of secondary school students in Enugu State

S/N	Facilities strategies for repositioning business studies in e-world for employment skill development include;	Male N= 97 X ₁	SD ₁	Female N= 329 X ₂	SD ₂	Overall X _G	SD _G	Decision
8	Availability of ICT teaching facilities	3.09	1.01	3.47	0.71	3.29	0.93	Agree
9	Accessibility of ICT teaching facilities	3.41	0.71	3.40	0.70	3.41	0.69	Agree
10	Proper maintenance of teaching facilities	3.25	0.83	3.42	0.71	3.30	0.78	Agree
11	Provision of new technological facilities	3.27	0.66	3.32	0.53	3.35	0.62	Agree
12	Provision of internet connectivity for computer and other ICT facilities	3.12	0.86	3.20	0.63	3.15	0.77	Agree
13	Provision of power supply in the ICT facilities	3.18	0.92	3.30	0.67	3.25	0.85	Agree
14	Provision of security in schools for the teaching facilities	3.17	0.75	3.32	0.71	3.23	0.73	Agree
15	Provision of model offices and laboratory	3.15	0.83	3.35	0.66	3.24	0.77	Agree
	Cluster mean/SD	3.21	0.82	3.35	0.67	3.28	0.77	Agree

The result of presented in Table 2 above depicts that the overall mean rating of the respondents ranges from 3.15 to 3.35 for the eight items showing that the itemizes are the facilities strategies for repositioning business studies in e-world for employment skill development of students in Enugu State.

The cluster mean of 3.28 further indicates that the strategies are the government. The low standard deviation of 0.77 shows that the respondents have consensus opinion on their responses to the items as the facilities strategies for repositioning business studies in e-world for employment skill development of secondary school students.

Research Question 3

What are the government strategies for repositioning business studies in e-world for employment skill development of students in Enugu State?

Table 3: Mean ratings and standard deviation of Male and female business studies Facilities strategies for repositioning business studies in e-world for employment skill development of students in Enugu State

S/N	Government strategies for repositioning business studies in e-world for employment skill development include;	Male N= 97		Female N= 329		Overall		Decision
		X ₁	SD ₁	X ₂	SD ₂	X _G	SD _G	
16	Employment of qualified business studies teachers	3.43	0.67	3.37	0.69	3.39	0.68	Agree
17	Provision of fund for procurement and maintenance of ICT teaching facilities	2.71	0.66	2.64	0.64	2.67	0.65	Agree
18	Proper monitoring and supervision of teaching in schools	3.23	0.61	3.18	0.63	3.21	0.62	Agree
19	Provision of e-learning facilities and environment for e-world skill development	3.21	0.41	3.19	0.41	3.20	0.40	Agree
20	Retaining of teachers on the e-world technologies in business studies	3.26	0.64	3.26	0.64	3.26	0.64	Agree
21	Building structures for e-learning and ICT teaching enhancement.	3.23	0.83	3.41	0.71	3.29	0.78	Agree
Cluster mean/SD		3.18	0.64	3.18	0.62	3.17	0.63	Agree

Hypothesis 1

There is no significant difference between the mean rating of male and female business studies teachers

on the teachers strategies for repositioning business studies in e-world for employment skill development of students in Enugu State.

Table 4: t-test analysis of mean ratings of male and female business studies teachers on the teachers strategies for repositioning business studies in e-world for employment skill development of students in Enugu State

Variables	N	T	Df	Sig. (2tailed)	Mean Difference	Std. Error Difference	Decision
Male	97	1.835	327	0.198	4.02200	2.17991	NS
Female	232						

The result of t-test analysis presented in Table 4 shows that the t-value at 0.05 level of significant and 327 degree of freedom for the seven items is 1.835 with a significant value of 0.198. Since the significant value of 0.198 is more than the .05 level of significant the null hypothesis is not significant. This depicts that there is no significant difference with the regard to the seven items on the mean ratings of male and female business studies teachers on the teachers' strategies for repositioning business studies in e-

world for employment skill development of students in Enugu State.

Hypothesis 2

There is no significant difference between the mean rating of male and female business studies teachers on the facilities strategies for repositioning business studies in e-world for employment skill development of students in Enugu State.

Table 5: t-test analysis of mean ratings of male and female business studies teachers on the facilities strategies for repositioning business studies in e-world for employment skill development of students in Enugu State

Variables	N	T	Df	Sig. (2tailed)	Mean Difference	Std. Error Difference	Decision
Male	97	1.035	329	0.128	4.0370	3.67981	NS
Female	232						

The result of t-test analysis presented in Table 5 shows that the t-value at 0.05 level of significant and 329 degree of freedom for the eight items is 1.035 with a significant value of 0.128. Since the significant value of 0.128 is more than the 0.05 level of significant the null hypothesis is not significant. This indicates that there is no significant difference with the regard to the eight items on the mean ratings of male and female business studies teachers on the facilities strategies for repositioning business studies

in e-world for employment skill development of students in Enugu State.

Hypothesis 3

There is no significant difference between the mean rating of male and female business studies teachers on the government strategies for repositioning business studies in e-world for employment skill development of students in Enugu State.

Table 6: t-test analysis of mean rating of male and female business studies teachers on the government strategies for repositioning business studies in e-world for employment skill development of students in Enugu State

Variables	N	T	Df	Sig. (2tailed)	Mean Difference	Std. Difference	Error	Decision
Male	97	1.105	329	0.289	3.0670	2.01381		NS
Female	232							

The result of t-test analysis presented in Table 6 shows that the t-value at 0.05 level of significant and 329 degree of freedom for the eight items is 1.105 with a significant value of 0.289. Since the significant value of 0.289 is more than the 0.05 level of significant the null hypothesis is not significant. This shows that there is no significant difference with the regard to the six items on the mean ratings of male and female business studies teachers on the government strategies for repositioning business studies in e-world for employment skill development of students in Enugu State.

DISCUSSION OF FINDINGS

The findings with respect to research question one depicted that developing teaching activities, using relevant ICT facilities, introducing the students to practical use of computer, using effective and appropriate teaching methods, engaging the students on e-world learning activities, improvisation of instructional materials where it does not exist, improving personal knowledge through retraining and using discovery learning approaches in e-world/ICT teaching content were the teachers strategies for repositioning business studies in e-world for employment skill development of students. The finding of the study showed that the teachers ability to teach using relevant ICT facilities in business studies would enable the students to develop employment skill development in e-world. The findings of the study were in agreement with Okeke (2017) that teaching business studies with new technologies help in the development of skills for e-world. The finding further depicted that gender had no significant influence with the regard to the seven items as the teachers' strategies for repositioning business studies in e-world for employment skill development of students in Enugu State.

Furthermore, the findings of the study indicated that availability of ICT teaching facilities, accessibility of ICT teaching facilities, proper maintenance of teaching facilities provision of model office and laboratory for practical, internet connectivity for computer and other ICT facilities, provision of power for ICT facilities and provision of security in schools were the facilities strategies for repositioning business studies in e-world for employment skill development.

The findings of the study is supported by Mbah and Umurhurhu (2016) that achieving skill development in electronic world and ICT employability is through the provision of facilities that are ICT complaints in

school. The findings of the study showed that provision of ICT facilities would reposition the business studies in e-world for skill development. The findings indicated that there is no significant difference with the regard to the eight items on the mean ratings of male and female business studies teachers on the facilities strategies for repositioning business studies in e-world for employment skill development of students in Enugu State.

The findings of the studying according to research question three showed that employment of qualified business studies teacher, provision of fund for procurement and maintenance of ICT teaching facilities, proper monitoring and supervision of teaching in school, provision of e-learning facilities and environment for e-world skill development, retraining of teachers on the e-world technologies in business studies and building structures for e-learning and ICT teaching enhancement were the government strategies for repositioning business studies in e-world for employment skill development of students in Enugu State. The findings showed that government has a role to play in reposition business studies in e-world for employment skill development. This is in agreement with Odah and Ogbaga (2010) that government needs to provide enabling environment and ICT assisted equipment to the teaching of business studies in schools. Also, employment of ICT knowledge staff that would help to properly teach business studies in e-world. This was further supported by the hypothesis of no significant influence of gender with the regard to the six items on the government strategies for repositioning business studies in e-world for employment skill development of students in Enugu State.

CONCLUSION

The study identified the various strategies to reposition business studies in the e-world. The implementation of these identified strategies would help to build teachers capacity and promote the teaching of business studies effectively. The business studies teacher is expected to use ICT facilities and tools to ensure that students develop employable skills in contemporary society.

RECOMMENDATIONS

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

1. Government should embark on ccapacity building programmes for the teachers on modern ICTs in order to be relevant in their teaching profession in e-world.

2. Government should provide the needed ICT facilities to improve the teaching of business studies in the e-world.
3. Teachers should embrace the use of these new technologies in their teaching and learning effectively.

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