

# Business Educators Training Needs and Entrepreneurial Skills Acquisition by Business Education Undergraduates for Sustainable Development

Udegbumam, Emmanuel Obidi<sup>1</sup>, Onyemechara, Chiamaka Chikezie<sup>2</sup> and Umeano, Ngozi E<sup>3</sup>.

<sup>1,2</sup>Ph.D. Students, Department of Technology and Vocational Education, Nnamdi Azikiwe University, Awka.

<sup>3</sup>Department of Office Technology and Management, Federal Polytechnic, Mubi, Adamawa State.

Corresponding author E-mail: uemmanuelobidi@yahoo.com

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**Abstract:** The study determined for the training needs and skill gaps of business educators in tertiary institutions in South-East Nigeria. Two research questions guided the study and two null hypotheses were tested. A descriptive survey research design was adopted. The population of the study comprised 221 business educators (male 81 and female for colleges of education and universities) that offer business education in South East, Nigeria.

No sample was drawn, as the population size was manageable. A 20-items structured questionnaire validated by three experts was used for the study. The reliability of the instrument was ascertained using Cronbach Alpha which showed an overall reliability coefficient value 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 at 0.05 level of significance.

The findings of the study revealed that business educators in tertiary institutions in South East Nigeria lowly applied ICT skills and pedagogical skills for equipping business education undergraduates with entrepreneurship skills. The study revealed that business educators did not differ significantly in their mean ratings and extent they apply ICT skills and pedagogical skills for equipping business education undergraduates with entrepreneurship skills as a result of gender. It was concluded that the objectives of business education at the tertiary education level will not achieve the desired objectives if the business educators are not subjected to constant training and retraining through in-service, on-the-job, conferences and workshops to enable them continue to update their skills in line with changing skill demands.

The implications of study among others revealed that the findings will open the students to a new approach in the delivery of business education which will be more demanding on them in terms of practical (hands-on-activity) as against how it is being taught now theoretically. It was recommended, among others, that Business Educators should be encouraged to utilize available ICT facilities for equipping their students with entrepreneurship skills.

**Keywords:** Business educators, training needs, entrepreneurial skills acquisition, business education undergraduates, sustainable development.

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## Introduction

Skill acquisition is very necessary at this stage of Nigeria's economic and technological development. The Federal Government of Nigeria (FRN, 2013) recognized skills development as an important factor in the drive to enhance productivity, reduce youth unemployment, sustain development and realize her vision 20:2020. Business education is a direct means of providing youths with skills relevant for self-employment and to meet the needs of employers. According to Okorie (2003), the need to equip Nigerian students with entrepreneurial skills led to the incorporation of business education into the Nigerian education system right from the junior secondary school for a gradual skill and competency development. Nwazor and Udegbumam (2016) defined business education as an educational programme which involves acquisition of skills, knowledge and competencies which makes the recipient/beneficiary proficient. It is also seen as an umbrella under which business education programmes take a shield, such as marketing, business administration, secretarial studies and accounting. Jimoh-Kadiri and Bupo (2011) also described business education as the transfer of pedagogical and business competencies necessary for teaching business attitudes, concepts, skills and knowledge. Therefore, business education is that aspect of educational training which an individual receives with primary motive of enabling him acquire adequate attitudes, concepts, knowledge, understanding and skills in business activities for vocational usage in careers as an administrator, manager or teacher whereas he may find himself in the business world. The objective of business education has been consistently and clearly stated in National Policy on Education even in the latest sixth edition (Federal Republic of Nigeria in Igboke and Chinedu (2015) are to equip the recipients with useful skills that will enable him/her become better employee or employer.

Udo and Bako (2014) conceptualized business education as that education that provides skills, knowledge, competencies and attitudes necessary for effective employment in specific business occupations. The above definitions mean that business education is an activity-based education that leads to the acquisition of practical skills and work habits requisite for success in a chosen business occupation. The primary goal of business education as noted by the National Policy on Education (FRN, 2013) is to produce skillful and dynamic business educators, office administrators and businessmen and woman that will effectively compete in the job market or become successful entrepreneurs. This implies that business education helps to equip its recipients with entrepreneurial skills to face life challenges in the business environment. A business education graduate is therefore expected to be versatile and should be able to work in any field of endeavour. Therefore, employment opportunities should abound for business education graduates. This implies that a business education graduate who is unable to secure paid employment is expected to start small scale business where he can practice entrepreneurial skills acquired.

Entrepreneurial skills are set of skills needed by an entrepreneur to successfully run a business or add value to work. Entrepreneurship skills are individual's ability to turn ideas

into action (European Commission in European Skills Panorama, 2014). Entrepreneurial skills include creativity, innovation, technological/technical, teamwork, learning, initiative, enterprise, financial, managerial, marketing/saleable and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives. They are vital to promoting competitiveness and economic sustainable development. Fostering entrepreneurial spirit supports the creation of new firms and their growth. European Commission (2012) noted that entrepreneurship skills also provide benefits regardless of whether the youths see their future as starting a business as the skills can be used across youth's personal and working live.

Entrepreneurship skills encompass creativity, initiative, tenacity, teamwork, understanding of risk, and a sense of responsibility. According to Okoye (2017), in business education programme, students are expected to acquire entrepreneurial skills to enable them on graduation to prosper in areas of computer technologies, private business executives, marketing operations, accounting services, data base web and network technologies. Similarly, Udegbumam, Gaius-Okeh and Anih (2017) posited that acquisition of entrepreneurial skills enable business education graduates to establish small scale businesses such as photocopying, computer and internet center, laptop and phone repair center, computer and phone accessory sales, provision stores, book binding center, computer training and employment agency among others and manage them successfully. With these opportunities, business education is now widely believed to be a veritable employment alternative to wage employment and widespread retrenchment necessitated by the global economic recession. Rufia (2013) averred that success in small scale enterprise will enable business education graduates to contribute to GDP per capita, reduce poverty and unemployment rate which are some of the indices of nation's sustainable development.

Sustainable development means the all-round development of individuals (Mbata, 2009) and concerns not only personality development, but also nation building. Oguejiofor and Ezeabasili (2014) pointed out that the major tools for achieving sustainable development should include: improving the quality of education, reorienting existing education programme to address skill gaps, developing public awareness and understanding, and providing training for all students to acquire functional skills required for nation building. The main goal of sustainable development is to satisfy human needs and aspirations. It involves the actualization of human potentialities, and proper understanding and management of the environment and the resources therein for sustained human wellbeing. Kumari (2012) stated that sustainable economic development is not possible without qualified educators. Kumari pointed out that many developing countries have a business education programme that is not integrated into the employment system as courses are usually too theoretical and not geared to the needs of the labour market, universities and colleges are poorly equipped and lack the necessary funding. Only a few are able to sufficiently fulfill their research and teaching responsibilities. Efforts should be made to rethink business education programme that currently support unsustainable societies.

Effective training in entrepreneurship skills calls for higher quality of teaching and learning in the classrooms, workshops, conferences, engaged students, well-designed courses, and facilities that are fit for purpose (Nwazor and Nwaukwa, 2015). However, the quality of business educators in the departments is one major factor in the training. This is because, according to Udoeye and Ndum (2013), no effective and functional business education can take place without competent teachers. This means that business educators should possess skills such as pedagogical skills, technical skills, information and communication technology (ICT) skills, professional skills, social skills and supervisory skills among others if they hope

to adequately equip students with entrepreneurial skills. Therefore, for the purpose of this study, entrepreneurship skills were arranged into ICT and pedagogy skills acquisition needed among business educators.

Business educators require the ability to utilize available ICT in inculcating entrepreneurial skills in business education undergraduates to match pace with changes in both office work and business activities. This is in line with the objectives of the Federal Republic of Nigeria (FRN, 2010) in the National Policy for ICT and Education on the need to use ICT in education to empower the youths with ICT skills and prepare them for global competitiveness. Udegbonam, Enenchukwu and Okeke-Okonkwo (2018) defined ICT as the acquisition, processing, storage, dissemination and use of vocal, pictorial and numerical information by a microelectronic-based combination of computing and telecommunication. ICTs include: computer facilities; telecommunication facilities, internet and multimedia facilities. ICT skills include word processing skills, hardware manipulation skills, multimedia skills, internet application skills, graphic skills, spread sheet, power point, data base application skills, and E-mail application skills. Agboeze (2012) regretted that the pace of application of ICT skills by business educators is still very low. Keengwe and Onchwari (2011) observed that despite rapid growth in ICT access by business educators both at home and school, and substantially improved school ICT infrastructure (connection to internet, computer labs, availability of educational software among others), most business educators are not keen in adapting and applying ICT skills during instructional delivery. Keengwe and Onchwari stated that their ICT skills remain a challenge for them to adopt and apply efficiently the technology in classroom.

The second entrepreneurship skill here is pedagogy. Pedagogy can be generally defined as the intentional planning of activities and instructional methods to develop knowledge and skills (Honeyfield & Fraser, 2013). The Center for the use of Research and Evidence in Education (CUREE, 2012) posited that pedagogy refers to the teaching skills teachers use and the activities these skills generate to enable students learn the knowledge and skills related to different subject areas. Apeltgren and Giertz (2010) defined pedagogical skills as the ability and will to regularly apply the attitude, knowledge, and skills that promote teacher-student interaction in the best way. Pedagogical skills mean continuously evaluating one's pedagogical practice in the light of what research and proven experiences have shown to best promote student learning and making necessary adjustments. They include knowledge of subject matter skills, teaching skills, classroom management skills and evaluation skills among others. Possession of these skills by business educators can help them to plan, initiate, lead and develop entrepreneurial intentions of business education students. Thus, it is not an exaggeration to say that business educators need to possess these skills and be able to apply them if in order to impart the entrepreneurship skills to learners.

However, Obot (2013) and Adedoyin (2011) regretted that lecturers (business education lecturers inclusive) moderately applied pedagogical skills for teaching. Daluba's (2013) study revealed that educators have inadequate pedagogical skills and therefore apply them while delivering instruction at low extent. Similarly, the skill gap among business education graduates in Nigerian tertiary institutions suggest that there may be ICT and pedagogy training needs business educators have. Training need is a skill gap between current job competences and requirements. Training need exists when an employee cannot perform an assigned task satisfactorily (Igwe, 2007). Oderako (2014) viewed it as a gap between what is and what ought to be in respect to skills and competencies required to execute a particular task satisfactorily.

The primary requirement of a cost effective and apt training need is that it should meet an identified felt need rather than imagined or an assumed problem. In this study, the training needs of business educators will be determined by ascertaining the level of application of ICT and pedagogical skills for instructional delivery. Equipping business education undergraduates with entrepreneurship skills could depend upon male and female business educators' in-depth knowledge of ICT and pedagogical skills and their ability to apply them in instructional delivery. Nwazor and Udegbumam (2016) reported that male business educators utilize ICT resources more than their female counterparts. This implies that male business educators possess more ICT skills than their female educators. Dessler (2007) also revealed that gender was a significant factor on the extent business educators possess pedagogical skills and apply them for teaching. It is against this background that this study was carried out to determine the training needs of business educators in tertiary institutions in South East Nigeria for equipping business education undergraduates with entrepreneurship skills for sustainable development.

### **Statement of the Problem**

To equip students with entrepreneurship skills, business educators must as a matter of fact utilize appropriate pedagogy and new technologies (ICTs) among others to enhance their professional practices. In agreement, Okoye (2017) pointed out that teaching is made more meaningful and effective if educators are skillful, knowledgeable and make appropriate use of teaching strategies and ICT facilities during lesson delivery. However, the fact that many business education graduates still lack relevant skills for employment and/or entrepreneurial success raises the question of how competent and effective business educators are in teaching business education courses. According to Nwazor and Udegbumam (2016), in many business education programmes in Nigeria, courses that require practical approach are still being taught theoretically without the use of modern equipment and instructional inputs. This makes it difficult for students to develop life skills needed for the 21st century. The problem of this study is that, business educators' over-reliance on conventional teaching methods and their inadequate application of Therefore, as a step towards addressing this problem, there is need to determine business educators training needs in tertiary institutions in South-East Nigeria for equipping business education undergraduates with entrepreneurial skills for sustainable development.

### **Purpose of the Study**

The main purpose of this study was to determine the training needs and skill gaps of business educators in tertiary institutions in South-East Nigeria. The study was carried out so as to equip business education undergraduates with entrepreneurial skills for sustainable development. Specifically, the study determined the extent business educators apply:

- 1) ICT skills for equipping business education undergraduates with entrepreneurial skills in tertiary institutions in South-East Nigeria.
- 2) Pedagogical skills for equipping business education undergraduates with entrepreneurial skills in tertiary institutions in South-East Nigeria.

### **Research Questions**

The following research questions guided the study:

- 1) To what extent do business educators apply ICT skills for equipping business education undergraduates with entrepreneurial skills in tertiary institutions in South-East Nigeria?
- 2) To what extent do business educators apply pedagogical skills for equipping business education undergraduates with entrepreneurial skills in tertiary institutions in South-East Nigeria?



## Hypotheses

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

- 1) Male and female business educators do not differ significantly in their mean ratings on the extent they apply ICT skills for equipping business education undergraduates with entrepreneurial skills in tertiary institutions in South-East Nigeria.
- 2) Male and female business educators do not differ significantly in their mean ratings on the extent they apply pedagogical skills for equipping business education undergraduates with entrepreneurial skills in tertiary institutions in South-East Nigeria.

## Method

Descriptive survey design was adopted for the study. The researchers considered this design appropriate for this study since it sought to collect data from practicing business educators regarding their training needs in tertiary institutions in South-East Nigeria for equipping business education undergraduates with entrepreneurial skills for sustainable development. The population of this study comprised 221 business educators (male 81 and female for colleges of education and universities) that offer business education in South East, Nigeria.

Data collected was a 24 items structured questionnaire. The instrument for data collection was a structured questionnaire titled "Training Needs of Business Educators for Teaching Entrepreneurship Skills (TNBETES)". 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. 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 value of 0.84.

The questionnaire was structured on a five-point scale, with response categories as "Very Highly Applied" (VHA) = 5 points, "Highly Applied" (HA) = 4 points, "Moderately Applied" (MA) = 3 points, "Lowly Applied" (LA) = 2 points and "Very Lowly Applied" (VLA) = 1 point. The administration of the instrument was carried out personally by the researchers with the help of four research assistants. Out of 221 copies of the questionnaire administered on the respondents, a total of 218 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 business educators training needs and entrepreneurial skills acquisition of business education undergraduates for sustainable development in tertiary institutions in South-East Nigeria. A decision rule was based on mean ratings between 4.50-5.00 were regarded as very highly applied, items with mean ratings of 3.50-4.49 were considered as highly applied and items with 2.50-3.49 were regarded as moderate applied.

Furthermore, items with mean ratings of 1.50-2.49 and 0.50-1.49 were considered as lowly applied and very lowly applied 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 do business educators apply ICT skills for equipping business education undergraduates with entrepreneurial skills in tertiary institutions in South-East Nigeria?

**Table 1. Business educators' mean ratings and standard deviation on the extent ICT skills are applied for equipping business education undergraduates with entrepreneurial skills in tertiary institutions (N = 218)**

S/N	ICT Skills	$\bar{X}$	SD	Remarks
1	Computer (laptops/Desktop) to aid teachers lesson note and presentation	3.68	0.33	Highly Applied
2	Portable CD/DVD player for recording students' work, including photographic	4.03	0.30	Highly Applied
3	Use search engine e.g. Google Wikipedia to obtain information on once course	3.49	0.74	Moderately Applied
4	Use sum formula	2.55	0.53	Moderately Applied
5	Use projector to project information that will enhance classroom activities	1.49	0.89	Very Lowly Applied
6	Format data in a cell	1.53	0.95	Lowly Applied
7	Sort data in a work sheet	2.43	0.62	Lowly Applied
8	Use suitable commands to select range of cells in a row	1.59	0.92	Lowly Applied
9	Format data to currency, time and number	1.47	0.98	Very lowly Applied
10	Repeat previous information that can help students to overcome literacy problems	1.48	0.99	Very Lowly Applied
	<b>Cluster Mean</b>	<b>2.38</b>		<b>Lowly Applied</b>

Data in Table 1 show that out of ten items listed on ICT skills for equipping business education undergraduates with entrepreneurial skills in tertiary institutions, business educators indicated that they highly applied items (1 and 2) with mean scores from 3.68 to 4.03, items (3 and 4) were moderately applied with mean scores from 2.55 to 3.49, items (6, 7 and 8) were lowly applied with mean scores from 1.53 to 1.59 while the remaining items (9 and 10) were very lowly applied with mean scores from 1.47 to 1.48. The cluster mean score of 2.38 shows that business educators in tertiary institutions in South-East Nigeria lowly apply ICT skills with entrepreneurship skills. The standard deviations show that there is homogeneity amongst responses indicating a greater consensus of opinions.

**Research Question 2**

To what extent do business educators apply pedagogical skills for equipping business education undergraduates with entrepreneurial skills in tertiary institutions in South-East Nigeria?

**Table 2. Business educators' mean ratings and standard deviation on the extent pedagogical skills are applied for equipping business education undergraduates with entrepreneurial skills in tertiary institutions (N = 218)**

S/N	Pedagogical Skills	$\bar{X}$	SD	Remarks
11	Use methods that stimulate students' interest	3.14	1.09	Moderately Applied
12	Use both high and low other cognitive questions in teaching	3.84	1.38	Highly Applied
13	Use methods that encourage students' critical	1.18	1.20	Lowly Applied
14	Explain topics and concepts clearly and correctly	2.07	1.15	Lowly Applied
15	Answer students questions correctly	1.90	1.70	Lowly Applied
16	Combine gestures and speech in teaching	2.46	1.20	Lowly Applied
17	Use appropriate instructional materials that relate to the topic taught	1.90	1.22	Lowly Applied
18	Use instructional materials that lead to the achievement of lesson objectives	2.23	1.47	Lowly Applied
19	Deliver lesson in the most attention catching manner	3.08	1.15	Moderately Applied
20	Use instructional materials that lead to the achievement of lesson objectives	2.48	1.37	Lowly Applied
	<b>Cluster Mean</b>	<b>2.42</b>		<b>Lowly Applied</b>

Data in Table 2 show that out of ten items listed on pedagogical skills for equipping business education undergraduates with entrepreneurial skills in tertiary institutions, business educators indicated that they highly applied item (12) with mean score of 3.84, items (11 and 19) were moderately applied with mean scores from 3.08 to 3.14 while the remaining items (13, 14, 15, 16, 17, 18 and 20) were lowly applied with mean scores from 1.53 to 1.59.

The cluster mean score of 2.42 shows that business educators in tertiary institutions in South-East Nigeria lowly apply pedagogical skills with entrepreneurship skills. The standard deviations show that there is homogeneity amongst responses indicating a greater consensus of opinions.

### Testing of Hypotheses

#### Null Hypothesis 1

Male and female business educators do not differ significantly in their mean ratings on the extent they apply ICT skills for equipping business education undergraduates with entrepreneurial skills in tertiary institutions in South-East Nigeria.



**Table 4. Summary of t-test analysis of male and female business educators on the extent they apply ICT skills for equipping business education undergraduates with entrepreneurial skills in tertiary institutions in South-East Nigeria (N=218)**

Gender	N	$\bar{X}$	SD	$\alpha$	Df	t-val	p-val	Remarks
Male	81	3.60	1.18	0.05	216	0.74	0.47	Not Significant
Female	137	3.52	1.12					

**Source: Field Study, 2019**

Data in Table 4, indicate that the aggregate mean ratings of male and female business educators on the extent they apply ICT skills for equipping business education undergraduates with entrepreneurial skills 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 216, 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 male business educators do not differ significantly from female counterpart on the extent they apply ICT skills for equipping business education undergraduates with entrepreneurial skills in tertiary institutions in South-East Nigeria.

### Null Hypothesis 2

Male and female business educators do not differ significantly in their mean ratings on the extent they apply pedagogical skills for equipping business education undergraduates with entrepreneurial skills in tertiary institutions in South-East Nigeria.

**Table 5. Summary of t-test analysis of male and female business educators on the extent they apply pedagogical skills for equipping business education undergraduates with entrepreneurial skills in tertiary institutions in South-East Nigeria (N=218)**

Gender	N	$\bar{X}$	SD	$\alpha$	Df	t-val	p-val	Remarks
Male	81	3.23	1.11	0.05	216	0.50	0.25	Not Significant
Female	137	3.17	1.07					

**Source: Field Study, 2019**

Data in Table 5, indicate that the aggregate mean ratings of male and female business educators on the extent they apply pedagogical skills for equipping business education undergraduates with entrepreneurial skills 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 216, 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 male business educators do not differ significantly from female counterpart on the extent they apply pedagogical skills for equipping business education undergraduates with entrepreneurial skills in tertiary institutions in South-East Nigeria.

### Discussion of Findings

Findings of the first research question revealed that business educators in tertiary institutions in South East Nigeria lowly applied ICT skills for equipping business education undergraduates with entrepreneurship skills. The findings agreed with that of Agboeze (2012) who noted that the pace of application of ICT skills by business educators is still very low.

In contract, Keengwe and Onchwari (2011) study revealed that despite rapid growth in ICT access by business educators both at home and school, and substantially improved school ICT infrastructure (connection to internet, computer labs, availability of educational software among others), most business educators are not keen in adapting and applying ICT skills during instructional delivery.

Test of hypothesis one showed that business educators did not differ significantly in their mean ratings and extent they apply ICT skills for equipping business education undergraduates with entrepreneurship skills as a result of gender. The findings of this study agreed with that of Nwazor and Udegbumam (2016) reported that male business educators utilize ICT resources more than their female counterparts. This implies that male business educators possess more ICT skills than their female educators.

Findings of the study regarding the second research questions revealed that business educators in tertiary institutions in South East Nigeria lowly applied pedagogical skills for equipping business education undergraduates with entrepreneurship skills. The findings agreed with that of Daluba's (2013) study who revealed that educators have inadequate pedagogical skills and therefore apply them while delivering instruction at low extent. This supports the earlier findings of Obot (2013) and Adedoyin (2011) who disclosed that lecturers (business education lecturers inclusive) moderately applied pedagogical skills for teaching.

The test of hypothesis two disclosed that gender has no significant effect on the extent of application of pedagogical skills by business educators. The findings of the study disagreed with that of Dessler (2007) who revealed that gender was a significant factor on the extent business educators possess pedagogical skills and apply them for teaching.

### **Conclusion**

Based on the findings of this study, the study concluded that the objectives of business education at the tertiary education level will not achieve the desired objectives if the business educators are not subjected to constant training and retraining through in-service, on-the-job, conferences and workshops to enable them continue to update their skills in line with changing skill demands. Business educators' inadequate knowledge and skills in pedagogy and ICT will concomitantly affect the business education undergraduates' entrepreneurial skills acquisition thus jeopardizing the essence of the programme.

### **Implications of the Study**

The implication of this study is that the findings will open the students to a new approach in the delivery of business education which will be more demanding on them in terms of practical (hands-on-activity) as against how it is being taught now theoretically. To business educators, the study will make a case for them to appropriate authorities to improve their lot in the various sections of the programme. It will also engender the government to improve the provision of equipment and facilities which are inadequate in business education departments for effective inculcation of entrepreneurship skills in the students.

### **Recommendations**

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

- 1) Business educators should be encouraged to utilize available ICT facilities for equipping their students with entrepreneurship skills.

- 2) The knowledge and skill gaps identified in this study should be packaged into a training module for in-service training of business educators in tertiary institutions in South East Nigeria to build their capacity to apply pedagogical and ICT skills in inculcating entrepreneurship skills in undergraduates.
- 3) Authorities of tertiary institutions should always give business educators opportunities to embark on other training modes such as workshops, seminars and conferences to enhance their knowledge and skills in pedagogy and ICT application in instructional delivery.
- 4) Government should improve on their provision of ICT infrastructures to all tertiary institutions in Anambra State and Nigeria as a whole to enable business educators utilize them in instructional delivery.

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