



TRAINING NEEDS OF BUSINESS EDUCATORS AND ENTREPRENEURIAL SKILLS ACQUISITION BY BUSINESS EDUCATION UNDERGRADUATES FOR SUSTAINABLE DEVELOPMENT

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Abstract

This study determined the training needs and skill gaps of business educators in tertiary institutions in Anambra State. Two research questions guided the study and four null hypotheses were tested at 0.05 level of significance. The design of the study was descriptive survey and 95 (44 male and 55 female) business educators in tertiary institutions in Anambra State offering the programme were studied without sampling. A structured questionnaire titled "Training Needs of Business Educators for Entrepreneurship Skills (TNBEES)" was used for data collection. The questionnaire was a 5-point Likert type scale containing 28 items in two clusters and validated by experts in Business Education and Measurement and Evaluation. The reliability coefficient of the instrument was determined using Cronbach's Alpha method which yielded values of 0.91 and 0.73 for the two clusters and overall value of 0.81. Mean and standard deviation were used to analyze data to answer the research questions and determine the cohesiveness or otherwise of respondents' mean ratings. The t-test and analysis of variance (ANOVA) were used to test the null hypotheses. The findings revealed that business educators lowly applied pedagogical and ICT skills for equipping undergraduates with entrepreneurship skills. Gender did not significantly influence the respondents' mean ratings in all the contents covered while years of teaching experience significantly influence respondents' mean ratings on the contents covered. Based on these findings, it was recommended among others that, the knowledge and skill gaps identified in the study should be packaged into training modules for in-service training, workshops, seminars and conferences for business educators in Anambra State to build their capacity to apply pedagogical and ICT skills in instructional delivery. Government also should improve the provision of ICT infrastructures and other equipment to all tertiary institutions in Anambra State and Nigeria as a whole to enable business educators utilize them in teaching.

Keywords: Training Needs, Business Education, Entrepreneurship Skills, Sustainable Development

Introduction

Skills acquisition is vital for Nigeria to compete and grow economically, particularly in this era of economic meltdown. 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 undergraduates 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. Okorie defined business education as a broad area of knowledge that deals with the entire enterprise system—preparing recipients for roles in business as employees, entrepreneurs, employers or simply as self-employed. 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.

Entrepreneurship skills are individual's ability to turn ideas into action (European Commission as cited in European Skills Panorama, 2014). Entrepreneurial skills include creativity, innovation 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) stated 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, Oborah (2006) had earlier posited that acquisition of entrepreneurial skills enable business education graduates to establish small scale ventures such as photocopying, computer and internet center, laptop and phone repair center, computer and phone accessory sales, provision stores, book binding center, computer training, reprographic, printing press, rental services, leasing services 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. Arogundade in 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, engaged students, well-designed courses, and facilities that are fit for purpose (Nwazor & 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. According to Nawaz, Phil and Gomes (2014) pedagogy is any conscious activity by a teacher designed to enhance the learning of students. 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.

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. ICT is defined by Nworgu in Nwaukwa (2015) 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, multi-media 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. The authors stated that their ICT skills remain a challenge for them to adopt and apply efficiently the technology in classroom. Similarly, the skill gap among business education graduates in Nigerian tertiary institutions suggest that there may be ICT 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 pedagogical and ICT skills for instructional delivery.

Equipping business education undergraduates with entrepreneurship skills could depend upon male and female business educators' in-depth knowledge of pedagogical and ICT skills and their ability to apply them in instructional

delivery. Nwaukwa (2015) 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. In the same vein, years of teaching experience (0-5 years, 6-10 years and above 10 years) could influence lecturers' opinion on the extent they apply pedagogical and ICT skills for empowering business education undergraduates with entrepreneurship skills for sustainable development. This could be as a result of years of practical experience in the use of pedagogical and ICT skills and exposure during workshops, seminars and conferences. It is against this background that this study was carried out to determine the training needs of business educators in tertiary institutions in Anambra State for equipping business education undergraduates with entrepreneurship skills for sustainable development.

Statement of the Problem

The present unemployment crises in Nigeria prompted the federal government to incorporate business education as a sort of intervention programme into Nigeria's education system starting from junior secondary schools to tertiary institutions. This was aimed at redirecting the attention of students towards job creation by equipping them with entrepreneurial skills to be self-reliant on graduation. 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 Nwaukwa (2015), in many business education programmes in Nigeria, courses that require practical approach are still being taught theoretically without the use of modern equipments 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 ICT resources in instructional delivery suggest that they have training needs. Therefore, as a step towards addressing this problem, there is need to determine the training needs of business educators in tertiary institutions in Anambra State 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 Anambra State for equipping business education undergraduates with entrepreneurial skills for sustainable development. Specifically, the study determined the extent business educators:

1. Apply pedagogical skills for equipping business education undergraduates with entrepreneurial skills.
2. Apply ICT skills for equipping business education undergraduates with entrepreneurial skills.

Research Questions

1. To what extent do business educators apply pedagogical skills for equipping business education undergraduates with entrepreneurial skills?
2. To what extent do business educators apply ICT skills for equipping business education undergraduates with entrepreneurial skills?

Hypotheses

1. There is no significant difference in the mean ratings of male and female business educators in tertiary institutions in Anambra State on the extent they apply pedagogical skills for equipping business education undergraduates with entrepreneurial skills.

2. There is no significant difference in the mean ratings of business educators in tertiary institutions in Anambra State on the extent they apply pedagogical skills for equipping business education undergraduates with entrepreneurial skills as a result of years of teaching experience (0-5 years, 6-10 years and above 10 years)
3. There is no significant difference in the mean ratings of male and female business educators in tertiary institutions in Anambra State on the extent they apply ICT skills for equipping business education undergraduates with entrepreneurial skills.
4. There is no significant difference in the mean ratings of business educators in tertiary institutions in Anambra State on the extent they apply ICT skills for equipping business education undergraduates with entrepreneurial skills as a result of years of teaching experience (0-5 years, 6-10 years and above 10 years).

Relationship between Business Education and Sustainable Development

As a result of the impact of business education on the development of human capital, productivity and economic growth, it has become inherent in the national development strategies in many societies. To achieve sustainable development, attention should be paid to strengthening the bridge between education and schooling and preparation for the world of work with respect to improving vocational education (business Education) in Nigeria. Business education finds expression of entrepreneurial activities in areas like stenography, petty trading, small scale business, account clerk, transportation business, thrift loan business, teaching, office occupation and so on. In the Nigerian environment, business education plays a vital role in the social, political and economic development of the nation. This is possible when jobs are created for the citizenry through the establishment of businesses that will accommodate the unemployed youths in the country. A qualified graduate of business education is expected to have acquired enough entrepreneurial skills relevant to the management of small business center: - Creation of self-employment. This helps to reduce the problem of unemployment and other social vices in Nigeria.

Amoor and Udoh (2008) noted that business education plays a significant role in the economic development by providing knowledge and skills to the learners thereby enabling them to adequately impart knowledge to others and handle sophisticated office technologies and information system. An entrepreneur does not only provide job for himself/herself alone, but provides for others too. This in turn, helps the individual to increase per capital income as well as the standard of living. Supporting this, Ugwuogo (2013) opined that business education holds the prospect of contributing, through its job creation and self-employment packages, for the attainment of vision 20:2020. Ugwuogo thus stated that a gainfully employed individual contributes to GDP per capita, reduces poverty and unemployment which are some of the indices of development. The author averred that a well trained business educator can successfully be engaged into the following areas:

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

Based on these assertions, business education realistically will no doubt be used as major weapon in reducing the worrisome, untamed and over rising problems of unemployment and poverty in Nigeria hereby attaining the status of one of the twenty most developed economics of the world by the year 2025.

Obstacles to the Achievement of Sustainable Development in Nigeria through Business Education

Business education programmes are faced with numerous obstacles in a bid to effectively achieve its aims and objectives. Among the numerous obstacles are:

Shortage of Qualified Business Teachers

The problem mostly is that qualified business education teachers prefer opting out of teaching to industries, thereby increasing the shortage of qualified personnel in business education and in the absence of these business education teachers, people from other discipline come into the department to teach courses without imparting the right knowledge on the students.

Poor Funding

In Nigeria, educational institutions are not adequately funded. At times, funds meant for education are directed to the other sectors of the economy. That is why Ugwuogo (2013), expressed that “it is a well known fact that one of the major problems bedeviling education in Nigeria today is inadequate finding and business education is no exception.

Inadequate Provision of Facilities

Laboratories, equipment, tools, library facilities, lecture rooms, work books and other materials for the effective implementation of business education curriculum content are not adequately provided. This creates problems for business educators. Therefore graduates of business who were taught without these facilities will not in any way be able to defend their certificates.

Poor Remuneration and Motivation of Teachers

Nigerian teachers, business education teachers inclusive, are poorly remunerated and motivated. The problem of teacher’s remuneration in the education system in Nigeria has been from its inception. Teachers salaries, allowances, entitlements are always paid in arrears; at times they are denied of these entitlements. According to Okpuzo and Ogidan (2012), poor remuneration is responsible for the poor attitude to work of some teachers, they go about doing their private businesses instead of concentrating on how to improve teaching and learning in the school.

Poor Public Image of Business Education Programme

There is still poor public image of business education programme. This is in line with the observation of Olufunke, (2003) that parents prefer their children to study courses like pharmacy, medicine, law, engineering, etc because they regard vocational education as a course for “Never –do –wells” who could not secure admission into other disciplines. This attitude of people towards vocational education, especially to business education contributes to the problems in teaching and learning of business education. Idialu (2007) stated that there is still a strong tendency towards white collar jobs as a result of low status associated with Vocational education, business education inclusive.

Inaccessibility of Digital and Internet Technology

The non-availability of digital and Internet technology in the classroom has greatly affected both Business educator and students. Students’ are supposed to be taught the use of digital and Internet facilities. This is against the UNESCO (2010) view, that the following conditions must be met:

- a. The business education teacher must have the knowledge and skills to use the new digital tools and resources to help all students achieve high academic standards.
- b. Students and business educators must have sufficient access to digital technologies and internet in their classroom, schools and business education institutions.
- c. High quality, meaningful and culturally responsive digital content must be available for the educators and learners.

Method

Research Design

The descriptive survey research design was adopted for this study because the study aimed at ascertaining the opinions of respondents on their training needs for equipping business education undergraduates with entrepreneurship skills for sustainable development. Survey design is credited with the ability to study a phenomenon without obstructions (Nyagako, 2011). It also describes conditions as they are and can identify further areas of study.

Area of the Study

The study was carried out in all the tertiary institutions that offer business education programme in Anambra State. Anambra State is located in the South East, Nigeria and shares boundary with Delta State to the West, Imo State and Rivers State to the South, Enugu State to the East and Kogi State to the North.

Population of the Study

The population of the study consisted of 95 business educators in the five tertiary institutions in Anambra State offering business education programme. The institutions are Nnamdi Azikiwe University with 11 business educators; Madonna University with 4 business educators, Chukwuemeka Odumegwu Ojukwu University has 4 business educators, Nwafor Orizu College of Education has 16 and Federal College of Education (Technical) Umuze has 60 business educators.

Sample and Sampling Technique

The entire population was used for the study since the population was manageable and accessible to the researcher. Hence, there was no sampling.

Instrument for Data Collection

The instrument for data collection was a structured questionnaire titled "Training Needs of Business Educators for Teaching Entrepreneurship Skills (TNBETES)" and has two parts 1 and 2. Part 1 elicit demographic information of the respondents such as gender and years of teaching experience while part 2 is divided into two clusters B1 and B2 with 28 items. Cluster B1 has 15 items while cluster B2 has 13 items respectively. The instrument was structured on a five point rating scale of Very highly applied (VHA) =5, highly Applied (HA) =4, Moderately Applied (MA) = 3, Lowly Applied (LA) = 2 and Very Lowly Applied (VLA) = 1.

Validation of the Instrument

The validity of the instrument was established using three experts, two from the field of business education and one from Measurement and Evaluation unit of Educational Foundation Department both in Faculty of Education, Nnamdi Azikiwe University, Awka.

Reliability of the Instrument

The Cronbach Alpha method was used to establish the internal consistency of the instrument. The reliability coefficients obtained for the two clusters B1 and B2 are 0.91 and 0.73 with the overall reliability coefficient of 0.81 indicating that the instrument was reliable for the study in accordance with the recommendations of Ogundare (2008) that 0.7 or above is an acceptable reliability value.

Method of Data Analysis

Descriptive statistics of mean and standard deviation were used to answer the two research questions and determine the homogeneity or otherwise of the respondents' views, while the t-test and Analysis of Variance (ANOVA) were used to test the null hypotheses at 0.05 level of significance. A null hypothesis was rejected where the calculated t-cal or F-cal was greater than or equal to the t-value or F- table of value; otherwise, the null hypotheses was accepted.

Results

Table 1: schedule of Questionnaire Administered and Returned

Number of Questionnaire Administered	95	100%
Number of Questionnaire returned	89	94%
Number not Returned	6	6%

Source: field survey (2017)

A total of 95 questionnaires were administered on the respondents. 89 (94%) were correctly filled and returned while 6(6%) were not returned.

Analysis of Research Questions

Research Question One

To what extent do business educators apply pedagogical skills for equipping business education undergraduates with entrepreneurial skills?

Table 2: Respondents' mean ratings and standard deviation on the extent pedagogical skills are applied for equipping business education undergraduates with entrepreneurial skills N = 89

S/N	Pedagogical Skills	$\bar{X}$	SD	Remarks
1	Clearly state objectives in measurable terms (appropriate inter-relatedness and sequence of objectives)	3.39	1.30	Moderately Applied
2	Explain topics and concepts clearly and correctly	2.07	1.15	Lowly Applied
3	Demonstrate skills correctly and expertly	2.81	1.22	Moderately Applied
4	Answer students questions correctly	1.90	1.70	Lowly Applied
5	Present instructions clearly to aid students' mastery of relevant skills	3.34	1.55	Moderately Applied
6	Properly organize instructional content (lesson plan)	3.39	1.30	Moderately Applied
7	Deliver lesson in the most attention catching manner	3.11	1.37	Moderately Applied
8	Use methods that stimulate students' interest	3.14	1.09	Moderately Applied
9	Use both high and low other cognitive questions in teaching	3.84	1.38	Highly Applied
10	Use methods that encourage students' critical	2.46	1.18	Lowly Applied
11	Combine gestures and speech in teaching	1.90	1.20	Lowly Applied
12	Use appropriate instructional materials that relate to the topic taught	2.81	1.22	Moderately Applied
13	Suitably display instructional materials for all students to see clearly	3.24	1.38	Moderately Applied
14	Use instructional aids to facilitate and make lesson clearer	3.48	1.38	Highly Applied
15	Use instructional materials that lead to the achievement of lesson objectives	2.23	1.47	Lowly Applied
	Cluster mean	2.47		Lowly Applied

Data in Table 2 showed that out of the 15 items listed on pedagogical skills for equipping business education undergraduates for entrepreneurial skills, respondents indicated that they highly applied items 9 and 14 with mean scores of 3.84 and 3.48. Items 1, 3, 5, 6, 7, 8, 12 and 13 are moderately applied with mean scores ranging from 2.81 to 3.39 while the remaining 5 items are lowly applied. The cluster mean score of 2.47 shows that business educators in tertiary institutions in Anambra State lowly apply pedagogical skills with entrepreneurship skills. The standard deviations for all the items are within the same range showing that the respondents are not wide apart in their ratings.

Research Question Two

To what extent do business educators apply ICT skills for equipping business education undergraduates with entrepreneurial skills?

Table 3: Respondents' mean ratings and standard deviation on the extent ICT skills are applied for equipping business education undergraduates with entrepreneurial skills
N = 89

S/N	ICT Skills	Mean	SD	Remarks
16	Use interactive white board to display information about subject matter to motivate students	1.42	1.17	Very Lowly Applied
17	Use projector to project information that will enhance classroom activities	1.49	1.05	Very Lowly Applied
18	Computer (laptops/Desktop) to aid teachers lesson note and presentation	3.68	0.74	Highly Applied
19	Format data in a cell	1.53	0.88	Lowly Applied
20	Generating appropriate graphs	1.40	0.80	Very Lowly Applied
21	Sort data in a work sheet	3.43	0.62	Moderately Applied
22	Format data to currency, time and number	1.47	1.33	Very lowly Applied
23	Use sum formula	2.55	1.53	Moderately Applied
24	Portable CD/DVD player for recording students' work, including photographic	4.03	0.84	Highly Applied
25	Use suitable commands to select range of cells in a row	1.59	1.09	Lowly Applied
26	Highlight points that will remove learning difficulties.	3.10	0.99	Moderately Applied
27	Repeat previous information that can help students to overcome literacy problems	1.48	0.92	Very Lowly Applied
28	Use search engine e.g. Google Wikipedia to obtain information on once course	3.49	1.30	Moderately Applied
	Cluster Mean	2.33		Lowly Applied

Data in Table 3 showed that Out of the 13 items on ICT skills listed, business educators highly applied items 18 and 24 for equipping undergraduates with entrepreneurial skills. Items 21, 26 and 28 with mean scores of 3.43, 2.55 and 3.49 are moderately applied by business educators, two items 19 and 25 are lowly applied while the remaining 5 items are very lowly applied by business educators. The cluster mean score of 2.33 shows that business educators in the area of the study lowly applied ICT skills for equipping business education undergraduates with entrepreneurship skills. The standard deviations for all the items are within the same range showing that the respondents are not wide apart in their ratings.

Test of Hypotheses

Hypothesis 1

There is no significant difference in the mean ratings of male and female business educators in tertiary institutions in Anambra State on the extent they apply pedagogical skills for equipping business education undergraduates with entrepreneurial skills.

Table 4: Summary of t-test analysis of male and female respondents on the extent they apply pedagogical skills for equipping business education students with entrepreneurship skills

Gender	N	$\bar{X}$	SD	α	df	t-cal	t-crit	Remark
Male	44	3.16	0.76	0.05	87	0.67	1.96	Accepted
Female	45	2.96	1.64					

Table 4 showed that the calculated t- value of 0.67 is less than the critical t-value of 1.96 ($0.67 < 1.96$) at 0.05 level of significance and 87 degree of freedom. This means that the respondents did not differ significantly in their mean ratings and extent they apply pedagogical skills for equipping business education undergraduates with entrepreneurship skills as a result of gender. Therefore, the null hypothesis was accepted.

Hypothesis 2

There is no significant difference in the mean ratings of business educators in tertiary institutions in Anambra State on the extent they apply pedagogical skills for equipping business education undergraduates with entrepreneurial skills as a result of years of teaching experience (0-5 years, 6-10 years and above 10 years).

Table 5: One – way Analysis of Variance (ANOVA) on respondents’ mean ratings on the extent they apply pedagogical skills for equipping undergraduates with entrepreneurship skills

Sources of Variance	Sum of Squares	DF	Mean Square	F-cal	F-crit	Inference
Between Groups	0.98	2	0.49	3.76	3.47	Accepted
Within Groups	8.61	42	0.13			
Total	9.59					

Data on Table 5 showed that F-cal of 3.76 is greater than the F-crit of 3.47 ($3.76 > 3.47$) at 0.05 level of significance with 2 and 42 degree of freedom therefore the null hypothesis was rejected. This means that there is a significant difference in the mean ratings of business educators in tertiary institutions in Anambra State on the extent they apply pedagogical skills for equipping business education undergraduates with entrepreneurial skills as a result of years of teaching experience (0-5 years, 6-10 years and above 10 years).

Hypothesis 3

There is no significant difference in the mean ratings of male and female business educators in tertiary institutions in Anambra State on the extent they apply ICT skills for equipping business education undergraduates with entrepreneurial skills.

Table 6: Summary of t-test analysis of male and female respondents on the extent they apply ICT skills for equipping business education undergraduates with entrepreneurship skills

Gender	N	$\bar{X}$	SD	α	df	t-cal	t-crit	Remark
Male	44	3.02	1.06	0.05	87	1.45	1.96	Rejected
Female	45	2.86	0.83					

Table 4 showed that the calculated t- value of 1.46 is less than the critical t-value of 1.96 ($1.46 < 1.96$) at 0.05 level of significance and 87 degree of freedom. This means that the respondents 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. Therefore, the null hypothesis was accepted.

Hypothesis 4

There is no significant difference in the mean ratings of business educators in tertiary institutions in Anambra State on the extent they apply ICT skills for equipping business education undergraduates with entrepreneurial skills as a result of years of teaching experience (0-5 years, 6-10 years and above 10 years).

Table 7: One – way Analysis of Variance (ANOVA) on respondents’ mean ratings on the extent they apply pedagogical skills for equipping undergraduates with entrepreneurship skills

Sources of Variance	Sum of Squares	DF	Mean Square	F-cal	F-crit	Inference
Between Groups	0.88	2	0.44	3.68	3.47	Rejected

Within Groups	7.61	36	0.12		
Total	9.59				

As shown in Table 7, F-cal of 3.68 is greater than the F-crit of 3.47 ($3.68 > 3.47$) at 0.05 level of significance with 2 and 36 degree of freedom therefore the null hypothesis was rejected. This means that there is a significant difference in the mean ratings of business educators in tertiary institutions in Anambra State on the extent they apply ICT skills for equipping business education undergraduates with entrepreneurial skills as a result of years of teaching experience (0-5 years, 6-10 years and above 10 years).

Discussion of Results

The analysis of data in table 1 showed that business educators in tertiary institutions in Anambra State lowly apply pedagogical skills for equipping business education undergraduates with entrepreneurship skills, the findings of this study concurs with that of Daluba (2013) which revealed that educators have inadequate pedagogical skills and therefore apply them while delivering instruction at low extent. In disagreement, Obot (2013) stated that lecturers have moderate application pedagogical skills for teaching. This supports the earlier findings of Adedoyin (2011) which disclosed that lecturers apply pedagogical skills at a moderate extent. The test of hypothesis one disclosed that gender has no significant effect on the extent of application of pedagogical skills by business educators. This disagrees with the findings of Dessler (2007) who reported that male and female lecturers differ in the extent they possess pedagogical skills and apply them in instructional delivery. Similarly, test of hypothesis two showed that years of teaching experience is a significant factors on the extent business educators apply pedagogical skills for equipping business education graduates with entrepreneurship skills. This is in line with the earlier findings of Heitzman (2004) which revealed that length of teaching experiences determines how educators apply pedagogical skills in teaching.

Data analysis in Table 2 revealed that business educators to a lowly apply ICT skills for equipping business education undergraduates with entrepreneurship skills. This findings is in consonant with that of Mingaine (2013) which disclosed that business educators have low application ICT skills in subject delivery. Mingaine pointed out that business education training institutions need to change strategy on how they train future teachers with a view to giving them an opportunity to practice using new technology. In contrast, Tian and Correos's (2014) study revealed that educators in tertiary institutions to a large extent apply ICT skills in carrying out their instructional delivery. Test of hypothesis three 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 disagreed with that of Nwaukwa (2015) which disclosed that male business educators utilize ICT resources more than their female counterparts. Jimoyiannis and Komis (2007) revealed that male teachers are positive about ICT in school while female teachers are neutral or negative. Jimoyiannis and Komis cited female teachers low levels of ICT use due to their inadequate skills, interest and technology accessibility. However, Andoh's (2012) findings contrasted Jimoyiannis and Komis (2007) findings by disclosing that gender variable is not a forecaster of extent of application and use of word processing skills in secondary schools. Furthermore, test of hypothesis four revealed that the extent of application of ICT skills for equipping business education undergraduates with entrepreneurial skills is influence by years of teaching experience of business educators.

Conclusion and Implications

The policy thrust of business education programme in tertiary institutions in Nigeria is to equip the business education undergraduates with entrepreneurial skills to enable them go into any enterprise and eke a living on graduation. To achieve this laudable goal, business educators have to apply appropriate pedagogy and be able to utilize ICT in their instructional delivery. The application of these skills however, depends on the extent they are possessed by business educators. Based on the findings of this study, the researchers 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.

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 skill acquisition of business educators through 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, the researchers made the following recommendations:

1. The knowledge and skill gaps identified in this study should be packaged into a training modules for in-service training of business educators in tertiary institutions in Anambra State to build their capacity to apply pedagogical and ICT skills in inculcating entrepreneurship skills in undergraduates.
2. 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.
3. 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.
4. Business educators should be encouraged to utilize available ICT facilities for equipping their students with entrepreneurship skills.

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