



Reinventing Business Education Through Quality And Information Communication Technology (ICT) For Global Competitiveness Among Selected Universities In South-South And South-East Nigeria

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ABSTRACT

The study is examined reinventing business education through quality and Information Communication Technology for global competitiveness among selected Universities in South-South and South-East Nigeria. Four research questions were raised and four null hypotheses were formulated for the study. The researchers adopted a survey research design for the study and the population of this study consisted of 104 respondents which were business education lecturers in six Universities in South-South and three Universities in South-East Nigeria, where business education programme is run. Since the population is a manageable size, the entire population was used as sample size. The researchers developed a 30-item five-point likert scale instrument for the study tagged “Reinventing Business Education through Quality & ICT for Global Competitiveness Assessment Questionnaire (RBEQICTCAQ)”. The face and content validity of the instrument was determined by three experts. In order to determine the reliability of the instrument, Kuder Richardson 20 (K20) was used to obtain 0.85 reliability coefficient. Mean was used to answer the research questions while Pearson Product Moment Correlation (PPMC) Coefficient was used test null hypotheses 1 and 2 while T-test statistics was used for hypotheses 3 and 4 at 0.05 level of significance. The findings revealed that business education can be reinvented to a high extent through quality and Information Communication Technology for global competitiveness among Colleges of Education in Delta State. It was recommended that the present curriculum of business education needs, reinventing, retouching, modification, adjustment and adaptation to aid to bring about global competitiveness.

Keywords: Reinventing, Business Education, Quality, ICT, Global Competitiveness

INTRODUCTION

Business education which is one of the courses taught in tertiary institutions is focused on equipping its recipients with necessary skills meant for self-reliance. The aim/goal of business education is the production of manpower, which possesses the requisite knowledge, skill and attitude for harnessing other resources and bringing them together into a cooperative relationship yielding the goods and services demanded by the society for the satisfaction of their wants and needs. Bilyaminu (2011) views business education as an aspect of total education programme that provides the knowledge, skills, attitudes and understanding needed to perform in the business world as a producer and/or

consumer of goods and services. Drawing from the definition of Bilyaminu, the business world is a global world characterized by quality, and ICT has made the world, a global village. Hence the researchers are embarking on the study of reinventing business education through quality and Information Communication Technology for global competitiveness among selected Universities in South-South and South-East Nigeria.

The efficacy of faculties of education among Universities in Nigeria to prepare teachers for the 21st century has been questioned by a number of studies (Obanya, 2004; Ololube, 2006; Adeosun, 2016). They have been critiqued for their inability to produce teachers who are properly grounded in pedagogy and content as well as having the ability to collaborate professionally in the global economy. The quality of education obtained in the Nigerian Tertiary Institutions has been watered down over the years. In the recent years, the educational system has passed through tremendous odds, which has placed a grip of insecurity and uncertainty about the relevance of educational instruction to current market realities (Okumagbe, 2007).

One of the major problems affecting educational institutions is the increasing misalignment between the needs of the society, reflected through the needs of industries, occasioned by poor quality education and lack of ICT usage in consonance with global competitiveness. Cheru (2002) posited that education is the cornerstone of human development in every society. Business education is not left out, as its importance to the overall wellbeing of a nation's economy needs not to be overemphasized. Imeokparia and Ediagbonya (2012) conceived business education as the development of appropriate knowledge, skills, attitudes and understanding required to fit into chosen business occupation or occupations. It is against the background that the researchers are studying reinventing business education through quality and Information Communication Technology for global competitiveness among selected Universities in South-South and South-East Nigeria.

Problem Statement/Justification

The efficacy of faculties of education among Universities in Nigeria to prepare teachers for the 21st century has been questioned by a number of studies (Obanya, 2004; Ololube, 2006; Adeosun, 2016). They have been critiqued for their inability to produce teachers who are properly grounded in pedagogy and content as well as having the ability to collaborate professionally in the global economy. The quality of education obtained in the Nigerian Tertiary Institutions has been watered down over the years. In the recent years, the educational system has passed through tremendous odds, which has placed a grip of insecurity and uncertainty about the relevance of educational instruction to current market realities (Okumagbe, 2007).

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Objectives of the Study

The purpose of the study accessed reinventing business education through quality and Information Communication Technology for global competitiveness among selected Universities in South-South and South-East Nigeria. This purpose is further broken down into the following specific objectives:

1. To access reinventing business education through quality for global competitiveness among selected Universities in South-South and South-East Nigeria
2. To access reinventing business education through Information Communication Technology for global competitiveness among selected Universities in South-South and South-East Nigeria
3. To examine the skill acquisition relevance of business education programme for global competitiveness among selected Universities in South-South and South-East Nigeria

4. To examine the entrepreneurial and self-reliance relevance of business education programme for global competitiveness among selected Universities in South-South and South-East Nigeria

Research Questions

The following research questions guided the study:

1. To what extent can business education be reinvented through quality for global competitiveness among selected Universities in South-South and South-East Nigeria?
2. To what extent can business education be reinvented through Information Communication Technology for global competitiveness among selected Universities in South-South and South-East Nigeria?
3. What is the skill acquisition relevance of business education programme for global competitiveness among selected Universities in South-South and South-East Nigeria?
4. What is the entrepreneurial and self-reliance relevance of business education programme for global competitiveness among selected Universities in South-South and South-East Nigeria?

Hypotheses

The null hypotheses formulated to be tested at 0.05 level of significance are:

Ho₁: There is no significant relationship between reinvention of business education through quality and global competitiveness among selected Universities in South-South and South-East Nigeria

Ho₂: There is no significant relationship between reinvention of business education through quality and global competitiveness among selected Universities in South-South and South-East Nigeria

Ho₃: There is no significant difference in the responses of male lecturers and female lecturers of business education on the skill acquisition relevance of business education for global competitiveness among selected Universities in South-South and South-East Nigeria

Ho₄: There is no significant difference in the responses of male lecturers and female lecturers of business education on the entrepreneurial and self-reliance relevance of business education programme for global competitiveness among selected Universities in South-South and South-East Nigeria

Literature Review

Jubril (2010) defines business education as a specialized area of vocational education that provides educational training, skills development, attitudes adjustment towards business orientation and academic challenges. Bilyaminu (2011) views business education as an aspect of total education programme that provides the knowledge, skills, attitudes and understanding needed to perform in the business world as a producer and/or consumer of goods and services. Professionally, business education can be defined as a programme designed to provide students with the basic processes of educational training; decision making; the philosophy, theory, and psychology of management; practical applications; business start-up and operational procedures.

Business education programme in this context is responsible for equipping students with skills, attributes, knowledge, attitudes and behaviours required for teaching, entrepreneurship, administrative and clerical work. Stephen (2010) in Adamu (2014) maintained that business education programme was prepared to provide students with knowledge, skills, attitudes, and values required for graduates gainful employment or self-reliance. Senior (2009) in Adamu (2014) indicated that, a good curriculum should provide students with skills on: effective communication; supervision; coordinating; planning and think strategically; clear vision; Information and Communication Technology; creativity/self-confidence; good self-management and time-management which are consider as requisite skills for job opportunity. Due to the importance of business education, there is the need to reinvent it for global competitiveness.

Olayiwola (2006) defines quality as fitness for purpose. Quality must meet requirements, expectations and probably exceed expectations. The concept of quality dates as far back as mans early civilization. However, it was during the Greek philosophic history that much emphasis was placed on its significance. Today, quality is an important issue in all spheres of human endeavour and has become the main focus of most organizational transformation efforts in the new millennium.

According to Lawal (2006) quality, in essence, means customer satisfaction, and is generally seen today as the key to the achievement of competitive advantage. TQM as an organizational philosophy

sees quality as “conformance to correctly defined requirements that satisfy user needs “. The definition emphasizes the ultimate goal of quality products and services that meet customer needs and expectation at a cost that represents the best value. Quality is viewed in recent years as a system having many elements that contributes to a specific purpose (Mohanty & Lakhe, 2002).

Ikelegbe (2007) categorized the different kinds of information communication technologies into five basic types:

1. **Sensing Technologies:** These are devices that help us to gather information from the environment and translate that information into a form that can be understood by the computer. Examples are; data collection devices such as scanners, computer keyboards, computer mouse, touch; These are technologies that tie together and communicate information between the various kinds of technologies. Examples include fax (screen, etc.
2. **Communication Technologies:** facsimile) machines, land and cellular telephones, computer networks, telecommunication networks, television, radio, video, computers. A network is a group of devices that is linked together. Examples are the private branch exchanges (PBXS)), which is a local area network that helps to connect individual telephone lines within an office. The local area network (LAN), which covers several floors within a building or an entire building or even a campus in case of the school environment. The wide area network (WAN), which covers a larger geographical area, and uses telephone lines, microwaves and satellite communication networks.
3. **Analyzing Technologies:** The computer hardware and software comes within this category. Computers take in information from sensing and communication devices and then store and process the information.
4. **Display Technologies:** These are essentially output devices. They make processed data available to humans for use, either through screens, printers, audio output devices such as loud speakers, printers, and display screen like photocopying machine.
5. **Storage Technologies:** This is another important category. They help to store large quantities of information in a form that can be easily accessed. This is made up of the secondary memory of the computer known as the secondary storage devices such as; magnetic tape, magnetic disc, optical discs (CD – ROMs; Read only memory, VCDs; Video Compact Discs, etc).

Information and communication technology (ICT) is a platform for any nation’s growth and development in a rapidly changing and competitive environment. A nation like Nigeria that aspires to participate in the mainstream of the revolutionized information age characterized by the appetite to wipe away illiteracy must put efficient ICT mechanisms in place, to boost the educational system. The effective use of ICT in educational institutions has the potential to enhance teaching and learning; since there is self-evaluation software programmes to evaluate instructors and other numerous ICT packages, to facilitate teaching and learning.

RESEARCH METHODOLOGY

The descriptive survey design was used for the study. The population of this study consisted of 104 respondents which were business education lecturers in six Universities in South-South and three Universities in South-East Nigeria, where business education programme is run. Since the population is a manageable size, the entire population was used as sample size. The population and sample size is shown in table 1.

Table 1: Population and Sample of the Study

S/N	Institution	No. of Male Lecturers	No. of Female Lecturers	Total
1	University of Benin, Benin City	5	4	9
2	Ambrose Alli University, Ekpoma	4	1	5
3	Delta State University, Abraka	7	2	9
4	Niger Delta University, Bayelsa	7	2	9
5	Rivers State University of Science and Technology	6	6	12
6	University of Uyo	8	5	13
7	Ebonyi State University, Abakaliki	11	5	16
8	University of Nigeria, Nsukka	10	8	18
9	Nnamdi Azikiwi University, Awka	2	11	13
Total		60	44	104

Source: Field Survey, 2020

An instrument tagged “Reinventing Business Education through Quality & ICT for Global Competitiveness Assessment Questionnaire (RBEQICTCAQ)” was developed by the researchers for this study. The instrument will be a 30-item questionnaire. Items 1-4 will be designed for bio data of business education lecturers. Items 5-30 will be designed for the research questions one and hypotheses. The instrument was a five-point likert structured as follows: “Very High Extent” (5); “High Extent” (4); “Moderate Extent” (3); “Low extent” (2); and “Very Low Extent” (1). The face and content validity of the instrument was determined by three experts. In order to determine the reliability of the instrument, Kuder Richardson 20 (K20) was used to obtain the 0.86 reliability coefficient. Mean was used to answer the research questions while Pearson Product Moment Correlation (PPMC) Coefficient was used test null hypotheses 1 and 2 while T-test statistics was used for hypotheses 3 and 4 at 0.05 level of significance. In calculating the mean for the various items, the response category in the questionnaire was rated in scales as follows:

Response Category	Point	Boundary Limit
Very High Extent (VHE)	5	4.50-5.00
High Extent (HE)	4	3.50-4.49
Moderate Extent (ME)	3	2.50-3.49
Low Extent (LE)	2	1.50-2.49
Very Low extent (VLE)	1	1.00-1.49

RESULTS

Research Question One: *To what extent can business education be reinvented through quality for global competitiveness among selected Universities in South-South and South-East Nigeria?*

Table 2: Mean responses of Business Education Lecturers on the Extent Business Education can be Reinvented through Quality for Global Competitiveness among Selected Universities in South-South and South-East Nigeria

S/N	STATEMENT	N	Mean	Remark
7	Business education can be reinvented to meet societal needs for global competitiveness	104	4.00	High Extent
8	Business education can be reinvented towards international standards to meet customers (stakeholders) satisfaction	104	3.56	High Extent
9	Business education can be restructured towards a high value globally	104	3.50	High Extent
10	Business education can be reinvented through quality to meet educational standards in the international community.	104	3.64	High Extent
11	Business education can be restructured by lecturers employing the best pedagogical practices for global competitiveness	104	3.51	High Extent
12	Quality can attained when constant mechanisms are in place to improve the quality of business education curriculum	104	3.54	High Extent
13	Business education can be reinvented if management of tertiary institutions apply international standard practices in management and administration of business education programme	104	3.60	High Extent
Weighted Mean			3.62	High Extent

Table 2 shows that all items regarding the extent business education can be reinvented through quality for global competitiveness among selected Universities in South-South and South-East Nigeria are to a high extent. Therefore, since the weighted mean is 3.62 which is within the boundary limit of high extent, this shows that business education can be reinvented to a high extent through quality for global competitiveness among selected Universities in South-South and South-East Nigeria.

Research Question Two: *To what extent can business education be reinvented through Information Communication Technology for global competitiveness among selected Universities in South-South and South-East Nigeria?*

Table 3: Mean responses of Business Education Lecturers on the Extent Business Education can be Reinvented through Information Communication Technology for Global Competitiveness among Selected Universities in South-South and South-East Nigeria

S/N	STATEMENT	N	Mean	Remark
14	The use of overhead projectors and opaque projectors can reinvent business education for global competitiveness	104	3.57	High Extent
15	The utilization of power point for teaching business education courses can reinvent the programme for global competitiveness	104	3.60	High Extent
16	Constant useage of the internet can restructure business education to compete with the global world.	104	3.54	High Extent
17	Independent and individualized ICT instruction in business education can restructure the programme to meet educational standards in the internationally.	104	3.80	High Extent
18	Business education can be restructured by social media platforms for global competitiveness	104	3.58	High Extent
19	The use of MS word and MS access in business education can reinvent the curriculum delivery for global competitiveness	104	3.56	High Extent
20	The use of automated laboratories and machines in business education can reinvent the programme to international standard.	104	3.74	High Extent
Grand mean			3.63	High Extent

Table 3 shows that all items regarding the extent business education can be reinvented through Information Communication Technology for global competitiveness among selected Universities in South-South and South-East Nigeria are to a high extent. Therefore, since the weighted mean is 3.63 which is within the boundary limit of high extent, this shows that business education can be reinvented to a high extent through Information Communication Technology for global competitiveness among selected Universities in South-South and South-East Nigeria.

Research Question Three: *What is the skill acquisition relevance of business education programme for global competitiveness among selected Universities in South-South and South-East Nigeria?*

Table 3: Mean responses of Business Education Lecturers on the Skill Acquisition Relevance of Business Education Programme Among Selected Universities in South-South and South-East Nigeria for Global Competitiveness

S/N	STATEMENT	N	Mean	Remark
21	The marketing skills acquired in the programme can meet international standards	104	2.00	Disagree
22	The accounting skills acquired in the business education programme has relevance for global competitiveness	104	2.03	Disagree
23	The office technology management skills embedded in business education has relevance for operation of automated machines in this global age	104	2.10	Disagree
24	The management skills obtained from business education can meet with global competition.	104	2.08	Disagree
25	The business communication skills acquired in business education has global relevance	104	2.09	Disagree
Grand mean			2.06	Disagree

Table 3 shows that all items regarding the skill acquisition relevance of business education programme among selected Universities in South-South and South-East Nigeria for global competitiveness showed disagree as indicated by their low mean which are below 2.50. Also, the grand mean of 2.06 showed that the skills acquired in the business education programme among selected Universities in South-South and South-East Nigeria are not relevant for global competitiveness.

Research Question Four: *What is the entrepreneurial and self-reliance relevance of business education programme for global competitiveness among selected Universities in South-South and South-East Nigeria?*

Table 4: Mean responses of Business Education Lecturers on the Entrepreneurial and Self-Reliance Relevance of Business Education Programme Among Selected Universities in South-South and South-East Nigeria for Global Competitiveness

S/N	STATEMENT	N	Mean	Remark
26	Business education programme equips students with vocational skills for self-employment on graduation that meets global standard	104	2.30	Disagree
27	Business education programme provides competencies needed to work in data processing industries of international repute	104	2.13	Disagree
28	The nature of training provided in business education promotes students' entrepreneurial vision, to start new venture and develop potentials to succeed in global businesses	104	2.14	Disagree
29	The entrepreneurial skills obtained from business education enables graduates to operate automated machines of international standard.	104	2.01	Disagree
30	Training provided in business education imparts necessary skills, leading to the production of craftsmen and other skills among graduates for their enterprising and self-reliant in consonance with international standards	104	2.12	Disagree
Grand mean			2.14	Disagree

Table 4 shows that all items regarding the entrepreneurial and self-reliance relevance of business education programme among selected Universities in South-South and South-East Nigeria among selected Universities in South-South and South-East Nigeria for global competitiveness showed disagree as indicated by their low mean which are below 2.50. Also, the grand mean of 2.14 showed that the skills acquired in the business education programme among selected Universities in South-South and South-East Nigeria are not relevant for global competitiveness.

Hypotheses

Ho₁: There is no significant relationship between reinvention of business education through quality and global competitiveness among selected Universities in South-South and South-East Nigeria

Table 5: Pearson Product Moment Correlation Co-efficient (r) Computation for Business Education Lecturers on the Variables of Quality and Global Competitiveness in Reinvention of Business Education

Variables	N	Mean	r-cal	r-crit	df	Decision
Quality	104	3.68	0.66	0.2319	50	Significant P>0.05
Global Competitiveness	104	3.43				

The data in table 5 shows that there is a positive correlation between quality and global competitiveness in reinvention of business education (r=0.66). This means the null hypothesis is not accepted and the alternative upheld. That is, there is a significant relationship between reinvention of business education through quality and global competitiveness among selected Universities in South-South and South-East Nigeria.

Ho₂: There is no significant relationship between reinvention of business education through quality and global competitiveness among selected Universities in South-South and South-East Nigeria

Table 6: Pearson Product Moment Correlation Co-efficient (r) Computation for Business Education Lecturers on the Variables of Information Communication Technology and Global Competitiveness in Reinvention of Business Education

Variables	N	Mean	r-cal	r-crit	df	Decision
ICT	104	3.46	0.71	0.2319	50	Significant P>0.05
Global Competitiveness	104	3.59				

The data in table 6 shows that there is a positive correlation between Information and Communication Technology and global competitiveness in reinvention of business education (r=0.71). This means the null hypothesis is not accepted and the alternative upheld. That is, there is a significant relationship between reinvention of business education through Information and Communication Technology and global competitiveness among selected Universities in South-South and South-East Nigeria.

Ho₃: There is no significant difference in the responses of male lecturers and female lecturers of business education on the skill acquisition relevance of business education for global competitiveness among selected Universities in South-South and South-East Nigeria

Table 3: Two-tailed t-test of difference between Male Lecturers and Female Lecturers of Business Education on the Skill Acquisition Relevance of Business Education Programme Among Selected Universities in South-South and South-East Nigeria for Global Competitiveness

Respondents	N	X	Std	Df	Level of sig.	Std error	t-cal	t-crit	Decision
Male	60	3.51	0.72	108	0.05	0.109	1.81	1.96	accepted
Female	44	3.56	0.80						

Since the calculated value of t-(1.81) at 108 degree of freedom is lesser than the critical value of t-(1.96), the null hypothesis is therefore accepted or upheld. Table 3 shows that there is no significant difference in the responses of male lecturers and female lecturers of business education on the skill acquisition relevance of business education programme among selected Universities in South-South and South-East Nigeria for global competitiveness. This means that male lecturers and female lecturers of business education responses on the skill acquisition relevance of business education programme among selected Universities in South-South and South-East Nigeria for global competitiveness, are the same or similar.

Ho₄: There is no significant difference in the responses of male lecturers and female lecturers of business education on the entrepreneurial and self-reliance relevance of business education programme for global competitiveness among selected Universities in South-South and South-East Nigeria

Table 4: Two-tailed t-test of difference between Male Lecturers and Female Lecturers of Business Education on the entrepreneurial and self-reliance Relevance of Business Education Programme among selected Universities in South-South and South-East Nigeria for Global Competitiveness

Respondents	N	X	Std	Df	Level of sig.	Std error	t-cal	t-crit	Decision
Male	60	3.45	0.66	108	0.05	0.120	1.81	1.96	accepted
Female	44	3.60	0.73						

Since the calculated value of t-(1.120) at 108 degree of freedom is lesser than the critical value of t-(1.96), the null hypothesis is therefore accepted or upheld. Table 4 shows that there is no significant difference in the responses of male lecturers and female lecturers of business education on the entrepreneurial and self-reliance relevance of business education programme among selected Universities in South-South and South-East Nigeria for global competitiveness. This means that male lecturers and female lecturers of business education responses on the entrepreneurial and self-reliance relevance of business education programme among selected Universities in South-South and South-East Nigeria for global competitiveness, are the same or similar.

DISCUSSION OF FINDINGS

The study examined reinventing of business education through quality and Information Communication Technology for global competitiveness among selected Universities in South-South and South-East Nigeria. The study revealed that business education can be reinvented to a high extent through quality for global competitiveness among selected Universities in South-South and South-East Nigeria. More so, there is a significant relationship between reinvention of business education through quality and global competitiveness among selected Universities in South-South and South-East Nigeria. In supporting the findings, The Commonwealth (2017) stated quality education refers to a system or product that has passed a certain set of criteria or principles. The standard approach in setting the criteria or principles for quality implies that quality can always be further improved. Quality thus implies the maintenance and improvement of standards with the assumption that 'standards' are objective and quality is a continuous change. Quality in education across the education system consists of the application of the principles of: Effective, Empowering, Equity, Sustainable, Appropriate, and Wellbeing & Safety (EEESAW).

The study further showed that business education can be reinvented to a high extent through Information Communication Technology for global competitiveness among selected Universities in South-South and South-East Nigeria. More so, there is a significant relationship between reinvention of business education through Information Communication Technology and global competitiveness among selected Universities in South-South and South-East Nigeria. In supporting the findings, Ikelegbe (2007) noted that the benefit of using ICT in education will lead to extensive learning being generated i.e. there would be room for effective learning and also learning will be student centered, that will be compared to other learning environment globally.

The study revealed that male lecturers and female lecturers responded that the skills acquired in the business education programme of among selected Universities in South-South and South-East Nigeria

are not relevant for global competitiveness. Furthermore, there was no significant difference in the responses of male and female lecturers of business education on the skill acquisition relevance of business education programme among selected Universities in South-South and South-East Nigeria for global competitiveness. In supporting the findings, Oduma (2006) noted that business education graduates job applicants face employment challenges from the pertinent areas of work skills aquired. This continued to be the source of business education job applicants' misfortune in recruitment exercises. Similar vein Brett, Mark and Craig (2012) observed that the emerging gap between graduate attributes and what industries required is attributed to lack of requisite Job skills needed for managerial roles.

The findings of the study showed that male lecturers and female lecturers responses on the entrepreneurial and self-reliance acquired in the business education programme among selected Universities in South-South and South-East Nigeria are not relevant for global competitiveness. More so, there was no significant difference in the responses of male lecturers and female lecturers of business education on the entrepreneurial and self-reliance relevance of business education programme among selected Universities in South-South and South-East Nigeria for global competitiveness. In supporting the findings, the work of Okebukola (2001) had earlier shown that there was graduate unemployment and that universities tend to produce fewer graduates in certain areas of vocational skills. Jurie and Gideon (2006) added that vocational skills that will facilitate self-reliance of graduates are not integrated in the curriculum of business/management education in Nigeria tertiary institutions. Derman & Levin (2007) maintained that business and management education placed too much emphasis on theory and quantitative analysis; little emphasis on qualitative factors; much emphasis on tools, concepts and models; much emphasis on bureaucratic management; and little emphasis on entrepreneurial and vocational activities.

CONCLUSION

Significant advances in quality and the application of Information and Communication Technologies (ICTs) have become so attached to contemporary educational delivery globally. Hence, it was concluded that business education can be reinvented to a high extent through quality and Information Communication Technology for global competitiveness among selected Universities in South-South and South-East Nigeria. More so, there is a significant relationship between reinvention of business education through quality and Information Communication Technology and global competitiveness among Colleges of Education in Delta State.

RECOMMENDATIONS

The following recommendations are made in this study:

1. Since ICT facilities are expensive, there is a call on the government and all educational stakeholders to respond urgently in this area, in order to save our educational system from losing value in this information age, and for global competitiveness. Teaching and learning facilities must be available and must be of good quality for the achievement of good quality education.
2. Competent, well-qualified and experienced educational administrators should not be a compromise for business education to be globally competitive. The make-up of educational management and administration as they are used here cover educational policies, planning, supervision and school administration. How these aspects of educational administration are handled influence greatly what the quality of education in a place becomes. Sound educational policies that must be properly implemented are essential for quality education and national development. In the same way, good and result-oriented educational plans should be made before introducing educational programmes or policies.
3. The present curriculum of business education needs, reinventing, retouching, modification, adjustment and adaptation to aid to bring about global competitiveness.

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