



Perceived Influence of Business Education Curriculum Implementation on Students' Skills Acquisition in Colleges of Education in Yobe State, Nigeria.

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ABSTRACT

The study was to investigate perceived influence of Business Education curriculum implementation on students' skills acquisition in Colleges of Education in Yobe State, Nigeria. The study used two objectives, two research questions and two null hypotheses were formulated to guide the study. Descriptive survey research design was adopted for the study. The population of the study consists of 475 of lecturers and N. C. E III students of the Colleges of Education offering Business education in Yobe state, Nigeria. The whole population was used as sample size for the study. The researchers access the data required for the study through lecturers and students. The data were collected using structural questionnaire and analyzed using SPSS version 18 and mean and standard deviation was used for answering research questions while point rating scale was used to test the null hypotheses one and two and t-test was used to answer null hypothesis three. The hypotheses were tested at 0.05 level of significance. The results revealed that business education lecturers and students held that business education curriculum implementation influenced students' ICT skill acquisition to a moderate extent, influenced students' team work skill acquisition to a moderate extent; influenced students' self-management skill acquisition to a high extent.. The study concluded that business education curriculum implementation has positively influenced students' skill acquisition. The study recommended that business education curriculum planners should increase the time allocated to the use of ICT facilities in teaching and learning to ensure effective utilization of instructional and infrastructural facilities so as to improve employability and acquired skills necessary for self-reliance.

Keywords: Business Education, ICT skill acquisition, students, teaching, learning

INTRODUCTION

Education is a veritable means of developing individuals to become knowledgeable, skillful, experienced, resourceful and contributive towards the development of the society. Business education in Nigeria contributes significantly to the national development and economic growth. It is aimed at providing the recipients with the needed skills and competency for employment and self-reliance. Nigeria as a nation sees general skill acquisition as an instrument for economic development. However, the economic

competitiveness of a country depends on the skills of its work force. The skills and competencies of its workforce, in turn, are dependent upon the quality of the country's education and training systems. Business education is perceived as one of the crucial elements of enhancing productivity while employability is a set of achievements, skills and personal attributes that help graduates to obtain employment and remain successful in their occupations.

Ogungboyega (2019) opined that employers assume graduates to have skills and personal attributes such as information and communication technology (ICT) skills, teamwork skills, problem-solving and self-management abilities. She further stated that a graduate's job is not guaranteed unless skills and personal attributes acquired in education are successfully used in the job.

Bibiana & Joshua (2015) defined business education as a fusion of pedagogical and entrepreneurial preparation. They maintained that business education involved the study of technology and related science and the acquisition of practical skills (including teaching skills), attitudes, understanding and knowledge related to occupation in various sectors of the economy and social life.

Business education curriculum is designed to educate students for skills acquisition processes and an understanding of the responsibilities necessary for success

For the business education programme to become relevant and functional, it must not only seek to achieve the goals and objectives of the general business education curriculum, but also seek to offer basic learning skills for employability in the global market (Ememe, 2010). Functional business education programmes (curriculum) would be beneficial to graduates if the knowledge, skills, values and attitude acquired can be applied to practical living by either creating jobs or being self-employed or if employed, enable employees to carry out assigned duties without needing further training by their employers (Odei, 2014).

The Nigeria business education curriculum for colleges of education was designed with rich content by experts to help impart into the students the necessary skills and competencies, knowledge and creative ability required to be productive members of the society. However, experience of the researcher as a business education lecturer and in interaction with owners of business organisations have pointed to the possibility of business education graduates of not having desirable skills for starting, operating and managing their business enterprise. Many employers are known to have complained that some business education graduates do not have requisite skills and knowledge, are not creative, lack good communication skills, lack ability to manage materials and finance, lack high level of interdependence and lack the ability to identify and solve problems. This may be as a result of inadequate curriculum specification or poor curriculum implementation.

Based on observations raised above, it is deduced that there exists skill acquisition gap in the curriculum of business education. Therefore, the focus of the researcher is to assess and document perceived skills gap in the business education curriculum implemented in Colleges of Education. The output from the investigation can thereafter be used to enrich the business education curriculum in Colleges of Education and help to inculcate in the graduate the necessary skills and competencies. Ultimately, the graduates of business education should become better job creators, reduce unemployment and contribute positively to national development.

Statement of the Problem

The essence of acquiring a Nigeria Certificate in Education (NCE) in Business Education is to enable the graduates have gainful employment in private or public sector of the economy. NCE certificate in Business education is also meant to equip the graduates with skills that would make them self-reliant.

However, it has been observed over a long period of time that the majority of NCE Business Education graduates do not always have the requisite knowledge or skills for gainful employment. A majority of NCE Business Education graduates end up taking either menial jobs or jobs that are not related to their line of study. The researcher also observed that a majority of NCE Business Education graduates tend to opt for teaching appointment in private schools which emolument is not commensurate with their certificates. The researcher opines that if the prescribed skills or competencies in the Business Education curriculum are fully acquired by the graduands, the question of unemployment should not arise as they can become self-employed. The objective of Business Education in providing sellable skills, which

decreases the rate of unemployment, appears not to be fully realized. It is being suggested that poor implementation and inadequate curriculum specifications are responsible.

Obi & Mary (2018) stated that education in Nigeria tertiary institutions has not realized its vision of equipping graduates with employable skills as indicated in the level of rising unemployment. The alarming incidence of skill mismatch and the consequential decline in employment has become a key challenge to government, educational institutions and employers of labour at large. Based on the issues raised above, a study such as this is imperative to determine the perceived influence of Business Education curriculum implementation on students' skills acquisition in Colleges of Education Yobe state.

Purpose of the Study

The major purpose of this study is to assess the perceived influence of Business Education curriculum implementation on students' skill acquisition in colleges of education in Yobe State. The specific purposes are to:

1. Determine the influence of business education curriculum implementation on students' ICT skills acquisition in Colleges of Education in Yobe state.
2. Examine the influence of business education curriculum implementation on students' team work skill acquisition in Colleges of Education in Yobe state.

Research Questions

The following research questions are formulated to guide the study:

1. To what extent does Business Education curriculum implementation influence students' ICT skills acquisition in Colleges of Education?
2. What is the extent to which Business Education curriculum implementation influence students' team work skills acquisition in Colleges of Education.

Research Hypotheses

Ho₁ There is no significant difference between the mean rating of lecturers and students regarding the extent to which business education curriculum implementation has influenced students' ICT skills acquisition.

Ho₂ There is no significant difference between the mean rating of lecturers and students regarding the extent to which business education curriculum implementation has influenced students' team work skills acquisition.

LITERATURE REVIEW

Skills Acquisition in Business Education in Nigeria

Skill acquisition is a programme that prepares individuals with multiple skills required in work place and managerial positions. Some of these skills are considered critical are explained below;

Information and Communication Technology (ICT) Skills Acquisition

Information and Communication Technology is seen as computer based tools which are utilized for the information needs of a particular organization, institution or individual. The particular individual, who should use ICT in his/her teaching methodology, is the teacher of business education. Olorundare (2016) posited that ICT comprises different types of technologies which are utilized for processing, transmitting or communicating data and information. The implication of this position to business education programme is that, ICT skilled graduate will be produced if ICT is applied in teaching and learning of business education programme.

Afedia (2016) opined that effective application of ICT driven instructional approach using the latest technology is vital for effective implementation of Business Education curriculum so as to produce graduates who are ICT compliant. Such graduates, on getting to the world of work, can be effective with the use of ICT. Therefore, every business education teacher needs adequate knowledge of how best to use ICT. ICT tools are indispensable in this modern age and its use in teaching and learning business education in Nigerian schools will go a long way in producing skilled graduates that will effectively deliver afterwards in their respective places of employment. He further stated that Business Schools have been under constant pressure to provide students the skills and experiences needed to effectively use

emerging technologies. He also observed that the technologies are being used by business to gain competitive advantage. For graduates in the Nigerian Colleges of Education to have a competitive advantage in the global market, they must be equipped with global information not found in textbooks that were written in the medieval centuries or in the past years, but on the internet where current research studies are daily reported.

Ugwuoge (2018) posits that an effective education in the 21st century must provide a harmonious balance between academic education and practical skills development, including technical and vocational education. Such skills should go beyond keyboarding as a basic literacy skill to include composing, editing, enunciating, electronic handwriting, scanning, internet surfing, desktop publishing, binding, accounting, secretarial, marketing etc. The pursuit of these skills is consistent with one of the objectives of business education as documented by Federal Republic of Nigeria (2014), that is to equip graduates with the right skills that will enable them to engage in a life of work in the office as well as for self-employment.

The world presently is revolving around ICT. Little wonder then that the NCCE Minimum Standards (2014) in addition to core business education courses lay much emphasis on the acquisition of ICT and entrepreneurship skills. For business education to deliver on its mandate of self-reliance, these skills should not be scratched on the surface. He identified mandatory ICT skills to include, basic knowledge of computers, proficiency in using productivity software, electronic communication skills, internet skills and ability to move files. At the core of curriculum implementation are the teachers, students and administrators. The teachers have to be skilled themselves in ICT. As the going goes "*nemo dat quod non habet*", meaning nobody gives what he/she does not have. Resource materials do not achieve any values on their own. Their usefulness depends on what the teacher and learner make out of it.

Team Work Skills Acquisition

Teamwork skills are the qualities and abilities that allow an individual to work effectively as part of a team with others during conversation, projects, meetings or other collaboration. Having teamwork skills is dependent on the ability to communicate well, actively listen and be responsible and honest. According to Shada (2017) teamwork is a crucial part of business as it is often necessary for colleagues to work well together, trying their best in any circumstance. They cooperate using their individual skills and providing constructive feedback, despite any personal conflict. The ability to simultaneously perform as an individual and together with colleagues or employees in effective teamwork is key to attaining growth and success and also promotes work place synergy.

Educational institutions implemented and embed team-work skill into business education curriculum. The students have to practice the skills as well on their subjector through specific activities in classroom or outside classroom. Team work skills refer to a combination of knowledge, skills and personal characteristics that need to be applied and used by students in their daily lives. This proficiency is essential in meeting the human resources who are competent in the global purposes.

The implementation of business education curriculum will help toward developing proper managerial skills which will also guide the graduates to seek for funds and apply the funds for investment opportunities and succeed. Self-management skills refer to steps, strategies and skills that business education graduates can use towards the achievements of goal (Gomez, 2017). Self-management strategies help in;

- i. Restructuring the work/study environment
- ii. Increasing self-motivation
- iii. being tactful and confident
- iv. maintain high standards of professionalism
- v. being honest and objective
- vi. facilitate behavior that contributes to the achievements of performance standard.
- vii. Self-observation and judgement.
- viii. Self-goal setting and poise
- ix. Being systematic and accepting responsibility for one's decision.

For business education graduates to become gainfully employed or self-reliant, they need to be exposed to a fully implemented business education curriculum so as to activate their innate potentials and self-management skills.

METHODOLOGY

Research Design

Descriptive survey design was used in conducting the study. The design involves collecting and analyzing the data gathered. The choice of the design is based on the opinion of Henry (2011) who posited that descriptive method provides a method of investigation to study, describe and interpret what exists at present. The design is suitable for this study because it involves the use of structured questionnaire to gather the required data from respondents.

Population of the Study

The population of this study comprises business education lecturers and students in Colleges of Education in north-east, Nigeria. There are 425 and 50 business education lecturers and students respectively in the two colleges of education, Yobe State. The breakdown of the population for the study is given below.

Population of the Study

S/N	Colleges of Education	No. of Lecturers	No. of Students
1.	Federal College of Education,(T) Potiskum	41	300
2.	Umar Suleiman College of Education, Gashau	9	125
Total		50	425

Source: Field Study, 2022

Sampling Size and Sampling Technique

The entire population was used as sample for the study because the researcher considers the population not too large to manage.

Instrument for Data Collection

The major instrument for data collection for this study was structured questionnaires. The instrument was designed by the researchers in order to obtain reliable and valid information for the research. The questionnaire tagged “Perceived Influence of Business Education Curriculum Implementation on Students’ Skill Acquisition Questionnaire” (PIBECISSAQ) designed by the researchers was used to gather data for the study.

The questionnaires were divided into two parts. Part A solicits information on the demographic variables of the respondents while Part B was divided into four sections (a-d) according to the specific purposes/research questions of the study. Section A require information on the extent to which Business Education curriculum implementation has influenced ICT skills acquired by final year students, Section B contains information on the extent to which Business Education curriculum implementation has influenced team work skills acquired by final year students. Section C, require information on the extent to which Business Education curriculum implementation has influenced self-management skills acquired by final year students, while Section D will require information on the extent of Business Education curriculum implementation on problem solving skills acquired by final year students. The instruments were structured on four (4) point rating scale. The rating are;

Strongly Agree	(SA)	–	4points
Agree	(A)	–	3points
Disagree	(D)	–	2points
Strongly Disagree	(SD)	–	1point

Procedure for Data Collection

In method of data collection, the researchers wrote a letter as an introductory letter to the institutions under investigation. The researchers and 4 research assistants delivered the letter to the schools in order to

have access to the students' record, the exercise was last for eight weeks to allow the researchers and the assistants overcome the challenges to be faced in the collection of the data; some of the expected challenges include: weather issue, gaining trusts of the officers to give out the sensitive information, among others.

Method of Data Analysis

The data generated for this study were analysed using simple percentage to answer the demographic respondents, mean rating was used to analyse the data to answer the research questions and standard deviation to determine the closeness or otherwise of the responses from the mean, while independent t - test statistic was used to test the null hypotheses of no significant difference at the probability of 0.05.

PRESENTATION OF RESULT

This research was conducted to assess the perceived influence of business education curriculum implementation on students' skill acquisition in colleges of education. This chapter deals with the presentation and analysis of research data and discussion of findings. A total of 475 copies of the questionnaires were distributed and 451 were retrieved representing 95% return rate. The breakdown of the retrieved copies of the questionnaire was 50 and 401 for lecturers and students respectively. The analyses were carried out under the following sub-headings

Analysis of Demographic Data

The demographic data for the study are analyzed in Table 2 as follows:

Table 2: Percentage Distribution of Respondents by Status

Status	Frequency	Percentage (%)
Lecturers	50	11.0
Students	401	89.0
Total	451	100.0

Source: Field survey, 2022

Data in Table 2 show the percentage distribution of respondents based on their status. The Table reveals that there are 50 respondents representing 11% who are lecturers and 401 respondents representing 89% who are students. This implies that business education students are more in number than the lecturers, that responded to the questionnaire.

Analyses of Data to Answer the Research Questions

The research questions are analysed and presented in Tables 3 to 6 as follows:

Research Question 1: *To what extent does Business Education curriculum implementation influence students' ICT skill acquisition in Colleges of Education?*

Table 3: Business Education curriculum implementation influence on students' ICT skill acquisition

S/N	Item Statements	\bar{X}	SD	Remark
1.	Students learn how to use computers	3.35	0.97	Moderate Extent
2.	Students learn the use of Ms Excel	3.36	0.83	Moderate Extent
3.	Students can surf the web and navigate (internet)	3.29	0.62	Moderate Extent
4.	Students learn how to use Slideshare using Microsoft power point	3.30	0.80	Moderate Extent
5.	Students learn how to make simple designs, flyers, memos on the Microsoft	3.17	0.76	Moderate Extent
6.	Students learn how to use software that adopt to customer needs	3.16	0.87	Moderate Extent
7.	Students have the ability to create product awareness using internet	3.31	0.90	Moderate Extent
8.	Students learn how to use online, video conferencing using skype e-mail and scanner	3.40	0.72	Moderate Extent
9.	Students have the ability to use Microsoft spreadsheets software	3.23	0.83	Moderate Extent
10.	Students are taught Desktop publishing and binding	3.26	0.77	Moderate Extent
Weighted average		3.28	0.81	Moderate Extent

Source: Field Survey, 2022

Data in Table 3 show the mean and standard deviation of responses on the extent to which business education curriculum implementation influence students' ICT skill acquisition. The Table reveals that respondents indicated that students learn how to use computers, Ms Excel and students can surf the web and navigate (internet) to a moderate extent. These are supported by mean scores of 3.35, 3.36 and 3.29 respectively. The respondents also indicate that students learn how to use Slide share to a moderate extent, using Microsoft power point and students learn how to make simple designs, flyers, memos on the Microsoft to a moderate extent as well they learn how to use software that adopt to customer needs to a moderate extent. These are supported by mean scores of 3.30, 3.17 and 3.16 respectively. In addition, the respondents indicate that students have the ability to create product awareness to a moderate extent using internet, learn how to use online, video conferencing using skype e-mail and scanner to a moderate extent and students have the ability to use Microsoft spreadsheets software to a moderate extent as well as students are taught Desktop publishing and binding to moderate extent. These are supported by mean scores of 3.31, 3.40, 3.23 and 3.26 respectively. All the 10 constructs have standard deviation ranging from 0.62 to 0.97. This means that their responses are not widely spread as they are close to the mean. Overall, Table 3 has a grand calculated weighted average mean and standard deviation of 3.28 and 0.81 which indicate that all the constructs influence students' ICT skill acquisition. This implies that business education lecturers and students perceived that business education curriculum implementation influences students' ICT skill acquisition to a moderate extent in colleges of education (mean = 3.28, SD = 0.81)

Research Question 2: *What is the extent to which business education curriculum implementation influence students' team work skill acquisition in colleges of education?*

Table 4: Business Education curriculum implementation influence on students' team work skill acquisition

S/N	Item Statements	\bar{X}	SD	Remark
1.	Students learn how to lead a group of students	3.36	0.83	Moderate Extent
2.	Students have the ability to listen and respect other people's opinion	3.32	0.75	Moderate Extent
3.	Students have the ability to set up strategies to achieve group objective	3.11	0.99	Moderate Extent
4.	Students learn how to be innovative and creative	3.11	0.93	Moderate Extent
5.	Students have the ability to take decisions in line with the set objectives	3.50	0.67	High Extent
6.	Students learn how to take initiative and manage other people	3.49	0.60	Moderate Extent
7.	Students have the willingness to work with others and give assistance	3.40	0.81	Moderate Extent
8.	Students learn how to collaborate with others to solve problems	3.38	0.77	Moderate Extent
9.	Students learn how to express themselves freely in a group	3.56	0.70	High Extent
10.	Students learn how to co-ordinate human and material resources to achieve set goals.	3.51	0.57	High Extent
Weighted average		3.37	0.76	Moderate Extent

Source: Field Survey, 2022

Data in Table 4 show the mean and standard deviation of responses on the extent to which business education curriculum implementation influence students' team work skill acquisition. The Table reveals that respondents indicate that students learn how to lead a group of students to a moderate extent, students have the ability to listen and respect other people's opinion to a moderate extent and students have the ability to set up strategies to achieve group objective to a moderate extent. These are supported by mean scores of 3.36, 3.32 and 3.11 respectively. Also, the respondents indicate that students learn how to be

innovative, creative to a moderate extent, and they have ability to take decisions in line with the set objectives to a high extent as well as students learn how to take initiative and manage other people to a moderate extent. These are supported by mean scores of 3.11, 3.50 and 3.49 respectively. In addition, the respondents indicate that students have the willingness to work with others and give assistance to a moderate extent, students learn how to collaborate with others to solve problems to a moderate extent and they learn how to express themselves freely in a group to a high extent as well as students learn how to co-ordinate human and material resources to achieve set goals to a high extent. These are supported by mean scores of 3.40, 3.38, 3.56 and 3.51 respectively. All the 10 constructs have standard deviation ranges from 0.57 to 0.99. This means that their responses are not widely spread as they are close to the mean.

Overall, Table 4 has a grand calculated weighted average mean and standard deviation of 3.37 and 0.76 respectively which indicate that all the constructs influence students' team work skill acquisition. This implies that business education lecturers and students perceived that business education curriculum implementation influences students' team work skill acquisition to a moderate extent in colleges of education (mean = 3.37, SD = 0.76).

Test of Hypotheses

The four null hypotheses of the study are tested using independent sample t-test. The null hypotheses was tested at 0.05 level of significance. The summary of the test of hypotheses are presented in Tables 7 to 10 as follows:

H₀₁: There is no significant difference between the mean ratings of lecturers and students regarding the extent to which business education curriculum implementation has influenced students' ICT skill acquisition.

Table 7: Summary of t-test of the difference between the mean rating of lecturers and students regarding the extent to which business education curriculum implementation influenced students' ICT skill acquisition

Group	N	Mean	SD	t-cal	df	p-value	Decision
Lecturers	50	3.21	0.41	1.27	451	0.205	Not Rejected
Students	401	3.29	0.42				

Source: Field survey, 2022

P>0.05

Data in Table 7 show that there are 50 lecturers and 401 students. The lecturers and students responses show that business education curriculum implementation influences students' ICT skill acquisition to a moderate extent ($\bar{X} = 3.21$; SD = 0.41) and ($\bar{X} = 3.29$; SD = 0.42). Their responses are close to the mean and the standard deviations very low. The Table reveals that there is no significant difference between the mean ratings of lecturers and students regarding the extent to which business education curriculum implementation influence students' ICT skill acquisition ($t_{451} = 1.27$, $p > 0.05$). Therefore, the null hypothesis that states that there is no significant difference between the mean rating of lecturers and students regarding the extent to which business education curriculum implementation has influenced students' ICT skill acquisition is not rejected. This implies that lecturers and students do not differ in their responses regarding extent to which business education curriculum implementation influence students' ICT skill acquisition. Though there is a slight difference between their mean responses with students having higher mean responses, but the difference is not statistically significant (mean difference = 0.08).

H₀₂: There is no significant difference between the mean ratings of lecturers and students regarding the extent to which business education curriculum implementation has influenced students' team work skill acquisition.

Table 8: Summary of t-test of the difference between the mean ratings of lecturers and Students regarding the extent to which business education curriculum Implementation influenced students’ team work skill acquisition

Group	N	Mean	SD	t-cal	df	p-value	Decision
Lecturers	50	3.36	0.21	2.16	451	0.061	Not Rejected
Students	401	3.39	0.43				

Source: Field survey, 2022 **P>0.05**

Data in Table 8 reveal that there are 50 lecturers and 401 students. The lecturers and students responses show that business education curriculum implementation influences students’ team work skill acquisition to moderate extent ($\bar{X} = 3.36$; $SD = 0.21$) and ($\bar{X} = 3.39$; $SD = 0.43$). Their responses are close to the mean as the standard deviations are very low. The Table reveals that there is no significant difference between the mean rating of lecturers and students regarding the extent to which business education curriculum implementation influenced students’ team work skill acquisition ($t_{451} = 2.16$, $p>0.05$). Therefore, the null hypothesis that states that there is no significant difference between the mean rating of lecturers and students regarding the extent to which business education curriculum implementation has influenced students’ team work skill acquisition is not rejected. This implies that lecturers and students differ in their responses regarding the extent to which business education curriculum implementation influence students’ team work skill acquisition (mean difference = -0.03).

FINDINGS

The following are the summary of findings of the study:

1. Business education lecturers and students perceived that Business Education curriculum implementation influences students’ ICT skill acquisition to a moderate extent ($\bar{X} = 3.28$). Moreover, there was no serious difference between the students’ mean rating and that of the lecturers regarding the extent to which business education curriculum implementation influence students’ ICT skill acquisition ($\bar{X}_{lecturers} = 1.27$, $P>0.05$). This helps the researcher to retain the hypothesis.
2. Business education lecturers and students perceived that business education curriculum implementation influences students’ team work skill acquisition to a moderate extent ($\bar{X} = 3.37$). In addition, the lecturers’ mean rating does not differ considerably from that of the students about how the Business Education curriculum implementation influences students’ team work skill acquisition ($\bar{X}_{lecturers} = 2.16$, $P>0.05$). To this effect, the hypothesis was retained.

SUMMARY

The study investigated the perceived influence of business education curriculum implementation on students’ skill acquisition in colleges of education. This study was carried out to determine the perceived influence of business education curriculum implementation on students’ ICT skill acquisition, and it also examined the perceived influence of business education curriculum implementation on students’ team work skill acquisition in Colleges of Education in Yobe State. Questionnaire.

CONCLUSION

Based on findings of this study it is concluded that business education curriculum implementation has positively influenced students’ skill acquisition. This implies that if the curriculum of business education is well implemented, students will acquire better skills and if otherwise it means business education

programme will be turning out students who have not acquired skills and of course if students have not acquired skills they become half-baked, and non-productive.

RECOMMENDATIONS

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

1. Business education curriculum planners should increase the time allocated to the use of ICT facilities in teaching and learning to ensure effective utilization of instructional and infrastructural facilities so as to improve employability and acquired skills necessary for self-reliance.
2. The spirit of team-work should be incorporated in the learners by business education lecturers while teaching so as to bring a better knowledge in skills acquisition as much as possible. This can be done by using Students-Centered method of teaching.

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