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PERCEIVED IMPACT OF BUSINESS EDUCATION AS A TOOL FOR SKILL ACQUISITION AND ENTREPRENEURSHIP FOR NATION BUILDING

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Abstract
This article investigated the impact of Business Education and its increasing interconnectivity of skills acquisition and entrepreneurship for undergraduates of business education after graduation. Two research questions guided the study and two null hypotheses were tested at 0.05 level of significance. A descriptive survey research design was adopted. The study sample consisted of 130 Business Education Lecturers drawn from 5 Universities and 5 Colleges of Education in the South East, Nigeria. The main instrument for data collection was a four-point rating scale questionnaire with 33 items. The data collected were analyzed using mean and standard deviation to answer the research questions and determine the homogeneity or otherwise of the respondents while the t-test was used to test the two null hypotheses. The findings revealed that the respondents rated positively all the items of skills acquisition offered by Business Education Programmes and the challenges facing Business Education students and lecturers in tertiary institutions in the South East, Nigeria. The result of the test of the two hypotheses revealed that there was no significant difference in the mean ratings of male and female business education lecturers on the skills acquisition offered by Business Education Programmes and challenges facing Business Education Programmes. It was concluded that the study would enable Business Education students to succeed in the 21st century and escape from the peril of economic recession. Based on the findings and conclusion of the study, it was recommended among others that, the Federal Government should institute tertiary institutions crime commission to avert the financial irregularities that inhibit the smooth operations of tertiary institutions including (Business Education Programmes).
Keywords: Business Education, Skill Acquisition, and Entrepreneurship.

Introduction

The mission of Business Education at the Universities and Colleges of Education is to train the necessary manpower for industry, public, and private business establishments. Thus, it emphasizes job competency, career preparation, and work adjustment. Ullinfun cited in Eze (1995) viewed Business Education as training in business skills and competencies that are required for use in business offices, clerical occupations, and business policy analysis. Too, it is making people literate in business and economic affairs, particularly in the areas of accounting, business management, office education, marketing, data processing, and business communications. Similarly, Ano cited in Eze (1995) also remarked that business education as an educational process has a primary aim in the preparation of people for roles in enterprises as employees or entrepreneurs. According to Duruamaku-Dim (2002), a Business Education programme is a component of educational programmes which involves general knowledge, vocational literacy, and entrepreneurship. He maintained that vocational business education is the acquisition of necessary skills for the world of work and for career development aimed at producing professionals in their respective fields.

Nevertheless, the acquisition of knowledge and competencies is a necessary prerequisite for employment in a particular business occupation. In this study, business competence appears to be a relevant concept. Hence, Oduma (2010) indicated that professional business competencies have to do with aptitudes, capability, dexterity, expertise, skill, talent, and knowledge required by an individual to perform a particular activity in a given field of study. He further buttressed that

professional business competencies describe those essential work characteristics which need to be acquired by recipients of business education, to enable them to perform given related activities in modern business organizations. Thus, these professional business competencies are needed by beneficiaries of business education to discharge their functions effectively either as business teachers, employees in business organizations, or self-reliant.

Owing to the embarrassing level of unemployment among segments of Nigerian Youth, Business Education is a scaffolder in curbing youth unemployment in Nigeria. Simply put, Business Education is a tool for skill acquisition and entrepreneurship for nation-building. The Nigerian business scene is witnessing the encroachment of computer technology and data processing systems. More and more business establishments in Nigeria vis-à-vis the banks, commercial houses, government establishments, oil companies, etc have all adopted or are in the process of implementing office automation. This information technology has created new jobs such as word processing operators, reprographics specialists; typing, duplicating, or photocopying documents for customers. Thus, business education has increased the skills and marketability of our graduates for the world of work and in reducing their unemployability. Business Education encourages the formation of small businesses and minimizes small business failure arising from our skill acquisition.

Longman Oxford Dictionary (2005) defined skill as an ability to do something well especially because you have learned and practiced it. Atakpa (2014) defined skill as the rapidity, precision, expertise, dexterity, and proficiency exhibited through mental and manual repetition of the performance of an operation. It is a well-established habit of doing something through the acquisition of performance capabilities. Etonyeaku (2008) captured skill as the capacity of a person to accomplish a task with desired precision and certainty. It involves practical knowledge in combination with cleverness, expertise, dexterity, and the ability to perform a function that could be acquired or learned in school. Ekpenyong (1988) defined skill as the ability to use one's knowledge effectively and readily in the execution of performance. However, skill acquisition according to Omidiji & Ogwu (2019) is a systematic and sequential development of skills that promotes efficiency and effectiveness in the performance of a specified job. According to them, the objective of skill acquisition is to bring the knowledge acquired to the maximum level of competency. Some of the needed skills in business education for effective use include communication skills, reading skills, and manipulative skills. Ezeji & Okorie (1988) noted that the acquisition of requisite skills is a means of increasing the productive power of any nation.

Omidiji and Ogwu (2008) observed that Business Educators are part of the lubricants in the engine of the nation's economy. According to them the skills process by business educators have a significant impact on the graduates. They termed 21st-century skills as a collaboration of digital literacy, critical thinking, and problem-solving which help students thrive in the present economic world. In addition, social skills are crucial to the success of business education and business education graduates because they need interaction and frequent connection with others around them who may be individuals or corporate organizations. This networking skill if properly developed by business education students, will enable them to maintain long-lasting relationships with their business partners or customers thereby promoting the business image and productivity.

The skills acquired through business education assist one to be self-reliant and successful entrepreneur thereby reducing the scourge of unemployment in the nation's economy. Entrepreneurship has to do with managing and utilizing skills and knowledge acquired for critical thinking and productivity. Entrepreneurship is also the process of identifying, developing, and bringing a vision to life. The vision may be an innovative idea, an opportunity, or simply a better way to do something. Who is an entrepreneur? Entrepreneur means different things to different people. Generally, an entrepreneur is a person who takes the commercial risk of starting up and running a

business enterprise. Elizabeth (2005) opined that an entrepreneur is a self-employed person, he is called the owner of a small business firm because he has chosen to assume risk, identify business opportunities, gather resources, or initiate action and establish a business organization to meet some demand of the market opportunities. Like the godly woman in Proverbs 31(13-17) who actively and heartily sought wool and flax, worked them, and used the proceeds to bless her family and others. An entrepreneur has established economic independence for him /herself as exhibited by the godly woman. According to Cardon (2010), flexibility and adaptability, intercultural communication, and collaboration, skills are needed by business students to succeed.

According to Cardon, small entrepreneurs could be metamorphosis into conglomerates and global businesses. He cited the case of China and India in which both countries have significantly reformed their economies to integrate with the global economy. They are currently the fastest growing major economies in the world and form the bulk of the BRIC(Brazil, Russia, India, and China) countries which collectively have been projected to outsize the economies of the G8 Countries (United States, United Kingdom, Canada, France, Germany, Italy, Japan, and Russia) within 40 years (Cardon, 2010). Nigerian graduates have a lot to learn from the rags to riches of founders of some notable local and international businesses such as Dangote Industries Limited. According to Okereocha (2012), Aliko Dangote started as a small-time trader in the late 1970s and has grown the company into one of the biggest quoted and most diversified conglomerates in the world. With a N500,000 loan Dangote took from his uncle to start commodity trading in cement, he has transformed the business into a behemoth with tentacles spread across virtually all the sectors of the economies of Africa such as cement, agriculture, manufacturing, textile, haulage, oil and gas, and telecoms, among others. The business mogul is rated the richest man in Africa and one of the richest men in the world. Ranked among the world's billionaires by Forbes, he is one of only 16 Africans on the 1,226-member list with a personal fortune estimated at $ 11.2 billion (Okereocha, 2012). Okereocha, also maintained that Michael Adeniyi Ishola Adenuga, founder of GlobaCom Nigeria Limited the second largest telecoms operator in Nigeria, from a humble beginning as a cab driver and security guard to pay his tuition fees while schooling in the United States, is today one of the world's billionaires with a net worth of $ 4.3 billion as at March, 2012, according to Forbes. Adenuga is an entrepreneur extraordinaire whose rise to fame and fortune is undoubtedly a study of courage, determination, hard work, and ruggedness (Okereocha, 2012).

Businesses owned and operated by entrepreneurs take different forms. While some are owned by an individual, others are owned by two or more persons. The form of business ownership an entrepreneur selects may be dependent upon his/her circumstances, abilities, resources, environment, and the characteristics of the business. The prospective owner should evaluate in detail the characteristics of each form of business and their advantages and disadvantages and then select a form of business ownership that matches his/her interest. Several small business ideas abound from agriculture to manufacturing, construction to transportation, and communication.

A lot of challenges face business education programmes. Zakari (2014) noted that most business educators are theoretical when teaching skill subjects and other related subjects. Thus, Okoye (2019) emphasized that some lecturers don't attend lectures as enshrined in the school timetable until a few weeks before the end of lectures, they haphazardly organized lectures resulting in poor performance by students, in the alternative ask for financial gratification from students to give them good grades. Okoye further maintained that sometimes, institution authorities like vice-chancellors, rectors, or provosts are compelled by superior powers like the president, governor, ministers, etc to employ interlopers or unqualified persons in various departments. The consequence of those classes of mediocre lecturers is that they are careless and unfair to their students and this attitude mar students' effort in learning. There is a dictum that no education could rise beyond the quality of its teachers. Therefore this study examined business education as a tool for skill acquisition and entrepreneurship for nation-building.

The following checklist or catalog of small /medium scale businesses covering various sectors of the economy is provided for budding entrepreneurs' use.

Table1: Small/Medium Scale Businesses

(A)	**Agriculture /Agro-Allied Business**
1	Tubers production
2	Cassava flour processing
3	Cassava starch production
4	Carbonated beverages
5	Cocoa farming
6	Fish farming
7	Farm tools production
8	Fruits Processing
9	*Garri* production
10	Goat /Sheep rearing
11	Grains production
12	Grass cutter rearing
13	Snail production
14	Groundnut shelling
15	Livestock feed production
16	Piggery
17	Poultry
18	Rabbit farming
19	Rice milling
38	Bread making
39	Butchery
40	Catering school
41	Cold store
42	Cutlery making
43	Fast food centre
44	Ice block
45	Ice cream production
46	Hoteling
47	Lunch pack making
48	Palm oil production
49	Rice storage sale
50	Popcorn making
51	Restaurant operation
52	Sachet water production
53	Seafood sale
54	Soya beans milk production
55	Tea making
56	Vegetable oil production
57	Yogurt production
58	Foodstuffs sale
(D)	**Chemical and Allied Business**
59	Adhesive production
60	Battery electrolyte production
61	Car liquid wax
62	Carburetor cleaner
63	Carpet cleaner production
20	Soluble coffee making
21	Tractor hiring services
22	Tree crops production
23	Palm products: brooms, baskets,
24	Yam flour process
25	Turkey farm
(B)	**Baby Items**
26	Baby power production
27	Baby cream production
28	Baby shoes shop
29	Baby cloths production
30	Baby nappy production
31	Baby oil production
32	Baby jelly production
33	Children's toys production
34	Disposable diapers production
35	Baby items shop
(C)	**Catering and Hospitality Business**
36	Biscuits production
37	Bottled water production
88	Operating nursery/ primary school
89	Secondary school
90	Seminar organizing
91	Conference organizing
92	Distance learning services
93	Daycare center
94	Continuing education centre
95	Extramural lesson
96	Resume writing
97	School bags production
98	Pen making
99	Markers making
100	School chalk production
101	Library glue production
102	Computer School
(G)	**Fashion & Styles**
103	Barbing saloon
106	Undies making
107	Face lotion production
108	Fashion Designing
109	Fashion school
110	Fashion show business
111	Hair cream production
112	Hand purses /wallet production
113	Manicure services
114	Sale of shale materials
115	Shampoo production

64 Fertilizer production
65 Fumigation services
66 Glass sprayer
67 Herbicides production
68 Home disinfectants
69 Insecticides production
70 Leather perseveration
71 Lighter fluid production
72 Metal polish production
73 Paint production
74 Stain removers production
75 Termite proofing
76 Wood polish production
77 Shoe polish

(E) Construction

78 Bolts and nuts
79 Burglary proof construction
80 General welding
81 Iron bending
82 Iron chair making
83 Iron doors construction
84 Iron table making
85 Iron/ steel bars marketing
86 Local iron satellite disc construction
87 Store stand construction

(F) Educational Services

140 Raincoats production
141 Suspenders production
142 Sweatshirts production
143 Swimsuits production
144 Under=wears production
145 Wooden /plastic hangers files

(J) General Services

146 Auto mechanic
147 Block making
148 Car wash
149 Carpentry
150 Chair/ general rental services
151 Clock repair
512 Digital photo laboratory
153 Electrical works
154 Fabrication
155 Gymnasium /fitness centre
156 Laundry/ dry cleaning
157 Photo Studio
158 Plumbing works
159 Vulcanizer
160 Welding works
116 Sunglasses production
117 Tailoring services
118 Travel bags making

(H) Forest Based and Furniture Business

119 Dye production
120 Firewood sale
121 Home furniture making
122 Office furniture making
123 Safety matches production
124 Sawmilling
125 School furniture making
126 Toothpicks production
127 Upholstering
128 Wood carving

(I) Garment Industry

129 Bath towels production
130 Bed sheets production
131 Belts production
132 Blankets production
133 Curtains production
134 Face caps production
135 Handkerchief production
136 Factory uniform production
137 Neckless production
138 Pillowcases production
139 Pyjamas production

(N) Printing & Publishing

188 Bookbinding
189 Christian books publishing /marketing
190 Diary /calendars production
191 Exercise books /Envelops Production
192 Foolscap/ duplicating paper production
193 Greeting cards production/ marketing
194 Graphic Designing
195 Jotters production
196 Lithographing
197 Magazine publishing
198 Newsletter printing
199 Newspaper publishing
200 Note pad production
201 Office flat files production
202 Past exams questions and answers publishing
203 Stickers production
204 Story books writing & publishing
205 Textbooks publishing
206 Vernacular books publishing

(O) Professional Services

207 Accounting practice

(K)	**Infotech Business**
161	Computer repairs
162	ICT consulting
163	Sale of computer accessories
164	Sale of laptop
165	Sale of portable computers (PC)
166	Software engineering
(L)	**Internet Based Business**
167	Automobiles net marketing
168	Banner designer
169	Cyber copywriting
170	Download site
171	Games site
172	Internet press releases
173	Multi-media production site
174	News site
175	Search engine positioning
176	Sporting goods site
177	Travel site
178	Web design
179	Web production
180	Web site overhaul
(M)	**Leather Making**
181	Hockey /cricket balls
182	Leather bags making
183	Leather boxes making
184	Leather shoes making
185	Leather tanning
186	Volleyballs
187	Footballs
208	Architectural practice
209	Auction service
210	Educational consulting
211	Engineering consulting
212	Estate valuing services
213	Graphic art & design
214	Investment consulting
215	Legal services
216	Management consulting
217	Marketing consulting
218	Medical practice
219	Outdoor advertising
220	Stock analyst
221	Veterinary services
(P)	**Soaps and Detergent Business**
222	Aloe vera soap production
223	Antiseptic soap production
224	Black soap production
225	Car washing soap production
226	Detergent production
227	Dishwashing detergent
228	Laundry bleach production
229	Laundry soap production
230	Liquid detergent production
231	Medicated soap production
232	Soap holders production
233	Toilet bowl cleaner
(Q)	**Telecommunication Business**
234	GSM unlocking
235	Handset repairs
236	Handset sales
237	Prepaid calling operator
238	Recharge card sales
239	Ringing tone production
240	SIM pack sales
241	Telephone booth operation
242	Vsat sale & installation
(R)	**Transportation Business**
243	Airline operation
244	Car hiring business
245	Industrial goods transportation
246	Marine transportation services
247	Motor park operation
248	Motor cycle hiring
249	Oil transportation
250	Taxi services
251	Tipper hiring service
252	Trailers hiring services
(S)	**Rubber /Plastic Business**
253	Rubber products: Balloons, feeding bottle ripples, pipes, shoes, surgical gloves, tyres, etc.
254	Plastic making: buckets, chairs, layers, toys, etc

Source: Authors Fieldwork (2020)

Statement of the Problem

Since Nigeria's independence in 1960, tertiary education has undergone tremendous reformation. Entrepreneurship education was introduced in all the programs in the universities, polytechnics, colleges of education, and mono-technics to equip the students with employable skills and self-reliance. This is in addition to students' Industrial Works Experience Scheme (SIWES), teaching

practice, (TP), students excursion/field trip, and integration of the use of new technologies into the education system (including business education). Despite the inclusion of entrepreneurship education in various programmes including business education and experiences, students acquire from SIWES, TP, excursion/field trips, etc, Nigeria's economy is bedeviled by protracted unemployment. Unfortunately, business education programmes are seriously challenged by various factors that elude students; including in-depth skill acquisition for entrepreneurship opportunities. These challenges are inadequate facilities for teaching and learning, epileptic electric power supply, poor internet network service, incompetent business educator(s) to utilize the few available facilities, and poor funding by the government.

Other challenges are: some heads of the Department of business education are appointed by the management base on nepotism, sentiment, or political patronage as such flagrant abuse of office occurs. Experiences, students acquire from these schemes such as SIWES are not adequate for the students' training needs, lack of schools/ industry collaboration for research assistance, poor curriculum implementation such as accreditation exercises where absence of facilities are adjudged to be available due to corruption, absence of in-service training, absence of scholarships/ career seminars, some business educators rely heavily on lectures for transmitting information. Some lecturers are burdened by teaching overload where excess hours per day or week or semester and large class sizes are assigned to individual lecturers to teach, the result is poor productivity. In consonance, some business educators are doing their best to ensure that students acquire skills in the business field, but some student mindsets are focused on how to get rich quickly; hence armed robbery, kidnapping, cybercrimes, militancy, prostitution, advance fee fraud (419), assassins, crooks, *yahooers*, illicit drug peddlers, scammers, and others are on the increase nowadays. The dignity of labour has no space in some students' minds. Some students prefer the certificate only and not the knowledge. Some students do not understand that it is only through acquiring knowledge and skill that genuine money could come. Therefore, the problem of this study was that there is a severe problem of graduates' unemployment amidst poor training of students for adequate skill acquisition hence this study is to catalyze adequate skill acquisition and viability of entrepreneurs as well as adequate service delivery for nation building.

Purpose of the Study

The study examined Business Education as a tool for skill acquisition and entrepreneurship for nation-building. Specifically, the study sought to:

1. Determine skills acquisition offered by business education programmes
2. Determine challenges facing students, lecturers, and vibrancy in business education programmes.

Research Questions

1. What are the skill acquisitions offered by business education programmes?
2. What are the challenges facing students, lecturers, and vibrancy in business education programmes?

Hypotheses

The following null hypotheses were formulated and tested at a 0.05 level of significance.

1. There is no significant difference between the mean ratings of male and female business education lecturers in the Universities and Colleges of Education in Southeast, Nigeria on the skills acquisition offered by business education programmes.
2. Universities and Colleges of Education Business Education lecturers in the South East, Nigeria will not differ significantly in their mean ratings on the challenges, facing students, lecturers, and vibrancy in business education programmes.

Methodology

Descriptive survey research design was adopted for this study. The design was considered appropriate because it focuses on the respondents' opinions, attitudes, and behaviour. The population of the study is made up of one hundred and thirty academic staff of business education from five Universities and five Colleges of Education in the South East, Nigeria. i.e. one University and one College of Education were selected from each State of the South East geopolitical Zone of Nigeria. The entire population was used for the study without a sample. A structured questionnaire titled: Business Education as a Tool for skill acquisition and Entrepreneurship for nation building (BESA-E) was used for data collection. The questionnaire contained 33 items on a four-point rating scale of Strongly Agree (4 points), Agree (3 points), Disagree (2 points), and Strongly Disagree (1 point).

As a basis for the decision, any item with a mean of 2.50 and above was accepted while any item with a mean of less than 2.50 was rejected or regarded as negative. Two experts, one in business education and one in measurement and evaluation validated the questionnaire instrument. A pilot test was conducted to establish the internal consistency of the instrument by administering it to 20 business education lecturers in two tertiary institutions (one university and one college of education) outside the scope of the study and data collected were analyzed using Cronbach alpha to obtain reliability coefficient of 0.80 and 0.74 respectively for the different clusters with an overall coefficient of 0.78 indicating that the instrument was reliable for the study. Meanwhile, out of 130 copies of the questionnaire distributed, 95 were retrieved, representing a 73% return rate. Data collected were analyzed using descriptive statistics of mean and standard deviation. The two hypotheses were tested using t-test at an alpha level of 0.05. A null hypothesis is accepted if `the calculated t-value (t-cal) is less than the critical or t-table value at 0.05 level of significance. On the other hand, the null hypothesis is rejected if the calculated t-value is equal to or greater than the t-critical or t-table value at 0.05 level of significance.

Results

Research Question 1

What are the skills offered by business education programmes?

To answer research question 1, the mean and the standard deviation were computed. The result of the computation is shown in Table 1.

Table 2: Respondents' mean ratings on the skills acquisition offered by business education programmes (N = 95)

S/N	Skills acquisition offered by business education programmes are:	*x*	SD	Remark
1	Basic skills (reading, writing, listening, speaking, and mathematics skills)	3.20	1.02	Agreed
2	Communication skills	3.32	1.06	Agreed
3	Teamwork skills	3.83	1.10	Agreed
4	ICT skills	3.40	1.43	Agreed
5	Problem-solving skills	3.46	0.98	Agreed
6	Social skills (help students to solve problems cooperatively, enable students to practice empathy and caring), etc	2.67	0.89	Agreed
7	Emotional intelligence skills (help students to manage emotion properly, self-control, helps students to relax and focus on learning)	2.73	0.89	Agreed
8	Technical skills	2.78	0.92	Agreed
9	Mentoring skills (coaching helps students' learning needs)	2.63	0.92	Agreed
10	Accounting skills	2.95	0.83	Agreed
11	Information management skills	3.11	0.78	Agreed
12	Work ethic (responsibility, honesty, punctuality, good work attitude)	2.61	0.72	Agreed
13	Professionalism skills	3.00	0.59	Agreed
14	Leadership skills	3.60	1.42	Agreed
15	Brainstorming skills (two heads are better than one theory)	3.35	1.32	Agreed
16	Entrepreneurial skills	3.55	1.28	Agreed
17	Marketing skills	2.98	0.88	Agreed
18	Planning and organizing	2.67	0.76	Agreed
19	Business law skills	2.54	0.85	Agreed
20	Listening and Questioning skills	3.79	1.27	Agreed

The result of Table 2 shows that all the twenty items on the skills acquisition offered by business education programmes were accepted by the respondents. This indicated that the respondents agreed that business education programmes offer these skills to their students. This is because all the items mentioned obtained mean values that are greater than 2.50 which is the cut-off point for acceptance.

Research Question 2

What are the challenges facing students, lecturers, and vibrancy in business education programmes?

To answer research question 2, the mean and standard deviation were computed. The result of the computation is shown in Table 2.

Table 3: Respondents' Mean Ratings on the Challenges facing students, lecturers, and vibrancy in business education programmes (N= 95)

S/N	Challenges facing students, lecturers, and vibrancy in business education programmes are:	ÄÄ	SD	Remark
21	Inadequate facilities for teaching and learning	3.75	1.31	Agreed
22	Epileptic electric power supply	3.68	1.34	Agreed
23	Poor Internet network service	3.10	0.80	Agreed
24	Incompetent business educators that fail to utilize the few available facilities	2.79	0.86	Agreed
25	Inadequate training from SIWES	3.58	1.39	Agreed
26	Lack of schools /industry collaboration for research assistance	3.26	0.77	Agreed
27	Poor curriculum implementation such as accreditation exercise where absence of facilities were adjudged to be available due to corruption	3.27	0.95	Agreed
28	Absence of career seminars for students	3.01	0.93	Agreed
29	Some lecturers are not committed to their instructional delivery	4.03	1.53	Agreed
30	Teaching overload on some individual lecturers	3.03	0.67	Agreed
31	Inadequate self-development by some lecturers such as failure to participate on seminars, conferences, postgraduate studies, to update their knowledge.	3.50	0.60	Agreed
32	Some lecturers are overwhelmed by apparent indifference, slovenliness and lackadaisical attitude to their primary assignment.	2.90	0.94	Agreed
33	Some student mindsets are focused mainly on how to get rich quickly resulting to armed robbery, prostitution, crooks etc.	3.64	0.82	Agreed

The result of Table 3 shows that all the nineteen items were accepted as the challenges facing students, lecturers, and vibrancy in business education programmes in the Universities and Colleges of Education in the South East, Nigeria. This is because all the items listed had mean values that are greater than 2.50 which is the minimum decision rule for acceptance.

Test of Hypotheses

H_o1: There is no significant difference between the mean ratings of male and female business education lecturers in the Universities and Colleges of Education in the South East, Nigeria on the skills acquisition offer by business education programmes.

Table 4:The t-test Analysis of the Mean Ratings of Male and Female Business Education Lecturers on the Skills Acquisition offer by Business Education Programmes.

S/N	Gender	N	ÄÄ	SD	Df	T-cal	T-crit	Decision
1	Male	52	3.31	0.46				
	Female	43	3.30	0.40	93	0.01	1.96	Accept HO_1
2	Male	52	3.43	0.60				
	Female	43	3.24	0.64	93	1.12	1.96	Accept HO_1
3	Male	52	3.38	0.56				
	Female	43	3.06	0.52	93	1.43	1.96	Accept HO_1
4	Male	52	3.17	0.70				
	Female	43	3.11	0.66	93	0.82	1.96	Accept HO_1
5	Male	52	2.90	0.83				
	Female	43	3.04	0.72	93	1.03	1.96	Accept HO_1
6	Male	52	3.21	0.61				
	Female	43	3.17	0.65	93	1.15	1.96	Accept HO_1
7	Male	52	3.26	0.73				
	Female	43	3.27	0.69	93	0.61	1.96	Accept HO_1
8	Male	52	3.33	0.50				
	Female	43	3.43	0.68	93	0.43	1.96	Accept HO_1
9	Male	52	3.12	0.67				
	Female	43	3.88	0.80	93	0.88	1.96	Accept HO_1
10	Male	52	3.30	0.43				
	Female	43	3.34	0.48	93	1.87	1.96	Accept HO_1
11	Male	52	3.33	0.63				
	Female	43	3.42	0.57	93	0.94	1.96	Accept HO_1
12	Male	52	3.38	0.49				
	Female	43	3.07	0.69	93	1.22	1.96	Accept HO_1
13	Male	52	3.26	0.60				
	Female	43	3.36	0.70	93	1.27	1.96	Accept HO_1
14	Male	52	3.23	0.58				
	Female	43	3.21	0.65	93	0.92	1.96	Accept HO_1
15	Male	52	3.16	0.69				
	Female	43	3.02	0.62	93	0.74	1.96	Accept HO_1
16	Male	52	3.08	0.67				

The t-test analysis in Table 4 shows that the t-test value of 0.73 was less than the critical t-value of 1.96 at 0.05 level of significance and degree of freedom of 93. Therefore, HO_1 is not rejected. This means that there is no significant difference between the mean ratings of male and female business education lecturers in the Universities and Colleges of Education on the skills acquisition offered by Business Education Programmes in the South East, Nigeria.

H_o2: The T-test Analysis of the Mean Rating s of Universities and Colleges of Education Business Education Lecturers on the challenges facing students, lecturers, and vibrancy in Business Education Programmes.

Table 5:The t-test Analysis of the Mean Ratings of Universities and Colleges of Education Business Education lecturers on the challenges facing students, lecturers, and vibrancy in Business Education Programmes.

S/N	Type of Institution	N	ÄÄ	SD	Df	T-cal	T-crit	Decision
21	Universities	40	3.20	0.40				
	Colleges of Education	55	3.33	0.42	93	1.60	1.96	Accept HO_2
22	Universities	40	3.38	0.56				
	Colleges of Education	55	3.35	0.64	93	0.69	1.96	Accept HO_2
23	Universities	40	3.34	0.58				
	Colleges of Education	55	3.36	0.63	93	0.62	1.96	Accept HO_2
24	Universities	40	3.14	0.67				
	Colleges of Education	55	3.07	0.69	93	0.48	1.96	Accept HO_2
25	Universities	40	3.12	0.72				
	Colleges of Education	55	3.30	0.68	93	0.50	1.96	Accept HO_2
26	Universities	40	3.08	0.80				
	Colleges of Education	55	3.13	0.73	93	0.38	1.96	Accept HO_2
27	Universities	40	2.91	0.62				
	Colleges of Education	55	3.11	0.90	93	0.95	1.96	Accept HO_2
28	Universities	40	3.24	0.64				
	Colleges of Education	55	3.17	0.60	93	0.66	1.96	Accept HO_2
29	Universities	40	3.30	0.71				
	Colleges of Education	55	3.29	0.72	93	0.52	1.96	Accept HO_2
30	Universities	40	3.06	0.46				
	Colleges of Education	55	3.14	0.48	93	0.57	1.96	Accept HO_2
31	Universities	40	3.35	0.59				
	Colleges of Education	55	3.38	0.49	93	0.66	1.96	Accept HO_2
32	Universities	40	3.15	0.65				
	Colleges of Education	55	2.93	0.67	93	1.43	1.96	Accept HO_2
33	Universities	40	3.25	0.73				
	Colleges of Education	55	3.34	0.62	93	1.71	1.96	Accept HO_2
	T-test value					**0.69**	**1.96**	**Accept HO_2**

The t-test analysis in Table 5 shows that the t-test value of 0.69 was less than the t-critical value of 1.96 at 0.05 level of significance and degree of freedom of 93. Therefore, HO_2 is not rejected. This means that there is no significant difference between Universities and Colleges of Education Business Education lecturers in their mean ratings on the challenges facing students, lecturers, and vibrancy in Business Education Programmes.

Discussion of Findings

The finding from the result of the analysis of research question one in Table 1 revealed that business education lecturers in Universities and Colleges of Education in the South East, Nigeria accepted all the variables as skills acquisition offered by business education programmes such as basic skills, communication skills, teamwork skills, ICT skills, problem-solving skills, social skills, emotional intelligence, technical skills, mentoring skills, accounting skills, information management skills, work ethics, professionalism skills, leadership skills, brainstorming skills, entrepreneurial skills, marketing skills, planning and organizing skills, business law skills, listening and questioning skills.

The above findings are in accordance with the views of Omidji and Ogwu (2008) that 21st-century skills have to do with the collaboration of digital literacy, critical thinking, social skills, and problem-solving skills which help students thrive in the present economic world.

The finding from hypothesis one in Table 3 revealed that there is no significant difference in the mean ratings of male and female business education lecturers in the Universities and Colleges of Education in the South East, Nigeria on the skills acquisition offered by business education programmes. The result of hypothesis one in Table 3 agrees with Cardon (2010) whose investigative result revealed that flexibility and adaptability, intercultural communication, and collaboration skills are needed by business students to succeed.

The finding from the result of the analysis of research question two in Table 2 revealed that Business Education lecturers in the Universities and Colleges of Education in the South East, Nigeria accepted all the challenges facing students, lecturers, and vibrancy in business education programmes such as inadequate facilities for teaching and learning, epileptic electric power supply, poor internet network service, incompetent business educator fail to utilize the few available facilities, inadequate training from SIWES, lack of schools /industry collaboration for research assistance, poor curriculum implementation, absence of career seminars for students, some lecturers are not committed to their instructional delivery, teaching overload on some individual lecturers, inadequate self-development by some lecturers, poor students mindsets on learning, and some lecturers apparent indifference to teaching.

The above findings aligned with Zakari (2014) who maintained that most business educators are theoretical when teaching skill subjects and other related subjects. The finding from hypothesis two in Table 4 revealed that there is no significant difference in the mean ratings of Universities and Colleges of Education Business Education lecturers on the challenges facing students, lecturers, and vibrancy in business education programmes. The result of hypothesis two in Table 4 agrees with Okoye (2019) who conducted a study on ethical considerations in business education for national development. The result of the study revealed that some lecturers don't attend lectures as enshrined in the school timetable until a few weeks before the end of lectures, they haphazardly organize lectures resulting in poor performance by students.

Conclusion

Based on the findings of the study, the researcher concluded that Business Education is a tool for skill acquisition and entrepreneurship for nation-building. It is therefore pertinent that all stakeholders of Business Education programmes are committed to adopting measures that will improve the perceived impact of Business Education through skill acquisition and entrepreneurship for the needs of society.

Recommendations

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

1. Since a lot of damage, inefficiency, and the collapse of the tertiary education system in Nigeria is a result of corruption, the Federal Government should institute an anti-corruption commission in tertiary institutions. This commission could be called Tertiary Institutions Financial Crime Commission (TI-FCC)The Federal &State Governments should reduce the tuition fees in the Federal and State Tertiary Education System. It will help the students to acquire necessary school items by themselves for their effective learning and good academic achievement.
2. Employment of academic staff should be based on merit.
3. Federal Government should harmonize the Nigerian economy to promote the economic well-being of its citizenry through the employment of youths in private and public establishments.

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