



Managerial and ICT Skills Possessed by Business Education Graduating Students for Entrepreneurial Success in Universities in South-South Nigeria

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ABSTRACT

The study examined managerial and ICT skills possessed by Business Education graduating students for entrepreneurial success in Universities in South-South Nigeria. Two research questions were answered while two null hypotheses were tested at 0.05 level of significance. Descriptive survey research design was adopted in carrying out the study. The population and sample of the study comprised 1,037 final year (400 Level) Business Education students of 2019/2020 academic session from which 285 final year students of Business Education were sampled as the respondents. The instrument used to collect data was a 30-item structured questionnaire designed by the researcher and face-validated by three experts. The reliability of the instrument was ascertained using Cronbach's Alpha reliability method which yielded a coefficient of 0.87. Out of the 285 copies of the questionnaire administered, 274 copies were completely filled and retrieved representing 96%. Data collected were analyzed using mean for answering the research questions while t-test statistics was used for testing the two null hypotheses. Based on the data collected and analyzed, the result showed that the level of managerial and ICT skills possessed by Business Education graduating students in Universities in South-South Nigeria, is quite low. Hence, the study among others recommended that Government should make funds available for the provision of required ICT infrastructure for effective teaching and learning of Business Education students in tertiary institutions in Nigeria and that proactive school-industry linkage arrangement for quality internship experience of Business Education students for acquisition of relevant managerial and ICT skills for gainful employment in Nigerian labour market and for entrepreneurial success, should be sustained.

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INTRODUCTION

Business Education is an entrepreneurship based programme which equips students with relevant skills,

knowledge and competences needed in the business world. Olumese and Clark (2011) advocated that there is need to equip business education students with relevant



managerial and ICT skills needed in the modern business world for entrepreneurial success. Business Education is an educational programme that prepares students for entry and advancement in jobs within business and to handle business affairs as well as to function intelligently as consumers and citizens in a business economy. Osuala (2004) defined Business Education as that aspect of vocational education, which emphasizes job competency, career preparation and work adjustments. It involves acquisition of special skills in business subject areas. Njoku (2006) defined business education as an educational programme that equips individuals with functional and sustainable skills, knowledge, attitude and value that would enable the individuals operate in the environment where such individuals find themselves.

To possess is to have as an attribute, knowledge or power to acquaint or inform at any point in time. The attitude or quality possessed by an individual is the key factor to the realization of the potentials within the individual. Knowledge possession only is not enough for individual to be self-sufficient as is the case of the universities which emphasizes knowledge acquisition to practical dexterity of the individual. Therefore the individual has to possess skills in management and ICT as well as attitude and general knowledge. Skill is the ability to do a task expertly. Bolt-Lee and Foster in Abanyam (2014) posited that skill is the art of possessing the ability, power, authority, or competency to do the task required of an individual on the job. Two fundamental issues are used when a skill is to be acquired. According to Okoro and Ursula (2012), the first is the conditions which promote acquisition and the second is the change that will occur when the skill is acquired. Igwe (2008) says that when somebody acquires skills in any occupation,

such a person can establish his own business and even employ others. The person becomes self-reliant, self-sufficient and self-employed. However, in this contemporary time, the skills needed by teeming graduates are more than mere preparation for white collar job, but self-reliant and self-sustaining to provide required impetus for the nation's development. Thus, it becomes imperative for the nation to have a rethink on educational delivery in order to produce graduates that will possess management and ICT skill that will make them to become successful entrepreneur.

Entrepreneurship on the other hand is the process of learning the skills needed to assume the risk of establishing a business. Entrepreneurship is a process of bringing together creative and innovative ideas, combining them with management and organization skills in order to combine people, money and other resources, to meet an identified need and thereby creating wealth (Agomuo, 2002). It is also the willingness and ability of an individual to seek out investment opportunities, establish and run an enterprise successfully. Entrepreneurship is thus, the process of learning the skills needed to assume the risk of establishing a business. Akpotohwo and Amahi (2006) opined that the skills acquired in any of the functional areas of business related programme promotes training in entrepreneurship as well as equip graduates with requisite potentials to establish and run small businesses on their own. According to Ademiluyi (2007), entrepreneurship skills are simply business skills which individuals acquire to enable them effectively function in the turbulent business environment as an entrepreneur or self-employed. Tijani-Alawiye (2004) defined entrepreneurship as the process of increasing the supply of entrepreneurs or adding to the stock of existing small,



medium and big enterprises available to a country by creating and promoting many capable entrepreneurs who can successfully run innovative enterprises, nurture them to growth and sustain them, with a view to achieving broad socio-economic development goals. Entrepreneurship, according to Izedonmi and Okafor (2010) is a concept that involves mental activities such as creativity, innovativeness and pro-activeness enterprise education that is designed to prepare students to engage in a self-directed economic future such as seeking opportunities, taking risks and having the tenacity to push an idea through to reality combined into a special perspective that permeates entrepreneurs. It focuses on developing students with passion and skills needed to create an inherently risky entrepreneurial enterprise and guide the enterprise successfully through its initial stage to the maturity stage. It aims at helping the teeming graduates to develop skills and attribute that will make them to be innovative and to identify, initiate and successfully manage personal and work opportunities, including working for themselves (Bhandari, 2006).

Business Education graduating students needed to possess management skills in order to be innovative and to identify, initiate and successfully manage personal and work opportunities, including working for themselves as a successful entrepreneur. Management skills are required by Business Education graduating students in starting, developing and managing an enterprise. This management skill involves decision making control and negotiation, essential in creating and growing a new business venture. Anyakoha in Abanyam (2014) identified some important management skills required by the entrepreneur Business Education graduating students to successfully establish, run and manage a business

enterprise to include the ability to set appropriate business goal, plan effectively for goal attainment, organize resources (human and materials) for goal attainment, implement plans for goal attainment, evaluate all activities/operations on the process of goal attainment and make appropriate use of feedback. Thus, management skills is essentially required by entrepreneurs Business Education graduating students in order that they can effectively achieve their business goals through coordinated efforts of planning, organizing, staffing, directing and controlling.

Besides, Okoye (2017) pointed out that the global technological advancement and the Nigeria current economic trends have called for proper acquisition of ICT skills for entrepreneurial success among graduates. The Federal Government of Nigeria has mandated all institutions of higher learning to integrate into their programmes of study, entrepreneurship education that will equip students with appropriate managerial and ICT skills for entrepreneurial success. Proper acquisition of these skills by the students will enable them establish and effectively manage their own businesses, become self-reliant and excel in the modern business world after graduation. Given the present technological innovations in the business world, the use of technology should as a matter of urgency, be vigorously pursued by entrepreneurs in order to produce optimally and maximize profit. Prospective entrepreneurs should be well exposed and adequately equipped with managerial and ICT skills to be successful, since information and communication technology is now revolutionizing the business world. Thus, the possession of ICT skills by Business Education graduating students is of great importance for them to cope with modern



technology and remain relevant in global competitive business.

Federal Government of Nigeria has of recently been committed to equipping the youths with skills that will help them to be self-reliant through the introduction entrepreneurship education in the tertiary institutions and the expectation was that every graduates would have possessed managerial and ICT skills at graduation that will enable them become successful entrepreneurs. Ironically, most Business Education graduates engaging in self-employment, are doing so without possessing much skills and competences in management of the business activities, marketing and creating awareness of the business products through technologies, and effectively keeping records of the financial statements of the business, that will ensure successful operations of the business; as a result of these attitudes, failure followed instead of success. When business failure, it is not because the Business Education graduates do not have the necessary capital and machines to stay afloat, but because the graduates lack the requisite skills in management,, marketing, accounting, and information and communication technology to deal with the process of recognizing a business opportunity, operate and maintain such businesses as well as grow from a small position to a bigger one. It is in this note that the study sought to determine the managerial and ICT skills possessed by Business Education graduating students for entrepreneurial success in universities in South-South Nigeria.

Purpose of the Study

The main purpose of the study was to determine the managerial and ICT skills possessed by Business Education graduating students for entrepreneurial success in

universities in South-South Nigeria. Specifically, the study sought to:

1. Determine the managerial skills possessed by Business Education graduating students for entrepreneurial success.
2. Determine the ICT skills possessed by Business Education graduating students for entrepreneurial success.

Research Questions

The following research questions guided the study.

1. To what extent do Business Education graduating students possessed managerial skills for entrepreneurial success?
2. To what extent do Business Education graduating students possessed ICT skills for entrepreneurial success?

Null Hypotheses

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

1. There is no significant different in the mean ratings of Business Education graduating students from State and Federal Universities on the extent they possessed managerial skills for entrepreneurial success.
2. There is no significant different in the mean ratings of male and female bu Business Education graduating students on the extent they possessed ICT skills for entrepreneurial success.

METHODOLOGY

The design adopted for the study was the survey research. The study area comprised of the six South-South States of Nigeria, namely: Akwa Ibom; Bayelsa; Cross Rivers; Delta; Edo and Rivers States. Federal



and State Universities from the area that has established Business Education were used for the study. The population for the study comprised of all the 1,037 final year (400 Level) Business Education students of 2019/2020 academic session in the study area. Using Krejcie and Morgan (1970) table for determining sample size of a given population, a sample size of 285 students was found adequate for the population. Subsequently, multiple sampling procedures were applied to draw 285 final year students from the 1,037 students. The instrument used to collect data was a 30-item structured questionnaire designed by the researcher. The instrument was subjected to validation to determine its adequacy, appropriateness for the study and for its proper wordings. This was done by presenting it to three experts, one in Business Education, Curriculum Studies, and Measurement and Evaluation. Based on their comments and suggestions, the instrument was modified to suit the study. In order to ascertain the reliability of the instrument for the study, it was trial tested in Nnamdi Azikiwe University, Awka. Thirty copies of the instrument were administered to 30 students of Business Education Unit in the Department of Technology and Vocational Education, Nnamdi Azikiwe University, Akwa.

The result obtained after the trial testing was subjected to the test of internal consistency using Cronbach Alpha procedure to measure its reliability, before it was used for the study. The test yielded a

coefficient of 0.87, indicating that the instrument was quite reliable for the study. The instrument was administered to the students in their various institutions through the help of nine research assistants after proper briefing. Two hundred and eighty-five (285) copies of the instrument were distributed, but at the time of collection, two hundred and seventy-four (274) copies were retrieved and used for the study.

The research questions were analyzed descriptively using mean and standard deviation based on a 5-point rating scale of Very High Extent (VHE) 5, High Extent (HE) 4, Moderate Extent (ME) 3, Low Extent (LE) 2 and Very Low Extent (VLE) 1. The null hypotheses were tested using t-test of differences between mean of independent samples at an Alpha level of 0.05. The decision rule was that any item with a mean score of 3.00 and above was taken as High Extent (HE) while items with mean score of below 3.00 were regarded as Low Extent (LE). The decision rule for testing the null hypotheses is that if the calculated t-value is less than the critical t-value, the hypothesis is accepted. On the other hand, if the calculated t-value is greater than the critical t-value, the hypothesis is rejected.

RESULTS

Research Question One: To what extent do Business Education graduating students possessed managerial skills for entrepreneurial success?

Table 1: Mean ratings of the responses of Business Education graduating students on the extent to which they possessed managerial skills for entrepreneurial success

SN	Managerial skills Possessed for Entrepreneurial Success	X	SD	Rmks
1	Setting appropriate businesses goal	2.76	0.67	LE
2	Planning effectively for goal attainment	2.64	0.50	LE
3	Organizing resources (human and materials) for goal attainment	2.70	0.46	LE
4	Implementing plans for goal attainment	2.47	0.52	LE
5	Evaluating all activities/operations on the process of goal	2.38	0.48	LE



SN	Managerial skills Possessed for Entrepreneurial Success	X	SD	Rmks
	attainment			
6	Making appropriate use of feedback	3.21	0.52	HE
7	Making long and short term planning	2.62	0.49	LE
8	Purchasing goods, tools and equipment	3.51	0.50	HE
9	Identifying factors involved in overhead control	2.44	0.44	LE
10	Managing inventory control and turnover	2.70	0.48	LE
11	Acquiring management and supervisory skills	2.48	0.51	LE
12	Managing time and meet job schedules	3.20	0.54	HE
13	Need for employees growth and development	2.36	0.49	LE
14	Identifying opportunities & generating ideas suitable to the opportunities	2.33	0.48	LE
15	Having confidence in making a decision and acting on it	3.15	0.47	HE
	Pooled Mean	2.73	0.50	LE

Note: X = Mean; SD = Std. Dev; HE = High Extent; LE = Low Extent; n = No of respondents = 274.

The mean ratings of the respondents on 11 out of the 15 items in Table 1 ranged from 2.33 to 2.76 which are all less than the criterion reference point of 3.00 on 5-point rating scale. This implied that the identified 11 managerial skill items in the table are to Low Extent possessed by graduating students of Business Education for entrepreneurial success on graduation in South-South Nigeria. The mean ratings of the respondents on the remaining 4 items, specifically items 6, 8, 12 and 15 are 3.21, 3.51, 3.20 and 3.15 respectively which are in each case greater than the criterion reference point of 3.00 on 5-point rating scale indicating that items 6, 8, 12 and 15 are to High Extent possessed by graduating students of Business Education for entrepreneurial success on graduation in South-South Nigeria.

The overall pooled mean value of 2.73 which is less than criterion reference point of 3.00 indicated that generally, managerial skills are to Low Extent possessed by graduating students of Business education for entrepreneurial success on graduation in south-south Nigeria. The standard deviation values of the 15 items in the table ranged from 0.44 - 0.67 which shows that the responses are close to one another and the mean.

Hypothesis One: There is no significant difference in the mean ratings of Business Education graduating students from State and Federal universities on the extent they possessed managerial skills for entrepreneurial success.

Table 2: Test of significant difference in the mean ratings of Business Education graduating students from State and Federal Universities on the extent they possessed managerial skills for entrepreneurial success.

Variables	N	X	SD	DF	Std. Error	t-cal	t-tab	Level of sig.	Rmks
State Uni. Students	128	2.68	0.62						
Federal Uni. Students	146	2.77	0.54	272	0.041	0.66	1.96	0.05	NS

Note: NS = Not Significant at 0.05.



The data presented on the t-test statistics in Table 2 showed that the t-calculated (t-cal) value of 0.66 was less than the t-table (t-tab) value of 1.96 at 0.05 level of significance and 272 degree of freedom. This indicates that there was no significant ($p < 0.05$) difference in the mean ratings of the responses of Business Education graduating students from State and Federal Universities on the extent they possessed managerial skills for entrepreneurial

success on graduation in South-South Nigeria. Hence, the null hypothesis one of no significant ($p < 0.05$) difference in the mean ratings of the responses of students of State and Federal Universities is accepted.

Research Question Two: To what extent do Business Education graduating students possessed ICT skills for entrepreneurial success?

Table 3: Mean ratings of the responses of Business Education graduating students on the extent to which they possessed ICT skills for entrepreneurial success

SN	ICT Skills Possessed for Entrepreneurial Success	X	SD	Rmks
1	Interacting professionally with customers	3.49	0.53	HE
2	Listening carefully to customers complaints	3.30	0.64	HE
3	Communicating fluently	2.98	0.72	LE
4	Independently operating personal computer systems	2.53	0.57	LE
5	Using word processing programmes	2.48	0.59	LE
6	Performing data analysis with a computer package	2.29	0.66	LE
7	Accessing and using information from the internet	3.32	0.49	HE
8	Using Database programmes	2.46	0.57	LE
9	Using spreadsheet programmes	2.72	0.55	LE
10	Using Desktop publishing software	2.34	0.63	LE
11	Using Graphics and design programmes	2.52	0.48	LE
12	Using Presentation software	2.45	0.54	LE
13	Using Web Page Editors	2.19	0.63	LE
14	Using communication software	2.63	0.70	LE
15	Using Enterprise Resource Planning software	2.58	0.57	LE
	Pooled Mean	2.68	0.59	LE

Note: X = Mean; SD = Std. Dev; HE = High Extent; LE = Low Extent; n = No of respondents = 274.

The mean ratings of the respondents on 12 out of the 15 items in Table 3 ranged from 2.19 to 2.98 which are all less than the criterion reference point of 3.00 on 5-point rating scale. This signified that the identified 12 ICT skill items in the table are to Low Extent possessed by graduating students of Business Education for entrepreneurial success on graduation in South-South Nigeria. The mean ratings of the respondents on the remaining 3 items, specifically items 1, 2 and 7 are 3.49, 3.30 and 3.32 respectively which are in each case

greater than the criterion reference point of 3.00 on 5-point rating scale. This indicate that items 1, 2 and 7 are to High Extent possessed by graduating students of Business Education for entrepreneurial success on graduation from Universities in South-South Nigeria.

The overall pooled mean value of 2.68 which is less than criterion reference point of 3.00 indicated that generally, ICT skills are to Low Extent possessed by graduating students of Business education for entrepreneurial success on graduation



in south-south Nigeria. The standard deviation values of the 15 items in the table ranged from 0.48 - 0.72 which shows that the responses are close to one another and the mean.

Null Hypothesis Two: There is no significant difference in the mean ratings of male and female Business Education graduating students on the extent they possessed ICT skills for entrepreneurial success.

Table 4: Test of significant difference in the mean ratings of male and female Business Education graduating students on the extent they possessed ICT skills for entrepreneurial success.

Variables	N	\bar{X}	SD	DF	Std. Error	t-cal	t-tab	Level of sig.	Rmks
Male Students	177	2.82	0.53						
Female Students	97	2.54	0.72	272	0.030	2.13	1.96	0.05	S*

Note: S* = Significant at 0.05.

From the data presented on the t-test statistics in Table 4 above, it was revealed that the t-calculated (t-cal) value of 2.13 was greater than the t-table (t-tab) value of 1.96 at 0.05 level of significance and 272 degree of freedom. This implies that there was significant ($p < 0.05$) difference in the mean ratings of the responses of male and female Business Education graduating students on the extent they possessed ICT skills for entrepreneurial success in favour of male. Therefore, the null hypothesis two of no significant ($p < 0.05$) difference in the mean ratings of the responses of male and female Business Education graduating students is rejected.

DISCUSSION OF FINDINGS

This study on research question one found that the level of managerial skills possessed by Business Education graduating students from Universities in South-South Nigeria is relatively low in such areas as: setting appropriate business goals, planning effectively for goal attainment, organizing resources (human and materials) for goal

attainment, implementing plans for goal attainment, evaluating all activities/operations on the process of goal attainment, making long and short term planning, identifying factors involved in overhead control, managing inventory control and turnover, acquiring management and supervisory skills, identifying opportunities and generating ideas suitable to the opportunities, among others. In agreement with the findings of this study, Dickson, Solomon and Weaver (2008) noted that increasing rate of unemployment among Nigerian graduates as observed by the three tier of government, necessitated continuous initiation of different programmes aimed at creating jobs and reducing unemployment and poverty among youths and graduates. The findings of this study also corroborated that of Aluko (2014) who examined employers' perceptions of the employability skills of new graduates in Nigeria and found that the sampled employers could find the expected technical and discipline competences in team-working, communication, leadership, critical



thinking, innovativeness, problem solving and managerial abilities among the graduates. Olumese and Clark (2011) equally observed low entrepreneurial skills among Nigerian graduates and therefore advocated that there is need to equip students with relevant managerial skills needed in the modern business world for entrepreneurial success.

This study on research question two found that the level of ICT skills possessed by Business Education graduating students in Universities in South-South Nigeria is quite low in such areas as: independently operating personal computer systems, using word processing programmes, performing data analysis with a computer package, using database programmes, using spreadsheet programmes, using desktop publishing software, using graphics and design programmes, using presentation software and using web page editors, among others. The findings of this study conformed with that of Danner and Pessu (2013) who in a similar study found that students' ICT usage was low, particularly the use of internet and email while only two percent (2%) of the sampled students perceived themselves to be competent in PowerPoint, and about seventy percent (70%) having no capability at all. In addition, the finding of this study corroborated that of Asogwa (2006) and Bassey, et al (2007) who in their separate studies established low level of computer literacy among students of Nigerian Universities. In agreement with the findings of the null hypotheses tested on effect of gender on ICT skill, Bebetos and Antoniou (2008) and Kadel (2005) also found that females have negative attitudes towards computers; as a result they are often less computer literate than males. Sefyrin (2015) asserted that competence in ICT could be seen as a question of interest in

ICT, where men are more interested in ICT than women.

CONCLUSION

The increasing rate of unemployment and unemployability of Nigerian graduates has continued to generate debate and be a source of concern to major stakeholders in Nigeria developmental agenda. Inadequate training of the students in managerial and ICT skills while in school was suspected to be the reason for their low employability. Hence, this study was carried out to examine managerial and ICT skills possessed by Business Education graduating students for entrepreneurial success in Universities in South-south Nigeria. From the data collected and analysed, the study found that the level of managerial and ICT skills possessed by Business education graduating students in south-south Nigeria is quite low relative to the demand in labour market. It was therefore concluded that, the increasing rate of unemployment and unemployability of Business education graduates was as a result of their low managerial and ICT skills required for self and paid work.

RECOMMENDATIONS

Based on the findings, the study recommended that:

1. Government should make funds available for the provision of required ICT infrastructure for effective teaching and learning of Business Education students in tertiary institutions in South-South Nigeria, and in the country in general.
2. Special funds should be set aside to revamp the Business Education programme of tertiary institutions for production of quality graduates



for self and paid work in Nigerian labour market.

3. There should be proactive school-industry linkage arrangements for quality internship experience of Business Education students for acquisition of relevant entrepreneurship skills for gainful employment in Nigerian labour market.
4. ICT and entrepreneurship courses should be given priorities in the time table schedule of Business Education programme to enable students' acquire entrepreneurship skills for self and paid employment on graduation.

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