ASSESSMENT OF THE ADEQUACY OF BUSINESS EDUCATION CURRICULUM CONTENT FOR THE ACQUISITION OF OFFICE TECHNOLOGY AND MANAGEMENT AND ENTREPRENEURSHIP SKILLS ACQUISITION IN COLLEGES OF EDUCATION IN EDO AND DELTA STATES

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Abstract
The study sought to assessthe adequacy of business education curriculum content for the acquisition of office technology and management and entrepreneurship skills acquisition in colleges of education in Edo and Delta States. Two research questions were raised and four null hypotheses were tested. Descriptive survey research was adopted for the study. The entire population of 120 business educators were studied without sampling. A structured and validated two-point checklist was used for data collection. Since, the National Commission for Colleges of Education (NCCE) Benchmark inventory is a standard checklist, the checklist was not subjected to reliability procedures because the checklist is already validated and standardized. Mean and standard deviation were used to answer the research question,'while t-test and Analysis of Variance (ANOVA) were used to test the null hypotheses. Findings of the study revealed that 68 contents of the curriculum are adequate and 46 contents are not adequate for the acquisition of office technology and management skills. 11 contents of business education curriculum are adequate and four contents are not adequate for the acquisition of entrepreneurship skills. The study further disclosed that bbusiness educators based on their years of experience and location did not differ significantly on their mean ratings on the adequacy of business education curriculum content for the acquisition of office technology and management skills and entrepreneurship skills among students. It was recommended among others that business educators in Colleges of education should periodically invite office technology and management experts and successful entrepreneurs to provide business education students with first hand business experiences and practical workplace skills required in the business world.

Keywords: Assessment, College of Education, Business education, Office technology and management skills, and Entrepreneurship skills

Introduction

Colleges of education are specialized tertiary institutions concerned with the training of teachers for the teaching profession in Nigeria. Colleges of education are "train-the-trainers" institutes established to train and equip teachers for classroom instruction and management (Arikawei & Torubeli, 2015). The programmes offered in Nigerian Colleges of Education are Agricultural Education, Home Economics Education, Social Science Education, Arts Education, Science Education, Special Education, General Education and Business Education

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among others. Business education is a programme of study designed for the actualization of self-employment and industrialization (Oluwasina, Onokpaunu & Durojaye, 2018). According to Onojetah (2012), business education which is offered at the universities and colleges of education is concerned mainly with the development of relevant and saleable skills and knowledge that would enable an individual to function effectively in the world of work.

The objectives of business education in colleges of education as outlined in the National Commission for Colleges of Education (2012:18) include: to produce well qualified and competent NCE graduates in business subjects who will be able to teach business subjects in the secondary schools and other related educational institutions; to produce NCE business teachers who will be able to inculcate the vocational aspects of business education into the society; to produce NCE business teachers who will be involved in the much desired revolution of vocational development right from primary and secondary schools; to equip students with necessary competencies so as to qualify them for a post-NCE degree programme in business education and 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. Holistically, Nwazor and Onokpaunu (2016) asserted that business education programme which is not one of the glamorous courses of study in Nigeria, is built on making its recipients become job creators, wealth providers, workplace ICT consultants, entrepreneurs of small and medium enterprises and executive managers of business entities.

The achievement of the objectives of business education programme stems from effective implementation of its curriculum (Ezenwafor&Onokpaunu, 2017). Blenkin (2012) defined curriculum as a body of knowledge contents and subject matters. That is, curriculum is the process by which knowledge and skills of a subject matter are delivered to learners. In their view, Maduewesi and Okoro (2013) asserted that, curriculum is an instructional document used for facilitating teaching and learning towards the realization of desirable changes in learners under the guidance and supervision of the school.Specifically, Okoro (2015) opined that business education curriculum entailseducational training which an individual receives in order to acquire adequateattitudes, concepts, knowledge, understanding and skills in business activities forvocational usage in careers as an administrator, a manager, business subject teacher orwherever he may find himself in the business world.

In practical terms, business education provides a window of opportunity for students to gain insight into the actual operations and acquire relevant professional skills of the business world. One common theme deduced from the description of business education programme in colleges of education is practical skill acquisition. According to Idoko (2014), skill acquisition can be defined as the form of training by individuals or group of individuals that lead to acquisition of knowledge for self-sustenance. Skill acquisition involves the development of new skill-set of doing things gained through persistent training or exposure. Lofquist and Darwin in Adeyemo (2010) outlined the process of skill acquisition into the following stages; comprehension of the task, a temporal storage which gives time for more permanent, long term training to form, passing material of long term store, retention in long term store and retrieval for use. Beach in Eze (2016) opined that skill acquisition is the process of facilitatingan individual ambition for a long, healthy and progressive life through acquisition of new knowledge.

The skills embedded in business education programme includeteaching methodology, office technology and management, entrepreneurship, information communication and technology and accounting. However, this study focused on Office Technology and

Management (OTM) and entrepreneurship skills. Office Technology and Management (OTM) formerly referred to as Secretarial Studies in Nigeria evolved out of the urgency to meet the numerous technological and managerial procedures of the 21st century workplace. Office Technology and Management (OTM) according to Aina (2019), is a subset of business education programme designed to prepare students who are interested in developing careers in keyboarding operations, stenography, office administration, establishment of business training schools, computer centres, data analysis, small or medium business enterprises operations through the acquisition of appropriate skills, knowledge abilities and attitude that will make them enter and progress in the world of work. Igbinoba (2008) and Aina (2019) opined that OTM courses include shorthand, keyboarding, office practice, record-keeping, word processing, secretarial duties, business methods, office practice, business law, computer appreciation and application, consumer education, office management, small business management, and entrepreneurship education.

Office Technology and Management skills in business education curriculum, according toEzenwafor (2012) ensured that graduates can quickly access data or information, and process, disseminate, store and retrieve it for future use as demanded by their employers or supervisors in the workplace. Udo and Bako (2014) outlined the following OTM skills in business education curriculum content as follows; ability to perform general office work by relieving executives and other company officials of minor executive and clerical duties, ability to take down dictation from the boss using shorthand or stenotype machine, ability to transcribe dictation or the recorded information reproduced on a transcribing machine, ability to make appointments for the executive and reminding him or her of them, ability to interview people coming into the office, and directing to other workers those who do not need to see the chief executive, ability to handle personal and important mails, writing routine correspondence on his/her own initiatives, ability to make and answer telephone calls, ability to supervise other clerical workers and ability to keep personnel records of events in the offices.

The acquisition of office technology and management and entrepreneurship skills in the business education curriculum prepare students for the challenges of unemployment. Esene (2010) defined entrepreneurship as the willingness and ability of an individual to seek out investment opportunities, establish and run an enterprise successfully. More so, Jain (2013) defined entrepreneurship as behaviour, attitude and an approach to the way people create new values in the market, technology consumption and build sustainable institutions and organizations. Business education students must acquire the necessary entrepreneurial skills before establishing any business enterprise. Therefore, entrepreneurial skills are the knowledge, attitudes and behaviours thatempowers an individual tosearch forbusiness opportunities and transform creative ideas into legalmonetary activities in the business world. Ezeani (2012) outlined the following entrepreneurship skills in business education curriculum content to include the; ability to set appropriate business goals, ability to identify opportunities, ability to generate ideas suitable to the opportunities, ability to make a decision and act upon it, ability to manage time and meet job schedules, ability to make appropriate use of feedback, ability to cope with uncertainty, ability to plan and think strategically, ability to work under pressure and ability to learn and accept responsibility.

As a result of the modernization of office technology and management and entrepreneurship skills in today's business environment, business educators must regularly

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assessed the curriculum content of business education to maintain its relevancy to employers of labour. Accordingly, Omeje in Iro (2016) defined assessment as a process of identifying objectives to assess, formulating a design to carry out the assessment, carrying out measurement, reporting and documenting the results of the measurement usually in measurable term. Assessment is the systematic basis for making inferences about the learning and development of students. It is the process of defining, selecting, designing, collecting, analysing, interpreting, and using information to increase students' learning and development (Erwin, 2011).

In the context of this study, assessment is the process of obtaining information from business educators about the strengths and weaknesses of business education curriculum content for skills acquisition. Business educators' assessment of the adequacy of office technology and management and entrepreneurship curriculum content of business education for skills acquisition in colleges of educationcan be affected by their years of experience and location of their institutions. Given the number of years and location of colleges of education, business educators in Edo and Delta State are expected to have in-depth understanding of the strengths and weakness of the curriculum content. However, these assumptions need empirical confirmation. Upon this fulcrum, a study on business educators' assessment of the adequacy of office technology and management and entrepreneurship curriculum content of business education for skills acquisition in colleges of education in Edo and Delta States was conceived.

Statement of the Problem

Graduates of business education programme at the colleges of education level are not making the needful impact in the business world in Nigeria. It seems that graduates of the programme are not utilizing theOffice Technology and Management (OTM) and entrepreneurship skills embedded in business education curriculum content in the world of work. The problem of the study is that, it seems that there is a defect in the curriculum content of business education due to the un-employability of business education graduates in the labour market. Hence, the need to explore this ugly menace from the curricular perspective.Hence, the study sought to assessthe adequacy of business education curriculum content in colleges of educationfor skill acquisition among business education studentsin Edo and Delta States.

Purpose of the Study

The major purpose of this study was to determine assessthe adequacy of business education curriculum content for the acquisition of office technology and management and entrepreneurship skills acquisition in colleges of education in Edo and Delta States.Specifically, the study would determine the adequacy of curriculum content of business education for the acquisition of:

1. Office technology and management skills relative to NCCE minimum standards
2. Entrepreneurship skills relative to NCCE minimum standards.

Research Questions

In the opinion of business educators in Edo and Delta States, how adequate is:

1. Business education curriculum content for the acquisition of office technology and management skills relative to NCCE minimum standards?
2. Business education curriculum content for the acquisition of entrepreneurship skills relative to NCCE minimum standards?

Hypotheses

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

1. There is no significant difference in the mean ratings of business educators on the adequacy of business education curriculum content for the acquisition of office technology and management skills based on years of experience (1 – 5, 6 – 10, above 10 years).
2. Business educators in Edo and Delta State do not differ significantly in their mean ratings on the adequacy of business education curriculum content for the acquisition of office technology and management skills.
3. There is no significant difference in the mean ratings of business educators on the adequacy of business education curriculum content for the acquisition of entrepreneurship skills based on years of experience (1 – 5, 6 – 10, above 10 years).
4. Business educators in Edo and Delta State do not differ significantly in their mean ratings on the adequacy of business education curriculum content for the acquisition of entrepreneurship skills.

Method

This study adopted a descriptive survey design. The study was carried out in colleges of education in Edo and Delta States.The population of this study comprised 120 business educators from the Department of Business Education in the five government owned colleges of education in Edo and Delta States. The entire population was studied without sampling as the researchers felt the population was manageable.A structured and validated two-point rating scale checklist was used for data collection. Since, the National Commission for Colleges of Education (NCCE) Benchmark inventory is a standard checklist requiredfor business education programmes at the colleges of education in Nigeria, the instrument used for this study was not subjected to reliability procedures because the checklist (instrument) is already standardized. The checklist contained 129 items on a two-point rating scale of adequate and not adequate. The instrument for data collection was subjected to face validity by three experts. Two experts in business education and one expert in measurement and evaluation all from the Faculty of Education, Nnamdi Azikiwe University, Awka. The data collected were analyzed using mean and standard deviation to answer the research questions and determine the homogeneity or otherwise of the respondents' views. Decisions on the research questions were based on the grand mean in relations to the real limits of numbers. Therefore, items with mean ratings of 1.50 - 2.00 are rated Adequate and those with 0.50 - 1.49 are rated Not Adequate. Inferential statistics of t-test and Analysis of Variance (ANOVA) were used to test the null hypotheses at 0.05 level of significance. The t-test was used to test hypothesis 2 and 4 while ANOVA was used to test hypothesis 1 and 3. A hypothesis was accepted where the p-value is greater than 0.05 ($p > 0.05$), at a degree of freedom, because the variable did not significantly influence respondents' mean ratings. Conversely, where the p-value is lesser than 0.05 ($p < 0.05$), at a degree of freedom, it means that, the variable has a significantly influence on respondents' mean ratings and the hypothesis was rejected. The analysis was carried out using SPSS version 23.0.

Results

Research Question 1

How adequate is business education curriculum content for the acquisition of office technology and management (OTM) skills relative to NCCE minimum standards?

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Data relating to this research question are analysed and presented in Table 1.

Table 1: Business educators' mean ratings on the adequacy of business education curriculum content for the acquisition of OTM skills

S/N	OTM Course Titles and Curriculum Content	X	SD	Remarks
	Office Practice I			
1	Meaning, important and components of business studies	2.00	.62	Adequate
2	Careers opportunities in office management	1.96	.41	Adequate
3	Structure, functions and different offices in an organization	2.00	.30	Adequate
4	Meaning, function and qualities of clerical staff	1.95	.39	Adequate
S/N	**OTM Course Titles and Curriculum Content**	**X**	**SD**	**Remarks**
	Office Practice I			
5	Confidentiality of office information	2.00	.26	Adequate
6	Various departments and their functions in an organization	1.97	.73	Adequate
7	Meaning, functions and qualities of a receptionist	1.93	.50	Adequate
8	Types of communication in the office	1.98	.39	Adequate
	Aggregate Mean Score	1.97	.45	Adequate
	Shorthand I			
9	Meaning, historical development and systems of shorthand	1.99	.36	Adequate
10	The 24 consonants of shorthand	1.66	.59	Adequate
11	The 12 vowels of shorthand	1.61	.62	Adequate
12	The two forms of R	1.50	.84	Adequate
13	Dipthongs	1.43	.65	Not Adequate
14	S circle studies	1.18	.70	Not Adequate
15	ST circle and STR loops	1.32	.43	Not Adequate
16	Ses and SW circles	1.06	.51	Not Adequate
17	Vowel indication	1.29	.28	Not Adequate
	Aggregate Mean Score	1.45	.55	Not Adequate
	Keyboarding I			
18	Parts and uses of typewriter	2.00	1.01	Adequate
19	Care and maintenance of typewriter	1.97	1.13	Adequate
20	Paper sizes and their uses	1.68	.94	Adequate
21	Sitting and fingering positions	1.92	.69	Adequate
22	Starting with home/guide keys board exercise	1.84	1.06	Adequate
23	Tabulator key and bars	1.77	.82	Adequate
24	Vertical and horizontal centring	1.61	.77	Adequate
25	Speed development	1.24	.55	Not Adequate
	Aggregate Mean Score	1.75	.87	Adequate
	Office Practice II			
26	Imprest accounting control	1.55	.32	Adequate
27	Duplication process	1.97	.61	Adequate
28	Office supplies	2.00	.76	Adequate
29	Office equipment and machines in common use	2.00	.44	Adequate

30	Office behaviours	1.76	.39	Adequate
31	Model office arrangement and layout	1.93	.57	Adequate
	Aggregate Mean Score	1.87	.52	Adequate
	Shorthand II			
32	Halving and its principles	1.53	.87	Adequate
33	Downward L	1.67	.64	Adequate
34	Double consonants: PL and PR series	1.79	.77	Adequate
35	Double consonants - Curves	1.81	.61	Adequate
36	Additional forms	1.36	.44	Not adequate
37	Omission of consonants and intersections	1.25	.82	Not Adequate
38	F/V hooks	1.14	.55	Not Adequate
39	N hook	1.10	.88	Not Adequate
40	Shun hooks	0.67	.73	Not Adequate
41	Compound consonants	0.84	.92	Not Adequate
42	Tick and dot H	1.31	.69	Not Adequate
	Aggregate Mean Score	1.32	.72	Not Adequate
	Keyboarding II			
43	Printers' signs and abbreviation	2.00	.26	Adequate
44	Words and figure	1.72	.51	Adequate
45	Layout of business letters	1.87	.63	Adequate
46	Layout of memos	1.69	.40	Adequate
47	Main and columns headings	1.83	.29	Adequate
48	Speed and accuracy development	1.32	.58	Not Adequate
	Aggregate Mean Score	1.74	.45	Adequate
	Word Processing I			
49	Alphabetic sentence drills and remedial exercises	1.39	.61	Not Adequate
50	Procedure and layout of business, personal and official letters and memos	1.20	.83	Not Adequate
51	Preparation of manuscript and insertion of matters	1.17	.33	Not Adequate
52	Speed and accuracy development in passages	1.36	.65	Not Adequate
53	Additional forms	0.98	.89	Not Adequate
	Aggregate Mean Score	1.22	.66	Not Adequate
	Shorthand III			
54	Doubling and its principles	1.91	.27	Adequate
55	Prefixes	1.84	.61	Adequate
56	Suffixes and word endings	1.73	.50	Adequate
57	Note taking and transcription	1.86	.24	Adequate
58	Essential vowels	1.40	.59	Not Adequate
59	Short forms and contractions	1.89	.17	Adequate
60	Advanced phraseography	1.27	.32	Not Adequate

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61	Speed and accuracy in passages	1.18	.48	Not Adequate
	Aggregate Mean Score	1.64	.40	Adequate
	Word Processing II (35 WPM)			
62	Production of display work	1.22	.61	Not Adequate
63	Three-four columnar work	1.43	.83	Not Adequate
64	Speed development	1.17	.51	Not Adequate
65	Business letter, enclosures and attention line	1.29	.47	Not Adequate
66	Stencil cutting, proof-reading and correction of errors	1.08	.22	Not Adequate
	Aggregate Mean Score	1.24	.53	Not Adequate
	Principles of Management			
67	Definition, principles and functions of management	2.00	.83	Adequate
68	The basis of the structure and character of organization	1.97	.59	Adequate
69	The basis and dynamics of human behaviours in an organization	1.93	1.05	Adequate
70	The significance, modes and problems of communication in an organization	2.00	1.09	Adequate
71	The dynamics and methods of management of change in institutions	1.28	.72	Not Adequate
72	Conflict management	1.89	.90	Adequate
73	Introduction to personnel management	1.92	.83	Adequate
	Aggregate Mean Score	1.86	.86	Adequate
	Business Communication			
74	General overview of business communication	2.00	.43	Adequate
75	Methods and principles of effective communication	2.00	.76	Adequate
76	Barriers and remedies of effective communication	1.96	.61	Adequate
77	The impact of information technology	1.78	.80	Adequate
	Aggregate Mean Score	1.94	.65	Adequate
	Business Communication I			
78	Guidance for composing letters	1.28	.74	Not Adequate
79	Audience and style	0.92	.92	Not Adequate
80	General format of a letter	1.89	.63	Adequate
81	Personal/informal letter	1.68	.41	Adequate
82	Types of business letters	1.10	.55	Not Adequate
83	Application, replies to offer of appointments and queries	1.33	.86	Not Adequate
84	Writing inferences	0.98	.47	Not Adequate
85	Invitation to interviews and communications	1.41	.78	Not Adequate
86	Curriculum Vitae (CV)	1.86	.82	Adequate
	Aggregate Mean Score	1.38	.69	Not Adequate

	Business Communication II			
87	Advertising	1.93	.56	Adequate
88	Writing on the job	0.97	.72	Not Adequate
89	Memorandum	1.32	.45	Not Adequate
90	Briefs	1.13	.64	Not Adequate
91	Minutes	1.42	.82	Not Adequate
92	Reports writings and meetings	1.17	.79	Not Adequate
	Aggregate Mean Score	1.32	.66	Not Adequate
	Shorthand IV			
93	Circles and strokes	1.20	.17	Not Adequate
94	Loops- Stee and Ster	1.00	.43	Not Adequate
95	Triphones and Diphones	1.36	.51	Not Adequate
96	Abbreviation device	1.95	.19	Adequate
97	Speed development	1.06	.24	Not Adequate
98	General consolidation	0.98	.60	Not Adequate
	Aggregate Mean Score	1.26	.36	Not Adequate
	Word Processing II (50 WPM)			
99	Layout of documents	1.90	1.19	Adequate
100	Speed development/consolidation	1.22	.96	Not Adequate
101	Advanced display work and tabulations	1.84	.71	Adequate
102	Advanced literacy and itinerary work	1.15	.87	Not Adequate
103	Advanced keyboarding skills and accuracy	1.88	.90	Adequate
104	Active printer and print documents	2.00	.78	Adequate
	Aggregate Mean Score	1.67	.90	Adequate
	Office Management			
105	Office management	2.00	1.01	Adequate
106	Office planning and layout	1.95	.64	Adequate
107	Management processes and functions	1.89	.56	Adequate
108	Filing and indexing	1.70	.82	Adequate
109	Record management	1.89	.90	Adequate
110	Personnel management	1.92	.59	Adequate
111	Staff recruitment	2.00	1.08	Adequate
112	Wages and salaries administration	1.93	.73	Adequate
113	Staff training and development	1.74	.67	Adequate
114	Work management and standards	1.67	.89	Adequate
	Aggregate Mean Score	1.87	.79	Adequate
	Grand Mean	1.59	.63	Adequate

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The result in Table 1 shows the responses of business educators on the adequacy of business education curriculum content for the acquisition of office technology and management among students in colleges of education in Edo and Delta States. Sixty-eight (68) curriculum contents of the business education curriculum are rated adequate by business educators for the acquisition of office technology and management skills and forty-six (46) curriculum contents are not adequate for the acquisition of office technology and management skills among students in colleges of education in Edo and Delta States. Based on the aggregate mean scores, nine course titles and their curriculum contents were found to be adequate for the acquisition of office technology and management skills while the remaining seven course titles and their curriculum contents were found not adequate for the acquisition of office technology and management skills among students in colleges of education in Edo and Delta States. The result on the table equally showed that the standard deviation of all the course titles and curriculum contents for the acquisition of office technology and management skills range from 0.17 to 1.19 with an overall standard deviation of 0.63 showing that the standard deviation for all course titles are within the same range indicating that the respondents are not wide apart in their mean ratings.

Research Question 2: How adequate is business education curriculum content for the acquisition of entrepreneurship skills relative to NCCE minimum standards?
Data relating to this research question are analysed and presented in Table 2.

Table 2: Business educators' mean ratings on the adequacy of business education curriculum content for the acquisition of entrepreneurship skills

S/N	Entrepreneurship Education Course Titles and Curriculum Contents	$\bar{X}$	SD	Remarks
	Introduction to Entrepreneurship			
1	Introduction of entrepreneurship	2.00	.96	Adequate
2	Types of entrepreneurs	2.00	.64	Adequate
3	Entrepreneurial theories	1.74	.82	Adequate
4	Types of risks and risk management	1.37	.45	Not Adequate
5	Conditions for establishing forms of business ownership	1.95	.33	Adequate
6	Issues and problems of business and technology	1.86	.90	Adequate
7	Old, new and innovative techniques of financing business	1.97	.71	Adequate
8	Site selection and location of business	1.81	.79	Adequate
9	Consumer behaviour	1.68	.86	Adequate
10	Human resource management	1.39	.55	Not Adequate
	Aggregate Mean Score	1.78	.70	Adequate
	Entrepreneurship II			
11	Management and administration of SMEs	2.00	.49	Adequate
12	Business future and succession issues	1.32	.81	Not Adequate
13	Pilot study and feasibility report	1.22	.35	Not Adequate
14	Elements of marketing	2.00	.74	Adequate
15	Functions of management	1.98	.56	Adequate
	Aggregate Mean Score	1.70	.59	Adequate
	Grand Mean	1.74	.65	Adequate

The result in Table 2 shows the responses of business educators on the adequacy of business education curriculum content for the acquisition of entrepreneurship skills among students in colleges of education in Edo and Delta States. Eleven (11) curriculum contents of the business education curriculum are rated adequate by business educators for the acquisition of entrepreneurship skills and four (4) curriculum contents are not adequate for the acquisition of entrepreneurship skills among students in colleges of education in Edo and Delta States. Based on the aggregate mean scores, the two course titles and their curriculum contents were found to be adequate for the acquisition of entrepreneurship skills among students in colleges of education in Edo and Delta States. The result on the table equally showed that the standard deviation of all the course titles and curriculum contents for the acquisition of entrepreneurship skills range from 0.33 to 0.96 with an overall standard deviation of 0.65 showing that the standard deviation for all course titles are within the same range indicating that the respondents are not wide apart in their mean ratings.

Hypothesis 1: There is no significant difference in the mean ratings of business educators on the adequacy of business education curriculum content for the acquisition of office technology and management skills based on years of experience (1 – 5, 6 – 10, above 10 years).

Table 3: ANOVA comparison of the summary of respondents' mean ratings on the adequacy of business education curriculum content for the acquisition of OTM skills based on experience N=101 (1-5 =16; 6-10 = 49; above 10 =36)

S/N	Curriculum conten	tX_1	SD_1	X_2	SD_2	X_3	SD_3	df	F-cal	Sig.	Remarks
1.	Office Practice	1.68.	51	1.91	.71	1.86	.60	98	1.67	.45	NS
2.	Shorthand	1.04.	22	1.26	.43	1.17	.38	98	1.56	.26	NS
3.	Keyboarding I	1.51.	43	1.80	.32	1.64	.57	98	1.65	.12	NS
4.	Office Practice II	1.64.	76	1.94	.58	1.88	.44	98	1.28	.55	NS
5.	Shorthand II	1.09.	34	1.25	.61	1.39	.45	98	1.99	.03	S
6.	Keyboarding II	1.53.	87	1.92	.64	1.68	.70	98	1.71	.41	NS
7.	Word Processing I	0.96	.22	1.33	.50	1.12	.31	98	4.36	.00	S
8.	Shorthand III	1.70.	36	1.52	.21	1.84	.76	98	2.07	.00	S
9.	Word Processing II	0.89.	52	.98	.37	1.12	.81	98	3.77	.02	S
10.	Principles of Management	1.64	.77	1.96	1.04	1.89	1.11	98	1.83	.74	NS
11.	Business Communication	1.70	1.01	1.92	1.12	1.84	.97	98	1.18	.46	NS
12.	Business Communication I	1.46	1.16	1.37	1.02	1.22	1.00	98	1.35	.33	NS
13.	Business Communication II	.89	.14	.94	.19	.72	.26	98	1.85	.21	NS
14.	Shorthand IV	1.01	.63	1.27	.72	1.15	.50	98	1.14	.58	NS
15.	Word Processing II	1.96	.25	1.78	.40	1.88	.19	98	1.68	.63	NS
16.	Office Management	2.00	1.14	1.94	1.01	1.86	.79	98	1.94	.80	NS

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The result in Table 3 shows the summary of mean ratings of business educators on the adequacy of business education curriculum content for the acquisition of office technology and management skills based on their years of experience. The data revealed that four items with a range of p-values from .00 to .03 are less than the significant value of 0.05 at 98 degree of freedom. This indicates that there is significant difference in the mean ratings of business educators on the adequacy of business education curriculum content for the acquisition of office technology and management skills based on their years of experience. Therefore, the hypothesis of no significant difference in the mean ratings of business educators on items 5, 7, 8 and 9 was rejected. On the other hand, hypothesis of no significant difference for items 1, 2, 3, 4, 6, 10, 11, 12, 13, 14, 15 and 16 was accepted since the Sig values of these items, ranged from .12 to .80 are greater than 0.05. Therefore, the null hypothesis of no significant difference in the mean ratings of business educators based on their experience on the adequacy of business education curriculum content for the acquisition of office technology and management skills was accepted.

Hypothesis 2: Business educators in Edo and Delta State do not differ significantly in their mean ratings on the adequacy of business education curriculum content for the acquisition of office technology and management skills.

Table 4: t-testcomparison of the summary of mean ratings of business educators in Edo and Delta States on the adequacy of business education curriculum content for the acquisition of OTM skills N=101 (Edo=13; Delta =88)

S/N	Curriculum content	X_1	SD_1	X_2	SD_2	df	t-cal	Sig.	Remarks
1.	Office Practice	1.89	.63	2.00	1.02	99	1.94	.67	NS
2.	Shorthand	1.18	.50	1.47	.39	99	1.33	.25	NS
3.	Keyboarding I	1.61	.24	1.82	.42	99	1.51	.10	NS
4.	Office Practice II	1.70	.61	1.98	.53	99	1.86	.36	NS
5.	Shorthand II	1.10	.49	1.24	.36	99	1.17	.93	NS
6.	Keyboarding II	1.76	.83	1.90	.92	99	1.09	.22	NS
7.	Word Processing I	0.82	1.01	1.35	.84	99	1.83	.61	NS
8.	Shorthand III	1.57	.93	1.86	.78	99	1.05	.16	NS
9.	Word Processing II	.56	.32	.99	.56	99	.77	.85	NS
10.	Principles of Management	1.80	.67	1.93	.41	99	1.68	.22	NS
11.	Business Communication	1.63	.85	1.90	.64	99	1.57	.51	NS
12.	Business Communication I	1.14	.62	1.31	.43	99	2.22	.00	S
13.	Business Communication II	1.03	.32	1.29	.50	99	3.61	.02	S
14.	Shorthand IV	1.29	.53	1.47	.69	99	2.38	.00	S
15.	Word Processing II	1.72	.90	2.00	1.06	99	1.86	.26	NS
16.	Office Management	1.81	.23	2.00	.73	99	1.59	.65	NS

The result in Table 4 shows the summary of mean ratings of business educators in Edo and Delta States on the adequacy of business education curriculum content for the acquisition of office technology and management skills. The data revealed that five items (item 12, 13 and 14) with p-values ranging from .00 to .02 are less than the significant value of 0.05 at 99 degree of freedom. This indicates that there is significant difference in the mean ratings of business educators in Edo and Delta States on the adequacy of business education curriculum content for the acquisition of office technology and management skills. Therefore, the hypothesis of no significant difference in the mean ratings of business educators in Edo and Delta States on items 12, 13 and 14 was rejected. On the other hand, hypothesis of no significant difference for items 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 15 and 16 was accepted since the Sig values of these items, ranging from .10 to .93 are greater than 0.05. Therefore, the null hypothesis of no significant difference in the mean ratings of business educators in Edo and Delta States on the adequacy of business education curriculum content for the acquisition of office technology and management skills was accepted

Hypothesis 3

There is no significant difference in the mean ratings of business educators on the adequacy of business education curriculum content for the acquisition of entrepreneurship skills based on years of experience (1 – 5, 6 – 10, above 10 years).

Table 5

ANOVA comparison of the summary of respondents' mean ratings on the adequacy of business education curriculum content for the acquisition of entrepreneurship skills based on experience N=101 (1-5 =16; 6-10 = 49; above 10 =36)

S/N	Curriculum content	X_1	SD_1	X_2	SD_2	X_3	SD_3	df	F-cal	Sig.	Remarks
1.	Introduction to Entrepreneurship	1.89	.43	2.00	.68	1.93	.75	98	1.94	.54	NS
2.	Entrepreneurship II	2.00	1.06	1.97	1.14	1.90	.86	98	1.67	.65	NS

The result in Table 5 shows the summary of mean ratings of business educators on the adequacy of business education curriculum content for the acquisition of entrepreneurship skills based on their years of experience. The data revealed that the two items with a range of p-values from .54 and .65 are greater than the significant value of 0.05 at 98 degree of freedom. This indicates that there is no significant difference in the mean ratings of business educators on the adequacy of business education curriculum content for the acquisition of entrepreneurship skills based on their years of experience. Therefore, the hypothesis of no significant difference in the mean ratings of business educators on items 1 and 2 was accepted.

Hypothesis 4

Business educators in Edo and Delta State do not differ significantly in their mean ratings on the adequacy of business education curriculum content for the acquisition of entrepreneurship skills

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Table 6
t-testcomparison of the summary of mean ratings of business educators in Edo and Delta States on the adequacy of business education curriculum content for the acquisition of entrepreneurship skills N=101 (Edo=13; Delta =88)

S/N	Curriculum content	X_1	SD_1	X_2	SD_2	df	t-cal	Sig.	Remarks
1.	Introduction to Entrepreneurship	2.00	.84	1.97	.61	99	1.59	.67	NS
2.	Entrepreneurship II	1.77	.32	1.94	.48	99	1.86	.83	NS

The result in Table 6 presents the summary of mean ratings of business educators in Edo and Delta States on the adequacy of business education curriculum content for the acquisition of entrepreneurship skills. The hypothesis of no significant difference for items 1 and 2 was accepted since the Sig values of these items .67 and .83 are greater than 0.05 at 99 degree of freedom. Therefore, the null hypothesis of no significant difference in the mean ratings of business educators in Edo and Delta States on the adequacy of business education curriculum content for the acquisition of entrepreneurship skills was accepted.

Discussion of findings

Outcome of the study disclosed that 68 curriculum contents of the business education curriculum are adequate for the acquisition of office technology and management skills and 46 curriculum contents are not adequate for the acquisition of office technology and management skills among students in colleges of education in Edo and Delta States as rated by business educators. In a nutshell, nine course titles out of the 16 courses of the curriculum contents are adequate for the acquisition of office technology and management skills. The courses include Office Practice I, Keyboarding I, Office Practice II, Keyboarding II, Shorthand III, Principles of Management, Business Communication, Word Processing II (50 WPM) and Office Management. This finding indicates that business educators generally considered these course titles and their curriculum contents as adequate for students' acquisition of OTM skills needed in the contemporary secretarial profession. This finding is in agreement with Olukemi and Boluwaji(2014) who reported that OTM curriculum in tertiary education institutions in Nigeria are adequate for skills acquisition. Perhaps, the expansion of the old secretarial education to office technology and management by the National Board for Technical Education (NBTE) is responsible for the adequacy of curriculum content of Office Practice I, Keyboarding I, Office Practice II, Keyboarding II, Shorthand III, Principles of Management, Business Communication, Word Processing II (50 WPM) and Office Management for skills acquisition among students.

Unfortunately, the study revealed that eight curriculum contents were found not adequate for the acquisition of office technology and management skills among students in colleges of education in Edo and Delta States. The courses are Word Processing I, Word Processing II (35 WPM), Shorthand I, Shorthand II, Shorthand IV, Business Communication I and Business Communication II. Perhaps, these courses failed to capture the current realities of the dynamic workplace conditions. This supports, the findings of Olawole (2013) who reported that there is need to enrich the curriculum by adding the teaching of modern courses in the curriculum so that the job prospects of OTM graduates can be enhanced.

In addition, the study disclosed that business educators in colleges of education in Edo and Delta State based on their years of experience did not differ significantly on their mean ratings on the adequacy of business education curriculum content for the acquisition of office technology and management skills among students. Furthermore, the study also revealed no

significant difference in the mean ratings of business educators in Edo and Delta States on the adequacy of business education curriculum content for the acquisition of office technology and management skills among students.This implies that OTM graduates of business education programme can cope with the changes and challenges going on in today's modern offices.This finding tallies with Esene (2014) who reported that majority of business educators agreed that OTM curriculum should be constantly reviewed, revised and adjusted by specialists in the academic and industries to enable graduates fit properly and competently in the workplace.

Findings of the study disclosed that 11 curriculum contents of the business education curriculum are adequate for the acquisition of entrepreneurship skills among students in colleges of education in Edo and Delta States. The 11 curriculum contents are introduction of entrepreneurship, types of entrepreneurs, entrepreneurial theories, conditions for establishing forms of business ownership, issues and problems of business and technology, old, new and innovative techniques of financing business, site selection and location of business, consumer behaviour, management and administration of SMEs, elements of marketing and functions of marketing. This finding is in tandem with Ibrahim (2014) who reported that business education have enough theoretical contents to propel students for entrepreneurial and vocational activities. Finding of this study clearly indicates that business education curriculum content is designed to achieve the aforementioned objectives in colleges of education in Nigeria.

The study also discovered that four curriculum contents are not adequate for the acquisition of entrepreneurship skills among students in colleges of education in Edo and Delta States. The four curriculum contents are types of risks and risk management, human resource management, business future and succession issues and pilot study and feasibility report. This finding is in agreement with Hafiz and Sa'ad (2015) which reported that some components of entrepreneurship curriculum content must be responsive enough to address shortcomings in the school system. In a nutshell, all the two course titles and their curriculum contents were found to be adequate for the acquisition of entrepreneurship skills among students in colleges of education in Edo and Delta States. This generally means that, the business education curriculum is adequate for the facilitation of entrepreneurial skills and entrepreneurial vision of among students for self-employment upon graduation. This finding was supported by the earlier study of Okolocha and Ile (2011) which noted that the contents of entrepreneurship education curriculum are adequate enough to equip business education graduates acquire the necessary entrepreneurial skills needed for self-employment in the competitive world of work.

In addition, findings of the study revealed that business educators in colleges of education in Edo and Delta State based on their years of experience did not differ significantly on their mean ratings on the adequacy of business education curriculum content for the acquisition of entrepreneurship skills among students. This finding is in agreement with Esene (2015) who reported that the adequacy of the contents of the entrepreneurship education curriculum is adequate towards meeting entrepreneurial skills of business education (office technology and management) graduates. More so, the study revealed no significant difference in the mean ratings of business educators in Edo and Delta States on the adequacy of business education curriculum content for the acquisition of entrepreneurship skills among students. This implies that business education graduates are adequately exposed to the entrepreneurial skills needed in setting up small and medium scale enterprises and other forms of business units. This finding is in tandem with Ibrahim (2014) who reported that business educators agreed that

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business education have enough instructional contents to propel students to acquire entrepreneurship skills.

Conclusion

Business education is specialised educational programme tailored to the requirements of world of work. Based on the findings of study, the curriculum content of the business education in colleges of education is adequate in equipping graduating students with office technology and management and entrepreneurship skills. Thus, the researchers concluded thatbusiness education curriculum content was adequate for the acquisition of office technology and management and entrepreneurship skills acquisition among studentsin colleges of education in Edo and Delta.

Recommendations

Based on the findings of this study, the following recommendations were made.

1. Business educators in Colleges of education should periodically invite office technology and management experts and successfulentrepreneurs to provide business education students with first handbusiness experiences and practical workplace skills required in the business world
2. Curriculum developers of business education programmeshould consider removing outdated office technology and management and entrepreneurship curriculum content and integrates professional course contents that will prepare business education students for employment in today's paperless office and improve their entrepreneurial engagements in the business world.
3. The National Commission for Colleges of Education should ensure that the office technology and management and entrepreneurship skills that were not adequate in the curriculum content of business education programmes in collegesof education should be reviewed and revampedto meet the demands of the business world

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