BUSINESS EDUCATORS' APPRAISAL OF COLLEGES OF EDUCATION BUSINESS EDUCATION CURRICULUM CONTENT FOR ENTREPRENEURIAL SUCCESS IN NIGER DELTA REGION OF NIGERIA

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Abstract

In order to execute this study, three research questions were raised and three hypotheses were tested for the study. Descriptive research design was adopted for the study. The entire population of 198 business educators in Bayelsa, Delta and Rivers States of Nigeria were used for the study. Adequacy of Colleges of Education Business Education Curriculum Content for Entrepreneurial Success Questionnaire (ACEBE-CCESQ) was used for data collection. Cronbach Alpha was used to measure the internal consistency which yielded the reliability co-efficients of 0.83 and 0.76 for cluster B1 and B2 respectively with an overall reliability co-efficient of 0.80.Mean and standard deviation were used to answer research questions while analysis of variance was used to test the hypotheses at 0.05 level of significance. Findings of the study revealed that business educators, irrespective of their years of experience rated the entrepreneurship education and office technology and management curriculum contents as adequate and information communication and technology curriculum content of business education in colleges of education as very inadequate for entrepreneurial success in the Niger Delta region. The study concluded that, absence of requisite technologies and practical work-based oriented courses that would make the curriculum contents of business education programme meet the modern requirements of the globalized business world is the bane of the un-employability status of business education graduates in Nigeria. The study recommended among others that, the National Commission for Colleges of Education should beef up the curriculum content of business education programmes in colleges of education in Nigeria with trending technological skill courses to enable business education graduates succeed in the 21st century business environment.

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Introduction

Education is a catalyst for social-economic integration, political transformation and scientific and technological development. The Nigerian educational system is categorized into basic education, senior secondary education and tertiary education. According to the Federal Republic of Nigeria (2013), one of the goals of tertiary education is principally the acquisition of appropriate skills and the development of mental, physical and social abilities and competencies as equipment for individuals to leave in, and contribute to the development of the society. One of the educational programmes that can lead to the attainment of these goals of education is business education. Business education is a programme of study designed for the actualization of self-employment and industrialization.

Business education is that aspect of general education that prepares students' for employment and advancement in a broad range of office occupations, accounting professions, marketing occupation, teaching profession and entrepreneurship venture (Onokpaunu, 2016). In the view of Ezenwafor and Onokpaunu (2017), business education programme is a branch of vocational education concerned with exposing its recipients to the internal and external foundations and functioning of the workplace. The current business environment is operating on a globalized dimension. According to Ezenwafor and Onokpaunu (2017), globalization is the inter-connectivity and acceptance of ideas, information and cultures between systems of the world without barriers. Irrespective of the different nomenclatures associated with the phenomenon of globalization, Information Communication and Technologies (ICTs)and entrepreneurship are major constructs of globalization. Developing countries such as Nigeria cannot stay in touch with the fast pace of globalization with educational programmes that does not place emphasis on the implementation of workplace practices, ICTs and entrepreneurship education in her educational curriculum.

For every educational programme, there is a laid down curriculum. Curriculum refers to the essential learning experiences of academic and non-academic contents which enables students' to learn the fundamental knowledge and skills of a particular school subject. Hence, Ezenwafor and Onokpaunu (2017) posited that the reliable medium, through which the mission and vision of business education programmes can be achieved, stems from effective implementation of its curriculum. Correspondingly, Okoro (2015) opined that business education curriculum entails educational training which an individual receives in order to acquire adequate attitudes, concepts, knowledge, understanding and skills in business activities for vocational usage in careers as an administrator, a manager, business subject teacher or wherever he may find himself in the business world.

In Nigeria, business education programmes are offered in the faculty of education of universities and in the school or department of business and technical education in colleges of education. In Nigerian colleges of education, business

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education programme is departmentalized into accounting education, entrepreneurship education, office technology and management or secretarial education and computer education. This is why; the National Commission for Colleges of Education (NCCE)(2012) structured the contents of business education curriculum in colleges of education into; accounting, Office Technology and Management (OTM), teaching methodology, entrepreneurship, Information Communication and Technology (ICT) and entrepreneurship. The objectives of business education curriculum content in colleges of education as outlined in the National Commission for Colleges of Education (2012) 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.

An objective observation of the curriculum contents and objectives of business education in colleges of education in Nigeria, one could conclude that, it is an educational programme embedded with various themes of skills acquisition and self-employment propensities geared towards energizing and preparing students for entrepreneurial success. Entrepreneurial success is the ability of business managers and owners' to initiate, grow and develop their business entities above liquidation. Johnson (2010) described entrepreneurial success as the ability of an entrepreneur to satisfy the demands and needs of investors, customers and suppliers among others in the business environment. Most importantly, Karpak and Topcu (2010) posited that the longevity of a small and medium scale enterprise is an important measure of entrepreneurial success.

Students of business education programmes from colleges of education in Nigeria are expected to acquire the requisite educational experiences to become key players of the emerging globalized economy and be able to set up sustainable business enterprises upon graduation. Surprisingly, these graduates prefer to besiege private companies and government offices in search of jobs that are either few in supply or non-existent. In places, where graduates of business education programmes are employed, employers of labour complained about the dearth of the required skills-set for business operations. Even the few graduates of the programme that engage in entrepreneurial ventures by establishing small business enterprises ends up in bankruptcy and liquidation.

Graduates of business education programmes are in different parts of the country including the oil-rich Niger Delta region of Nigeria. Despite, the abundant business and entrepreneurial opportunities available in the oil-rich region of the

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country, most business education graduates in the region make little or no attempt to establish their own enterprises. Since, business educators are only the operators of business education curriculum but also prepare business education students for the world of work and employers of labours complain of their un-employability, the researchers are motivated to ascertain from business educators, their ratings on the adequacy of business education curriculum contents for entrepreneurial success which these graduates were exposed to during their years of studentship in colleges of education in the Niger Delta region of Nigeria.

Business educator's ratings' of the adequacy of business education curriculum contents for entrepreneurial success can be affected by their years of teaching experience. Given the number of years business educators have been teaching with business education curriculum in colleges of education, they are expected to have an in-depth understanding of the strengths and weakness of the curriculum content. Suffice to say, therefore that, years of experience may influence the opinions of business educators on the adequacy of the course titles and contents of business education curriculum. However, these are theoretical assumptions which have not been empirically proven. It is against this background that the researchers decided to empirically ascertain, business educators ratings' on the adequacy of colleges of education business education curriculum contents for entrepreneurial success in Niger Delta region of Nigeria.

Statement of the Problem

The rich outline of business education curriculum in colleges of education is capable of producing competent educators and enterprising entrepreneurs. However, Ezenwafor and Onokpaunu (2017) asserted that Nigerian business education graduates are roaming the street unemployed not because they do not have the correct résumé but because employers of labour maintain that their expertise is paper-oriented and not skill-based. Although, business education programme is offered in tertiary institutions across the Niger Delta region of Nigeria, over 80 percent of Niger Delta youths are unemployed after graduation (Ubulom & Enyoghasim, 2012).

It thus, appears that, there are some fundamental issues in the curriculum. Could it be that, students of business education programmes were not prepared enough from the curriculum contents to pursue entrepreneurial engagements upon graduation? Again, there seems to be hardly any evidence of relevant scientific (empirical) studies in the area of study, which have investigated business educators ratings' on the adequacy of colleges of education business education curriculum contents for entrepreneurial success. As a result of the above, the researchers sought to appraise the adequacy of the present business education curriculum contents in colleges of education as perceived by business educators in the Niger Delta Region of Nigeria with a view of providing relevant empirical data for an objective and comprehensive review of the curriculum.

Purpose of the Study

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Specifically, the study sought to determine business educators' appraisal on:

1. The adequacy of entrepreneurship education curriculum content of business education for entrepreneurial success relative to NCCE minimum standards.
2. The adequacy of Office Technology and Management (OTM) curriculum content of business education for entrepreneurial success relative to NCCE minimum standards.
3. The adequacy of Information Communication and Technology (ICT) curriculum content of business education for entrepreneurial success relative to NCCE minimum standards.

Research Questions

In the opinion of business educators in Niger Delta, Nigeria, how adequate is:

1. Entrepreneurship education curriculum content of business education for entrepreneurial success relative to NCCE minimum standards?
2. Office technology and management curriculum content of business education for entrepreneurial success relative to NCCE minimum standards?
3. Information Technology and Communication (ICT) curriculum content of business education for entrepreneurial success 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 entrepreneurship education curriculum content of business education for entrepreneurial success relative to NCCE minimum standards based on their years of experience (1 – 5 years, 6 – 10 years and above 10 years)
2. There is no significant difference in the mean ratings of business educators on the adequacy of OTM curriculum content of business education for entrepreneurial success relative to NCCE minimum standards based on their years of experience (1 – 5 years, 6 – 10 years and above 10 years)
3. Business educators will not differ significantly in their mean ratings on the adequacy of ICT curriculum content of business education for entrepreneurial success relative to NCCE minimum standards based on their years of experience (1 – 5 years, 6 – 10 years and above 10 years)

Method

This study adopted a descriptive survey design. The study was conducted in the Niger Delta region of Nigeria which comprises of Akwa-Ibom, Bayelsa, Cross River, Delta, Edo and Rivers States. However, the study covered four states namely; Bayelsa, Delta, Edo and Rivers State. The population of 198business educators in Bayelsa, Delta and Rivers States of Nigeria was studied without sampling. Adequacy

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of Colleges of Education Business Education Curriculum Content for Entrepreneurial Success Questionnaire (ACEBE-CCESQ) which is an inventory of NCE business education curriculum was used for data collection. The questionnaire contained 139 items on a two-point rating scale of adequate and not adequate. Face validity of the instrument was determined by two experts; one in the Department of Business Education and the other from Measurement and Evaluation all from Delta State University, Abraka. A pilot test was conducted to establish the reliability of the instrument by administering it to 20 business educators in Anambra State which were not part of the study and Cronbach Alpha was used to measure the internal consistency which yielded the reliability co-efficients of 0.83 and 0.76 for the two clusters of the instrument which yielded an overall reliability co-efficient of 0.80. The researchers administered the instrument to the subjects in their States with the help of five research assistants. 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. Analysis of Variance (ANOVA) was used to test the null hypotheses at 0.05 level of significance. A hypothesis was accepted where the p-value is equal to or greater than the alpha level of 0.05 ($p > 0.05$), at a degree of freedom; otherwise, the null hypothesis was rejected. The analysis was carried out using SPSS version 23.0.

Research Question 1

How adequate is entrepreneurship education curriculum content of business education for entrepreneurial success relative to NCCE minimum standards?

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

Table 1

Respondents' mean ratings on the adequacy of entrepreneurship education curriculumcontent of business education for entrepreneurial success

S/N	Entrepreneurship Education Course Titles and Curriculum Contents	$\bar{X}$	SD	Remarks
	Introduction to Entrepreneurship			
1	Introduction of entrepreneurship	1.98	.46	Adequate
2	Types of entrepreneurs	2.00	.77	Adequate
3	Entrepreneurial theories	1.73	.98	Adequate
4	Types of risks and risk management	1.15	.54	Not Adequate
5	Conditions for establishing forms of business ownership	2.00	.87	Adequate
6	Issues and problems of business and technology	1.86	.66	Adequate
7	Old, new and innovative techniques of financing business	1.92	.90	Adequate
8	Site selection and location of business	2.00	.66	Adequate
9	Consumer behaviour	1.77	.52	Adequate
10	Human resource management	1.14	.49	Not Adequate
Entrepreneurship II				
11	Management and administration of SMEs	1.99	.83	Adequate

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12	Business future and succession issues	1.10	.57	Not Adequate
13	Pilot study and feasibility report	1.29	.75	Not Adequate
14	Elements of marketing	1.78	.41	Adequate
15	Functions of management	1.90	.62	Adequate

As depicted in Table 1, the mean ratings of business educators on 11 out of the 15 items fell within the range of 1.50 – 2.00 indicating that the items were rated adequate while remaining four items fell within the range of0.50 - 1.49 were rated not adequate. On the whole, majority of the respondents used in the study agreed that the entrepreneurship education curriculum content of business education is adequate for entrepreneurial success relative to the NCCE minimum standards. The standard deviation of all the course titles and curriculum contents of entrepreneurship education for entrepreneurial success range from 0.41 to 0.98 showing that the respondents are not wide apart in their mean ratings.

Research Question 2

How adequate is office technology and management curriculum content of business education for entrepreneurial success relative to NCCE minimum standards?

Data relating to this research question are analyzed and presented in Table 2.

Table 2

Respondents' mean ratings on the adequacy of OTM curriculum content of business education for entrepreneurial success

S/N	OTM Course Titles and Curriculum Contents	$\bar{X}$	SD	Remarks
	Office Practice I			
1	meaning, important and components of business studies	1.73	.47	Adequate
2	careers opportunities in office management	1.69	.69	Adequate
3	structure, functions and different offices in an organization	2.00	.80	Adequate
4	meaning, function and qualities of clerical staff	1.92	.49	Adequate
5	confidentiality of office information	1.76	.72	Adequate
6	various departments and their functions in an organization	2.00	.51	Adequate
7	meaning, functions and qualities of a receptionist	2.00	.66	Adequate
8	types of communication in the office	1.98	.43	Adequate
	Shorthand I			
9	meaning, historical development and systems of shorthand	1.80	.77	Adequate
10	The 24 consonants of shorthand	1.68	.33	Adequate
11	The 12 vowels of shorthand	1.79	.62	Adequate
12	The two forms of R	1.55	.50	Adequate
13	Dipthongs	1.63	.81	Adequate
14	S circle studies	1.86	.44	Adequate
15	ST circle and STR loops	1.74	.69	Adequate

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16	Ses and SW circles	1.66	.38	Adequate
17	vowel indication	1.22	.57	Not Adequate
	Keyboarding I			
18	parts and uses of typewriter	1.73	.96	Adequate
19	care and maintenance of typewriter	1.41	.55	Not Adequate
20	paper sizes and their uses	1.26	.81	Not Adequate
21	sitting and fingering positions	1.83	.66	Adequate
22	starting with home/guide keys board exercise	1.64	.74	Adequate
23	tabulator key and bars	1.59	.52	Adequate
24	vertical and horizontal centring	1.62	.87	Adequate
25	speed development	1.70	.43	Adequate
	Office Practice II			
26	Imprest accounting control	1.88	.96	Adequate
27	duplication process	1.71	.64	Adequate
28	office supplies	1.96	.85	Adequate
29	office equipment and machines in common use	1.33	.50	Not Adequate
30	office behaviours	2.00	.69	Adequate
31	model office arrangement and layout	1.79	.77	Adequate
	Shorthand II			
32	Halving and its principles	1.51	.42	Adequate
33	downward L	1.73	.55	Adequate
34	Double consonants: PL and PR series	1.51	.31	Adequate
35	Double consonants - Curves	1.69	.69	Adequate
36	Additional forms	1.07	.48	Not Adequate
37	Omission of consonants and intersections	1.86	.36	Adequate
38	F/V hooks	1.18	.29	Not Adequate
39	N hook	1.16	.54	Not Adequate
40	Shun hooks	1.23	.61	Not Adequate
41	compound consonants	1.14	.43	Not Adequate
42	Tick and dot H	1.35	.59	Not Adequate
	Keyboarding II			
43	Printers' signs and abbreviation	1.76	.76	Adequate
44	words and figure	1.81	.51	Adequate
45	layout of business letters	2.00	.83	Adequate
46	layout of memos	1.33	.66	Not Adequate
47	main and columns headings	1.41	.59	Not Adequate
48	speed and accuracy development	1.59	.88	Adequate
	Word Processing I			
49	Alphabetic sentence drills and remedial exercises	1.31	.52	Not Adequate
50	Procedure and layout of business, personal and official letters and memos	1.22	.85	Not Adequate
51	Preparation of manuscript and insertion of matters	1.69	.76	Adequate

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52	Speed and accuracy development in passages	1.55	.90	Adequate
53	Additional forms	1.14	.56	Not Adequate
	Shorthand III			
54	Doubling and its principles	1.66	.67	Adequate
55	Prefixes	1.73	.43	Adequate
56	Suffixes and word endings	1.59	.35	Adequate
57	note taking and transcription	1.85	.80	Adequate
58	essential vowels	1.53	.57	Adequate
59	short forms and contractions	1.66	.61	Adequate
60	advanced phraseography	1.81	.94	Adequate
61	speed and accuracy in passages	1.64	.82	Adequate
	Word Processing II (35 WPM)			
62	Production of display work	1.69	.42	Adequate
63	three-four columnar work	1.92	.27	Adequate
64	speed development	1.59	.32	Adequate
65	business letter, enclosures and attention line	1.43	.50	Not Adequate
66	stencil cutting, proof-reading and correction of errors	1.27	.39	Not Adequate
	Principles of Management			
67	definition, principles and functions of management	1.66	.97	Adequate
68	the basis of the structure and character of organization	1.71	.65	Adequate
69	the basis and dynamics of human behaviours in an organization	1.82	.45	Adequate
70	the significance, modes and problems of communication in an organization	1.53	.52	Adequate
71	the dynamics and methods of management of change in institutions	1.78	.81	Adequate
72	conflict management	1.89	.68	Adequate
73	introduction to personnel management	1.95	.49	Adequate
	Business Communication			
74	general overview of business communication	2.00	.82	Adequate
75	methods and principles of effective communication	1.82	.53	Adequate
76	barriers and remedies of effective communication	1.99	.76	Adequate
77	the impact of information technology	1.90	.64	Adequate
	Business Communication I			
78	guidance for composing letters	1.16	.52	Not Adequate
79	audience and style	1.52	.85	Adequate
80	general format of a letter	1.79	.76	Adequate
81	personal/informal letter	1.55	.40	Adequate
82	types of business letters	1.20	.92	Not Adequate
83	application, replies to offer of appointments and queries	1.14	.57	Not Adequate
84	writing inferences	1.23	.64	Not Adequate

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85	invitation to interviews and communications	1.39	.43	Not Adequate
86	Curriculum Vitae (CV)	1.60	.79	Adequate
	Business Communication II			
87	Advertising	1.74	.66	Adequate
88	writing on the job	1.28	.85	Not Adequate
89	memorandum	1.79	.76	Adequate
90	briefs	1.32	.90	Not Adequate
91	minutes	1.11	.57	Not Adequate
92	reports writings and meetings	1.26	.96	Not Adequate
	Shorthand IV			
93	Circles and strokes	1.51	.42	Adequate
94	Loops- Stee and Ster	1.92	.61	Adequate
95	Triphones and Diphones	1.69	.76	Adequate
96	abbreviation device	1.88	.54	Adequate
97	speed development	1.73	.83	Adequate
98	general consolidation	1.67	.49	Adequate
	Word Processing II (50 WPM)			
99	layout of documents	1.58	.72	Adequate
100	speed development/consolidation	1.92	.86	Adequate
101	advanced display work and tabulations	1.89	.64	Adequate
102	advanced literacy and itinerary work	1.66	.58	Adequate
103	advanced keyboarding skills and accuracy	1.94	.77	Adequate
104	active printer and print documents	1.83	.64	Adequate
	Office Management			
105	office management	2.00	.38	Adequate
106	office planning and layout	1.73	.62	Adequate
107	management processes and functions	1.87	.76	Adequate
108	filing and indexing	1.97	.84	Adequate
109	record management	1.90	.57	Adequate
110	personnel management	1.98	.60	Adequate
111	staff recruitment	1.79	.49	Adequate
112	wages and salaries administration	1.86	.23	Adequate
113	staff training and development	1.51	.62	Adequate
114	work management and standards	1.24	.37	Not Adequate

As depicted in Table 2, the mean ratings of business educators on 87 out of the 114 items fell within the range of 1.50 – 2.00 indicating that the items were rated adequate and the remaining 27 items with a mean ratings ranging between0.50 - 1.49 were rated not adequate. On the whole, majority of the respondents agreed that the OTM curriculum content of business education is adequate for entrepreneurial success relative to the NCCE minimum standards. The standard deviation of all the course titles and curriculum contents of office technology and management for

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entrepreneurial success range from 0.23 to 0.97 showing that the respondents are not wide apart in their mean ratings.

Research Question 3

How adequate is Information Technology and Communication (ICT) curriculum content of business education for entrepreneurial success relative to NCCE minimum standards?

Data relating to this research question are analyzed and presented in Table 3.

Table 3

Respondents' mean ratings on the adequacy of ICT curriculum content of business education for entrepreneurial success

S/N	ICT Course Titles and Curriculum Contents	$\bar{X}$	SD	Remarks
	Computer Appreciation			
1	Overview of computer hardware and their characteristics	1.86	.74	Adequate
2	Overview of computer software and their characteristics	1.32	.36	Not Adequate
3	Historical evolution of computers	2.00	.68	Adequate
4	Computer techniques	1.34	.45	Not Adequate
5	Programming languages	1.19	.80	Not Adequate
	Computer Application			
6	Concept of information technology	1.95	.46	Adequate
7	Role of computer in information technology	1.88	.63	Adequate
8	Word processing: Concept and application areas	1.24	.76	Not Adequate
9	Electronic data application systems	1.43	.85	Not Adequate
10	Electronic communication systems	1.37	.58	Not Adequate

As depicted in Table 3, the mean ratings of business educators on four out of the 10 items fell within the range of 1.50 – 2.00 indicating that the items were rated adequate and the remaining six items fell between 1.00 - 1.49 were rated not adequate. On the whole, majority of the respondents used in the study agreed that the ICT curriculum content of business education is very inadequate for entrepreneurial success relative to the NCCE minimum standards. The standard deviation of all the course titles and curriculum contents of Information Technology and Communication for entrepreneurial success range from 0.36 to 0.85 showing that the respondents are not wide apart in their mean ratings.

Testing of hypotheses

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Hypothesis 1

There is no significant difference in the mean ratings of business educators on the adequacy of entrepreneurship education curriculum content of business education for entrepreneurial success relative to NCCE minimum standards based on their years of experience

Data obtained in respect of hypothesis 1 were analyzed and presented in Table 4.

Table 4

ANOVA summary of business educators mean ratings on the adequacy of entrepreneurship education curriculum content of business education for entrepreneurial success

Source of Variance	Sum of Squares	df	Mean Square	F-value	P-value	Inference
Between Groups	57.3	2	6.94	.107	0.116	Not Significant
Within Groups	102.9	195	9.19			
Total	160.2	197				

Data in Table 4 shows that the F-value of 0.107 with p-value of 0.116 at degree of freedom of 2 and 211 is greater than the criterion value of 0.05 (p>0.05). This means that business educators did not differ significantly in their mean ratings on the adequacy of entrepreneurship education curriculum content of business education for entrepreneurial success relative to NCCE minimum standards based on their years of experience. Therefore, the null hypothesis was accepted.

Hypothesis 2

There is no significant difference in the mean ratings of business educators on the adequacy of office technology and management curriculum content of business education for entrepreneurial success relative to NCCE minimum standards based on their years of experience

Data obtained in respect of hypothesis 2 were analyzed and presented in Table 5.

Table 5

ANOVA summary of business educators mean ratings on the adequacy of OTM curriculum content of business education for entrepreneurial success

Source of Variance	Sum of Squares	df	Mean Square	F-value	P-value	Inference
Between Groups	146.26	2	13.01	.0310	0.043	Not Significant
Within Groups	908.68	195	32.54			
Total	1054.94	197				

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Data in Table 5 shows that the F-value of 0.310 with p-value of 0.043at degree of freedom of 2 and 196 is greater than the criterion value of 0.05 (p>0.05). This means that business educators did not differ significantly in their mean ratings on the adequacy of office technology and management curriculum content of business education for entrepreneurial success relative to NCCE minimum standards based on their years of experience. Therefore, the null hypothesis was accepted.

Hypothesis 3

Business educators will not differ significantly in their mean ratings on the adequacy of ICT curriculum content of business education for entrepreneurial success relative to NCCE minimum standards based on their years of experience

Data obtained in respect of hypothesis 3 were analyzed and presented in Table 6.

Table 6

ANOVA summary of business educators mean ratings on the adequacy of ICT curriculum content of business education for entrepreneurial success

Source of Variance	Sum of Squares	df	Mean Square	F-value	P-value	Inference
Between Groups	72.0	2	4.86	.227	0.201	Not Significant
Within Groups	210.6	195	11.01			
Total	282.6	197				

Data in Table 6 shows that the F-value of 0.227 with p-value of 0.201 at degree of freedom of 2 and 211 is greater than the criterion value of 0.05 (p>0.05). This means that business educators did not differ significantly in their mean ratings on the adequacy of ICT curriculum content of business education for entrepreneurial success relative to NCCE minimum standards based on their years of experience. Therefore, the null hypothesis was accepted

Discussion of findings

Findings of the study revealed that business educators rated majority of entrepreneurship education curriculum content of business education programme in colleges of education as adequate for entrepreneurial success in the Niger Delta region. This finding tallies with Esene (2015) who discovered that entrepreneurship education curriculum content is adequate for entrepreneurial engagements. Based on the course titles, the study discovered that, the curriculum contents of introduction of entrepreneurship, types of entrepreneurs, entrepreneurial theories, conditions for establishing forms of business ownership, old, new and innovative techniques of financing business, site selection and location of business, management and administration of SMEs and elements of marketing of entrepreneurship education

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curriculum, functions of management, consumer behaviour and issues and problems of business and technology were rated were rated adequate for entrepreneurial success. This finding is in tandem with Ibrahim (2014) who reported that business and management education have enough theoretical contents to propel students for entrepreneurial and vocational activities. Additionally, the findings of the study revealed that business educators rated the curriculum contents of pilot study and feasibility report, business future and succession issues, types of risks and risk management and human resource management as not adequate for entrepreneurial success. 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. Furthermore, the study also found that years of experience of business educators did not significantly differ in their mean ratings on the adequacy of entrepreneurship education curriculum content of business education for entrepreneurial success relative to NCCE minimum standards. This implies that business educators, being operators of business education curriculum believed that the NCE entrepreneurship education curriculum content is rich enough to produce future entrepreneurs capable of establishing new businesses.

Findings of the study revealed that business educators rated majority of office technology and management curriculum content of business education programme in colleges of education as adequate for entrepreneurial success in the Niger Delta region. This was supported by Harms, Stehr and Harris (2011) which noted that the mission statements direct OTM Educators to prepare students for careers in technologically based office environment as well as in the business world. A close look into OTM curriculum contents shows that, it is categorized into six components, which are; office practice, office practice, keyboarding, shorthand, word processing, business communication and management. Based on the course titles, the study discovered that, majority of the respondents rated the six components as adequate for entrepreneurial success. This finding tallies with Esene (2014) who reported 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. Similarly, Agbongiasede (2014) reported that OTM curriculum content is suffering from high irregular development because for more than ten years nothing has been done to update and improve the curriculum contents with modern realities. No wonder, the study discovered that the curriculum content is not adequate enough for equipping OTM students with the skills of writing business letters, proof-reading and correction of errors, replies to offer of appointments and queries, writing inferences, briefs and minutes of meetings.In addition, the study also found that years of experience of business educators did not significantly differ in their mean ratings on the adequacy of OTM curriculum content of business education for entrepreneurial success relative to NCCE minimum standards. This implies that, business educators in the Niger Delta region of Nigeria, regardless of their years of business experience

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agreed that the OTM curriculum content of business education is adequate for entrepreneurial success

More so, outcome of the study revealed that business educators rated the ICT curriculum content of business education programme in colleges of education as not adequate for entrepreneurial success in the Niger Delta region. The outcome of this study agrees with the finding of Ile and Ementa (2016) which discovered that the ICT curriculum content of business education programme is inadequate for the acquisition of ICT skills. Based on the course titles, the study discovered that, the curriculum content of overview of computer software and their characteristics, computer techniques, programming languages, word processing: concept and application areas, electronic data application systems and electronic communication systems were rated not adequate for entrepreneurial success. From the above findings, the practical oriented contents of ICT curriculum need modern fine tuning to enable students succeed entrepreneurially in the ICT landscape. This finding is consistent with Mihai (2010) who reported that the emergence of many new trends, including the rise in technologies and recent changes of the industrial profile of the labour market are not integrated in higher institutions curriculum. It is imperative to mention that business educators rated the ICT curriculum contents of overview of computer hardware and their characteristics, historical evolution of computers, concept of information technology as adequate and role of computer in information technology as adequate for entrepreneurial success. Perhaps, the fact that, these course titles and curriculum content are theoretical based could be responsible for the rating given by business educators. Although, the course titles and curriculum contents are in agreement with the business world; major scope of the ICT curriculum content of business education has practically remained the same over the years and some curricular content have not been expanded to suit modern realities of the technological era. No wonder, Ohakwe and Njoku (2009) reported that business education graduates cannot effectively implement advanced ICT packages in the world of work. Furthermore, years of experience of business educators did not influence their mean ratings on the adequacy of ICT curriculum content of business education for entrepreneurial success relative to NCCE minimum standards. This means that, business educators in the Niger Delta region of Nigeria, regardless of their years of business experience agreed that the ICT curriculum content of business education is not adequate for entrepreneurial success. This implies that business educators are calling for curriculum reforms that will be able to prepare their students for advanced ICT operations.

Conclusion

The structural layout of business education curriculum is rich, authentic and ideal for the requirements of the globalized economy. The study clearly showed that the theoretical contents of business education curriculum are adequate for entrepreneurial success while the practical contents of the programme are not

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adequate for entrepreneurial success. Based on these findings, the researchers concluded that, absence of requisite technologies and practical work-based oriented courses that would make the curriculum contents of business education programme meet the modern requirements of the globalized business world is the bane of the unemployability status of business education graduates in Nigeria

Recommendations

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

1. The National Commission for Colleges of Education should ensure that those items in the curriculum content of business education programmes in colleges of education in Nigeria which were not adequate for entrepreneurial success should be reviewed and redesigned to suit modern realities of the business world
2. The National Commission for Colleges of Education should beef up the curriculum content of business education programmes in colleges of education in Nigeria with trending technological skill courses to enable business education graduates succeed in the 21st century business environment.
3. Business educators in Colleges of education should regularly invite successful accounting, office technology and management, entrepreneurship and information communication and technology entrepreneurs to provide real life business experiences with business education students to expose them with the current skills needed in the business world.

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