

MECHANISMS REQUIRED FOR ENHANCING LECTURERS' EFFECTIVE BUSINESS EDUCATION INSTRUCTIONAL DELIVERY TOWARDS GRADUATES GLOBAL COMPETITIVENESS

Ikpeama, Frednora Uchenna; Paul-Mgbeafulike, Vivian Stella (PhD);

Onyeneke, Euphemia Nkiruka (PhD)

Department of Technology and Vocational Education,
Faculty of Education,
Nnamdi Azikiwe University, Awka.

Abstract

The study examined the mechanisms required for enhancing lecturers' effective Business Education instructional delivery in tertiary institutions in Abia State towards graduates' global competitiveness. The study was guided by three research questions and three hypotheses were tested at 0.05 level of significance. The study adopted descriptive survey research design. The population of the study was 26 Business Education lecturers comprising 9 male and 17 female. The entire population of the study was adopted using census technique. Instrument for data collection was questionnaire validated by three experts. The reliability of the instrument was 0.78 obtained using Cronbach Alpha statistic. The data collected was analysed using mean, standard deviation and t-test statistic. The findings revealed that the mechanisms for enhancing lecturers effective Business Education in tertiary institutions were adequate training and development of lecturers on technology application such as: provision of technical skills training and development on the use of Artificial Intelligence, Google classroom, YouTube, PowerPoint and Microsoft applications among others as well as provision of adequate welfare packages such as: conducive working environment, sufficiency facilities/equipment, steady power supply, increment and prompt payment of lecturers salary to enhance instructional delivery. Also, the constraints to lecturers effective instructional delivery were: Inadequate funding of business education, poor working condition, excess workload and poor remuneration. From the findings, it was recommended among others that there is need for provision of adequate welfare packages as well as training/development of lecturers for enhancing effective instructional activities in tertiary institutions towards graduates global competitiveness.

Keywords: Mechanisms, Lecturers, Business Education, Instructional Delivery and Tertiary Institutions

Introduction

Every nation of the world aims at empowering and equipping her citizens for meaningful and sustainable living through education. Education is one of the most powerful instruments for tackling poverty and inequality as well as the basis for sustainable economic growth and development of any nation (Federal Republic of Nigeria-FRN, 2014). This means that quality education therefore bestows power on people, societies or nations as a tool for human capital development. Therefore, no nation can achieve meaningful development without human capital development through education ranges from primary, secondary to tertiary level of education (Nwajinka and Odogo in Umezulike and Anozie, 2021).

According to the National Policy on Education-FRN (2014), tertiary institutions referred to the education given after secondary education in universities, colleges of education, polytechnics among others (FRN, 2014). Tertiary institutions are established to strengthen the production of middle and higher level manpower in areas of national priority such as Business Education. However, Business Education is seen as a discipline meant to prepare individuals economically, politically, socially and technologically in transforming human resources and enhancing

economic empowerment (Wosu et al., 2023). In view of Usoro (2016), Business Education implies education for the acquisition of skills and knowledge necessary to become successful entrepreneurs in business. Business Education in the submission of Ezeabii (2017), is an aspect of vocational education which equips individuals with the necessary skills and theoretical knowledge needed for performance in the Business world either for job or self-employment.

Business Education is offered through four distinct options: Accounting Education, Office Technology and Management Education (OTME), Entrepreneurship Education and Marketing. These programmes aim to equip students with the skills necessary for emerging jobs and innovations, enabling them to thrive in the world of work or pursue self-reliance. The goals of the Business Education programme are to produce well-qualified graduates capable of teaching Business Education in schools. Also, the programmes embody the entrepreneurial spirit, develop the vocational skills of students and help them acquire the Business acumen required to succeed in the public sector as employees or in their private establishments as self-employed (Ezeabii, 2017).

To achieve these goals, appropriate mechanisms are required to enhance quality instructional delivery by the lecturers. Mechanisms as described by Ezhim et al., (2019) are the strategies and alternative means needed to minimize or avert the challenges faced in production activities. Mechanisms in the opinion of Zahra (2019), are the framework within which an organization defines possible means for enhancing the achievement of its goals and objectives. Meanwhile, Robert in Shishi et al. (2016) asserted that enhancing referred to the state of increasing the level at which something is done. It also means to arouse the interest of the lecturers on the process of ensuring effective instructional delivery. Chukwunyere (2015) maintained that instructional delivery embraces all human interactive skills employed by the teachers (lecturers) to promote/facilitate learning in the classroom situation thereby leading to improved performance on the part of the learner. This implies that to ensure good learning outcome on the part of the learners the instructional process have to be enhanced for effective instructional delivery by the lecturers.

Lecturer can be described as a person who had undergone approved professional educational training at appropriate levels and is capable of imparting knowledge, skills and attitudes to the learners in diverse educational programme (Asogwa et al., 2016). In the context of this study, a lecturer is a person who has undergone and acquired the requisite knowledge, skills and other technical aspects of a programme in a university for ensuring effective instructional delivery in different subject areas including Business Education. Therefore lecturers are important personality in educational delivery and they required adequate empowerment using diverse mechanisms for enhancing instructional delivery towards equipping the students to enable them compete globally. These mechanisms in the context of this study include training and development of lecturers on technological application in teaching and learning process as well as ensuring adequate welfare of the lecturers for their dedication and commitment.

However, training and development according to Patiko and Nana (2020) is one of the mechanisms and process by which Business Education lecturers can be engaged continuously to update their knowledge and improve their instructional skills to enhance teaching and learning. It is a systematic approach to lecturers' continuing education aimed at ensuring that lecturers continue to acquire and adapt their skills and knowledge in a changing instructional environment most especially in the application of technology for instructional activities. Joseph, (2017) further stressed that, it is a process that enable lecturers to upgrade their skills, knowledge and competencies through training activities that prepare and enable them to wider or increase their knowledge and teaching skills for providing quality instructions and learning opportunities to students.

More so, Fozia and Sabir (2016) added that aside training and development of lecturers in different aspects of their specialty, ensuring lecturers welfare also play relevant role in enhancing effective instructional delivery. Fozia and Sabir (2016) defined lecturers welfare package as the stimulus for greater action that serves as incentive in addition to wages such as provision of teachers accommodation/housing allowance, provision of medical care, conducive environment for teaching and learning among others for enhancing lecturers effectiveness in order to provide students with quality learning activities required for graduates global competitiveness. Uka and Oleabhielle (2022), referred to global competitiveness as the phenomenon where the borders separating countries are disappearing through possession of adequate knowledge and skills that allows the flow of information, technology, knowledge, values and idea across borders.

Consequently, bridging the global competitiveness gap required quality education but unfortunately, provision of quality Business Education in tertiary institutions in Nigeria in general and Abia State in particular through lecturers effective instructional delivery are bedevilled with numerous problems such as: inadequate funding, inadequate supply of modern equipment and instructional materials, no uniformity in curriculum in most universities and colleges of education, inadequate qualified lecturers, poor implementation of education policies (Ugbah, 2019). Similarly, Ezeonwurie (2021) added poor monitoring and lack of evaluation mechanism of resources available in teaching Business Education courses, inconsistent development of staff skills and resources and inadequate provision of resources as the problems that affecting Business Education programme. These challenges militate against the effectiveness of lecturers respective of the gender. Oyeyemi et al., (2023) maintained that gender is used to describe the traits of women and men that have developed through time in society. Thus, the divergent reality of educational attainment and industry relevance has a lot to do with gender differences. Nevertheless, it was the basis of this background that the study sought to examine the mechanisms required for enhancing lecturers' effective Business Education instructional delivery in tertiary institutions in Abia State towards graduates global competitiveness.

Statement of the Problem

Business Education is a practical subject that equips the students with useful knowledge and skills for sustainable livelihood. Despite the above mentioned importance of Business Education programmes in Nigeria and Abia State in particular. The extent to which different mechanisms has been adopted most especially in adequate training and development of lecturers in application of technology for instructional delivery and adequate welfare of the lecturers remain questionable. The situations where there is no adequate funding of education as recommended by United Nation Education Scientific and Cultural Organization (UNESCO), poor teaching and learning environment, poor condition of services provided to lecturers in tertiary institutions, poor teaching and learning facilities and incessant strike action among others. All these pose serious impediment towards the actualization of quality Business Education which invariably lead to production of graduates who lack the requisite competencies required in the 21st century for global competitiveness. This is worrisome considering the fact that no nation can rise above the quality of its education and to address the menace diverse mechanisms are required. It is therefore against this backdrop that the study aimed to examine the mechanisms required for enhancing lecturers effective Business Education delivery in tertiary institutions in Abia State towards graduates global competitiveness.

Purpose of the Study

The study focussed on the mechanisms required for enhancing lecturers' effective Business Education instructional delivery in tertiary institutions in Abia State towards graduates global competitiveness.

Specifically, the study sought to:

1. Find out the technological application training and development required for enhancing lecturers effective Business Education instructional delivery in tertiary institutions in Abia State towards graduates global competitiveness,
2. Examine the welfare packages required for enhancing lecturers effective Business Education instructional delivery in tertiary institutions in Abia State towards graduates global competitiveness and
3. Identify the constraints to lecturers effective Business Education instructional delivery in tertiary institutions in Abia State towards graduates global competitiveness.

Research Questions

The following research questions guided the study:

1. What are the technological application training and development required for enhancing lecturers effective Business Education instructional delivery in tertiary institutions in Abia State towards graduates global competitiveness?
2. What are the lecturers welfare packages required for enhancing lecturers effective Business Education instructional delivery in tertiary institutions in Abia State towards graduates global competitiveness?
3. What are the constraints to lecturers effective Business Education instructional delivery in tertiary institutions in Abia State towards graduates global competitiveness?

Hypotheses

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

- H0₁:** There is no significant difference between the mean ratings of male and female Business Education lecturers on the technological application training and development required for effective Business Education instructional delivery in tertiary institutions in Abia State towards graduates global competitiveness.
- H0₂:** There is no significant difference between the mean ratings of male and female Business Education lecturers on the welfare packages required for enhancing lecturers effective Business Education instructional delivery in tertiary institutions in Abia State towards graduates global competitiveness.
- H0₃:** There is no significant difference between the mean ratings of male and female Business Education lecturers on the constraints to effective Business Education instructional delivery in tertiary institutions in Abia State towards graduates global competitiveness.

Methods

The design of the study was descriptive survey research design. The design was chosen because it permitted investigation, description and recording of information in their natural setting (Nkwocha & Akanwa, 2017). The population of the study was 26 Business Education lecturers comprising 9 male and 17 female in tertiary institutions in Abia State (Michael Okpara University of Agriculture, Umudike, Abia State University Uturu and Abia State College of Education, Arochukwu). The entire population of the study was adopted using census technique. The instrument for data collection was questionnaire validated by three experts. The reliability of the instrument was 0.78 obtained using Cronbach Alpha statistic. The data collected was analysed using mean, standard deviation and t-test statistic. However, the mean was computed as follows $\bar{X} = \frac{\sum X}{n} = \frac{4+3+2+1}{4} = \frac{10}{4} = 2.50$. Therefore, the mean cut-off mark of 2.50 and above was considered as required/agreed while the mean cut off below 2.50 was considered as not required/disagreed. With respect to the hypotheses, the hypotheses of no significant difference

was upheld for items since t-calculated value are less than t-table value and rejected on the contrary.

Results

Research Question 1: What are the technological application training and development required for enhancing lecturers effective Business Education instructional delivery in tertiary institutions in Abia State towards graduates global competitiveness?

Table 1: Mean and Standard Deviation Responses on the Technological Application Training and Development Required for Enhancing Lecturers Effective Business Education Instructional Delivery in Tertiary Institutions in Abia State towards Graduates Global Competitiveness

N=26				
S/N	ITEM STATEMENT	$\bar{X}$	S.D	RMKS
	Provision of technical skills training and development of lecturers on the:			
1.	use of Artificial Intelligence for instructional tasks in Business Education	3.49	0.97	Required
2.	use of Google classroom for instructional presentation	3.18	0.65	Required
3.	use of YouTube for demonstration of learning activities in Business Education	3.05	0.95	Required
4.	Use of PowerPoint for effective instruction delivery	3.15	0.87	Required
5.	adoption of Microsoft applications for effective preparation and presentation of instructional contents	3.07	0.97	Required
6.	adoption of internet application for research purposes in Business Education	3.02	0.94	Required
7.	use of SPSS software for analysis of data	3.18	0.88	Required
8.	access to many online educational materials	3.11	1.01	Required
9.	operation of zoom to deliver lecture in Business Education	3.13	0.89	Required
	Cluster Mean	3.15	0.90	Required

KEYS: $\bar{X}$ = mean, S.D = Standard deviation, Rmks.= Remarks.

From the Table 1 above, it was revealed that the mean ratings of the respondents ranged from 3.02 - 3.49 which are all above the 2.50 mean acceptable benchmark for the study. This implied that the 9 identified items are the technological application training and development required for enhancing lecturers effective Business Education instructional delivery in tertiary institutions in Abia State towards graduates global competitiveness. The standard deviation values of the 9 items in the table ranged from 0.65 to 1.01 and cluster mean and standard deviation of 3.15 and 0.90 respectively indicated that the responses of the respondents were close to one another and to the mean.

Hypothesis One

H0₁: There is no significant difference between the mean ratings of male and female Business Education lecturers on the technological application training and development required for effective Business Education instructional delivery in tertiary institutions in Abia State towards graduates global competitiveness.

Table 2: t-test Analysis of the Mean Ratings of Male and Female Business Education Lecturers on the Technological Application Training and Development Required for Effective Business Education Instructional Delivery in Tertiary Institutions in Abia State towards Graduates Global Competitiveness

Variables	N	Mean	S.D	DF	t-cal.	t-crit.	Decision
Male	9	3.09	0.92	24	-0.32	2.05	Not Significant
Female	17	3.21	0.88				

The data in Table 2 shows that the calculated t-value is -0.32 while the t- critical value is 2.05 at 0.05 level of significant and at 24 degree of freedom. Since the calculated value is less than the t-critical value, the null hypothesis was accepted. Therefore, there is no significant difference between the mean ratings of male and female Business Education lecturers on the technological application training and development required for effective Business Education instructional delivery in tertiary institutions in Abia State towards graduates global competitiveness.

Research Question 2: What are the lecturers welfare packages required for effective Business Education instructional delivery in tertiary institutions in Abia State towards graduates global competitiveness?

Table 3: Mean and standard deviation responses on the Lecturers Welfare Packages Required for Effective Business Education Instructional Delivery in Tertiary Institutions in Abia State towards Graduates Global Competitiveness N=26

S/N	ITEM STATEMENTS	$\bar{X}$	S.D	Rmks
1.	Provision of conducive working environment for lecturers effective Business Education delivery	3.84	0.37	Required
2.	Provision of sufficiency facilities/equipment needed to make instructional activities in Business Education more effective	3.53	0.66	Required
3.	Provision of steady power supply to enhance instructional activities in Business Education	3.76	0.43	Required
4.	Adequate medical allowance/insurance to enable lecturers put on their best	3.84	0.37	Required
5.	Provision of accommodation/housing allowance to lecturers	3.68	0.45	Required
6.	Prompt payment of lecturers salary to enhance their commitment to instructional activities	3.69	0.47	Required
7.	Increment of lecturers salary to facilitate their economic needs for effective service delivery	3.84	0.37	Required
8.	Reduction on workload through recruitment of more lecturers in Business Education	3.30	0.49	Required
Cluster Mean		3.68	0.45	Required

KEYS: $\bar{X}$ = mean, SD = Standard deviation, Rmks= Remarks

The mean ratings of the responses of the respondents in Table 3 above ranged from 3.30 to 3.84 which are all above the acceptable benchmark of 2.50. This implied that the 8 identified items are the lecturers welfare packages required for effective Business Education instructional delivery in tertiary institutions in Abia State towards graduates global competitiveness. The standard deviation values of the 8 items ranged from 0.37 to 0.66 along with the cluster mean of 3.68 and cluster standard deviation of 0.45 which indicated that the responses of the respondents were close to one another.

Hypothesis Two

H0₂: There is no significant difference between the mean ratings of male and female Business Education lecturers on the welfare packages required for enhancing lecturers effective Business Education instructional delivery in tertiary institutions in Abia State towards graduates global competitiveness.

Table 4: t-test Analysis of Mean Ratings of Male and Female Business Education Lecturers on the Welfare Packages Required for Enhancing Lecturers Effective Business Education Instructional Delivery in Tertiary Institutions in Abia State towards Graduates Global Competitiveness

Variables	N	Mean	S.D	DF	t-cal.	t-crit.	Decision
Male	9	3.70	0.43	24	0.22	2.05	Not Significant
Female	17	3.66	0.47				

The data in Table 4 shows that the calculated t-value is 0.22 while the t- critical value is 2.05 at 0.05 level of significant and at 24 degree of freedom. Since the calculated value is less than the t-critical value, the null hypothesis was accepted. There is no significant difference between the mean ratings of male and female Business Education lecturers on the welfare packages required for enhancing lecturers effective Business Education instructional delivery in tertiary institutions in Abia State towards graduates global competitiveness.

Research Question 3: What are the constraints to lecturers effective Business Education instructional delivery in tertiary institutions in Abia State towards graduates global competitiveness?

Table 5: Mean and Standard Deviation Responses on the Constraints to Lecturers Effective Business Education Instructional Delivery in Tertiary Institutions in Abia State towards Graduates Global Competitiveness

N=26				
S/N	ITEM STATEMENTS	$\bar{X}$	S.D	Rmks
1.	Inadequate funding of Business Education in tertiary institutions	3.85	0.35	Agreed
2.	Insufficiency instructional facilities/equipment	3.71	0.46	Agreed
3.	Poor working condition of the lecturers	3.64	0.55	Agreed
4.	Excess workload of the lecturers	3.65	0.48	Agreed
5.	Poor remuneration of the lecturers	3.58	0.49	Agreed
6.	Instability of academic activities due to dispute between the government and lecturers	3.71	0.53	Agreed
7.	Inadequate training and development of lecturers on modern technology compliance	3.49	0.68	Agreed
8.	Poor welfare package provision	3.87	0.32	Agreed
9.	Instability of power supply	3.83	0.37	Agreed
10.	Laissez -faire attitude of the students towards Business Education	3.74	0.43	Agreed
Cluster Mean		3.70	0.46	Agreed

KEYS: $\bar{X}$ = mean, SD = Standard deviation, Rmks= Remarks

The mean ratings of the responses of the respondents in Table 5 above ranged from 3.49-3.87 which are all above the mean acceptable benchmark of 2.50. This implied that the 10 identified items are the constraints to lecturers effective Business Education instructional delivery in tertiary institutions in Abia State towards graduates global competitiveness. The standard deviation values of the 10 items also ranged from 0.32 to 0.68 and cluster mean and standard deviation of 3.70 and 0.46 respectively indicating that the responses of the respondents were close to one another and to the mean.

Hypothesis Three

H0₃: There is no significant difference between the mean ratings of male and female Business Education lecturers on the constraints to effective Business Education instructional delivery in tertiary institutions in Abia State towards graduates global competitiveness.

Table 6: t-test Analysis of the Mean Ratings of Male and Female Business Education lecturers on the Constraints to Effective Business Education Instructional Delivery in Tertiary Institutions in Abia State towards Graduates Global Competitiveness

Variables	N	Mean	S.D	DF	t-cal.	t-crit.	Decision
Male	9	3.73	0.41	24	0.33	2.05	Not Significant
Female	17	3.67	0.50				

The data in Table 6 shows that the calculated t-value is 0.33 while the t- critical value is 2.05 at 0.05 level of significant and at 24 degree of freedom. Since the calculated value is less than the t-critical value, the null hypothesis was accepted. Therefore, there is no significant difference between the mean ratings of male and female Business Education lecturers on the constraints to effective Business Education instructional delivery in tertiary institutions in Abia State towards graduates global competitiveness.

Discussion of the Findings

The discussion of the findings was done based on the results of the data analyzed. The findings of the study on research question one revealed that the technological application training and development required for enhancing lecturers effective Business Education instructional delivery in tertiary institutions in Abia State towards graduates global competitiveness include: Provision of technical skills training and development of lecturers on the use of Artificial Intelligence for instructional tasks in Business Education, use of Google classroom for instructional presentation, use of YouTube for demonstration of learning activities in Business Education, use PowerPoint for effective instruction delivery and adoption of internet application for research purposes in Business Education among others. Similarly, the corresponding hypothesis tested indicated that there is no significant difference between the mean ratings of male and female Business Education lecturers on technological application training and development required for effective Business Education instructional delivery in tertiary institutions in Anambra State towards graduates global competitiveness. Consequently, the findings relate with the study of Patiko and Nana (2020) that training and development according is one of the mechanisms and process by which Business Education lecturers can be engaged continuously to update their knowledge and improve their instructional skills to enhance teaching and learning. Also, Joseph, (2017) further stressed that training and development enable lecturers to upgrade their skills, knowledge and competencies through training activities that prepare and enable them to wider or increase their knowledge and teaching skills

The findings of the study further revealed that the welfare packages required for enhancing lecturers effective Business Education delivery in tertiary institutions in Abia State towards graduates global competitiveness were: provision of conducive working environment for lecturers effective Business Education delivery, provision of sufficiency facilities/equipment needed to make instructional activities in Business Education more effective, steady power supply to enhance instructional activities in Business Education, adequate medical allowance/insurance to enable lecturers put on their best and prompt payment of lecturers salary to enhance their commitment to instructional activities among others. Thus, the corresponding hypothesis tested indicated that there is no significant difference between the mean ratings of male and female Business Education lecturers on the welfare packages required for enhancing effective Business Education instructional delivery in tertiary institutions in Anambra State towards graduates global competitiveness. The findings correspond with the study of Fozia and Sabir (2016) that welfare package serve as stimulus for greater action that serves as incentive for enhancing lecturers effectiveness in order to provide students with quality learning activities required for graduates global competitiveness.

Lastly, the study also revealed that the constraints to lecturers effective Business Education instructional delivery in tertiary institutions in Abia State towards graduates global competitiveness were: insufficiency instructional facilities/equipment, poor working condition of the lecturers, excess workload of the lecturers, instability of academic activities due to dispute between the government and lecturers, inadequate training and development of lecturers on modern technology compliance and inadequate funding of business education in tertiary institutions among others. More so, the tested indicated that there is no significant difference between the mean ratings of male and female Business Education lecturers on the constraints to effective Business Education instructional delivery in tertiary institutions in Abia State towards graduates global competitiveness. Therefore, the findings agreed with the study of Ugbah, (2019) that provision of quality Business Education in tertiary institutions in Nigeria are bedevilled with numerous problems such as: inadequate funding, inadequate supply of modern equipment and instructional materials, no uniformity in curriculum in most universities and colleges of education, inadequate qualified lecturers, poor implementation of education policies (Ugbah, 2019). Similarly, Ezeonwurie (2021) added poor monitoring and lack of evaluation mechanism of resources available in teaching Business Education courses, inconsistent development of staff skills and resources and inadequate provision of resources as the problems that affecting Business Education programme.

Conclusion

It can be concluded that no society can dangle with quality of education and hope to meet up with the global competitiveness. Therefore to provide such quality education in the 21st century adequate training and development in technological application are required for enhancing lecturers effective Business Education delivery as well as welfare packages and also tackling the constraints such as insufficiency instructional facilities/equipment, poor working condition of the lecturers, excess workload of the lecturers, instability of academic activities due to dispute between the government and lecturers, stability of power supply in institutions of higher learning and inadequate funding of business education among others for enhancing lecturers effective Business Education delivery in tertiary institutions in Abia State towards graduates global competitiveness.

Recommendations

Based on the result of this study, it was recommended that:

1. There is need for the Federal and Abia State Government through the Ministries of Education to provide adequate training/development programme to the lecturers most

especially on the technological application for enhancing effective instructional in tertiary institutions towards graduates global competitiveness.

2. The government should be more committed to the lecturers welfare in tertiary institutions for enhancing their effectiveness towards graduate global competitiveness.
3. The Federal and State Government should realize that education is a determinant to a knowledge-based society and ensure adequate funding, provision of needed facilities in order to avert incessant strike actions and production of graduates whose lack the requisite knowledge and instructional skills needed for global competitiveness.

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