

REINVENTING BUSINESS EDUCATION THROUGH QUALITY AND INFORMATION COMMUNICATION TECHNOLOGY (ICT) FOR GLOBAL COMPETITIVENESS AMONG COLLEGES OF EDUCATION IN DELTA STATE

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Abstract

The study examined reinventing business education through quality and Information Communication Technology for global competitiveness among Colleges of Education in Delta State. Two research questions were raised and two null hypotheses were formulated for the study. The researcher adopted a survey research design for the study and the population of this study consisted of 103 respondents which were business education lecturers in the four Colleges of education in Delta state, where business education as a programme is run. The sample size consisted of 52. Fifty percent (50%) of lecturers in the population was used. However, the researcher adopted the systematic random sampling technique to arrive at the sample size. The researcher developed a 20-item five-point likert scale instrument for the study tagged "Reinventing Business Education through Quality & ICT for Global Competitiveness Assessment Questionnaire". The face and content validity of the instrument was determined by three experts. In order to determine the reliability of the instrument, Kuder Richardson 20 (K20) was used, which gave a reliability coefficient of 0.72. Mean was used to answer the research questions while the PPMC was used for the null hypotheses. The findings revealed that business education can be reinvented to a high extent through quality and Information Communication Technology for global competitiveness among Colleges of Education in Delta State. It was recommended that the present curriculum of business education needs reinventing, retouching, modification, adjustment and adaptation for quality that will bring about global competitiveness.

Keywords: Reinventing, Business Education, Quality, ICT, Global Competitiveness

Introduction

The role of education as the bedrock of social, economic, political and cultural development can never be overemphasized. All over the world, education is expected to be highly rated in national development plans because it is the most important instrument of change. Accordingly, any fundamental change in intellectual and social outlook has to be done proceeded by educational revolution. The fulfilment of this role lies in an education that has global relevance.

Globally, it has been acknowledged that education of the citizenry is a strategic factor for sustainable development in any country (Chimombo, 2005). The significance of education, especially in developing countries, is increasing because of progressing pressure to catch up with the developed world in ensuring quality education and the use of Information Communication Technology.

There is a general outcry of voices speaking out on quality education that meets global competitiveness. Olayiwola (2006) defined quality as fitness for purpose. Quality must meet requirements, expectations and probably exceed expectations. The concept of quality dates as far back as man's early civilization. However, it was during the Greek philosophic history that much emphasis was placed on its significance (Olayiwola, 2006). Today, quality is an important issue in all spheres of human endeavour and has become the main focus of most organizational transformation efforts in the new millennium. Gevorgyan (2017) asserted that quality education can be assessed internally. Internal assessment, also called self-assessment is designed to identify areas for improvement, to allow the tertiary institutions to develop strategies that will help faculties or schools enhance their education quality.

Tertiary institutions vis-à-vis Colleges of education are beginning to embrace ICT and realizing the potential power and implications for using it. It involves the use of web-based teaching materials and hypermedia in general, as rooms or web-sites, discussion boards, collaborative software, e-mail, blogs, wikis, text chart, computer aided assistant, educational animation, simulation, games, learning management software et cetera (Olayiwola, 2006).

Significant advances in the application of Information and Communication Technologies (ICTs) have become so attached to contemporary educational delivery worldwide that it has virtually become

impossible to deliver or receive formal education without the application of such advanced technologies in the processes. The technology has made it possible to develop online virtual lab system to support remote and distance learning courses that require a laboratory component where internet-based control laboratory experiments such as measurement, monitoring and control applications can be accessed remotely.

Business education which is one of the courses taught in tertiary institutions is focused on equipping its recipients with necessary skills meant for self-reliance. The aim of business education is the production of manpower, which possesses the requisite knowledge, skill and attitude for harnessing other resources and bringing them together into a cooperative relationship yielding the goods and services demanded by the society for the satisfaction of their wants and needs. Bilyaminu (2011) views business education as an aspect of total education programme that provides the knowledge, skills, attitudes and understanding needed to perform in the business world as a producer and/or consumer of goods and services. Drawing from the definition of Bilyaminu, the business world is a global world characterized by quality, and ICT has made the world, a global village. Hence the researcher embarked on the study of reinventing business education through quality and Information Communication Technology for global competitiveness among Colleges of Education in Delta State, Nigeria.

Statement of the problem

The efficacy of Colleges of Education in Nigeria to prepare teachers for the 21st century has been questioned by a number of studies (Obanya, 2004; Olofube, 2006; Adeosun, 2016). Colleges of education have been education have been critiqued for their inability to produce teachers who are properly grounded in pedagogy and content as well as having the ability to collaborate professionally in the global economy. The quality of education obtained in the Nigerian Tertiary Institutions has been watered down over the years (Okumagbe, 2007). In the recent years, the educational system has passed through tremendous odds, which has placed a grip of insecurity and uncertainty about the relevance of educational instruction to current market realities (Okumagbe, 2007).

One of the major problems affecting educational institutions is the increasing misalignment between the needs of the society, reflected through the needs of industries, occasioned by poor quality education and lack of ICT usage in consonance with global competitiveness. Cheru (2002) posited that education is the cornerstone of human development in every society. Business education is not left out, as its importance to the overall wellbeing of a nation's economy needs not to be overemphasized. Imeokparia and Ediagbonya (2012) conceived business education as the development of appropriate knowledge, skills, attitudes and understanding required to fit into chosen business occupation or occupations. It is against the background that the researcher assessed reinventing business education through quality and Information Communication Technology for global competitiveness among Colleges of Education in Delta State, Nigeria.

Purpose of the study

The purpose of the study assessed reinventing business education through quality and Information Communication Technology for global competitiveness among Colleges of Education in Delta State. This purpose is further broken down into the following specific objectives:

1. To assess reinventing business education through quality for global competitiveness among Colleges of Education in Delta State
2. To assess reinventing business education through Information Communication Technology for global competitiveness among Colleges of Education in Delta State

Research Questions

The following research questions guided the study:

1. To what extent can business education be reinvented through quality for global competitiveness among Colleges of Education in Delta State?
2. To what extent can business education be reinvented through Information Communication Technology for global competitiveness among Colleges of Education in Delta State?

Hypotheses

The null hypotheses were tested at 0.05 level of significance:

Ho₁: There is no significant relationship between reinvention of business education through quality and global competitiveness among Colleges of Education in Delta State

Ho₂: There is no significant relationship between reinvention of business education through quality and global competitiveness among Colleges of Education in Delta State

Research Methodology

The descriptive survey design was used for the study. The population of this study consisted of 103 respondents which were business education lecturers in the four Colleges of education in Delta state, where business education programme is run. The sample size consisted of 52. Fifty percent (50%) of lecturers in the population were used. However, the researcher adopted the systematic random sampling technique to arrive at the sample size. The population and sample size is shown in table 1 below.

Table 1: Population and Sample of the Study

S/N	Institution	No. of Lecturers	Sampled Lecturers
1	College of Education, Mosogar	14	7
2	College of Education, Warri.	20	10
3	Federal College of Educaion (T) Asaba	45	23
4	College of Education, Agbor.	24	12
	Total	103	52

Source: Field Survey, 2019

An instrument tagged "Reinventing Business Education through Quality & ICT for Global Competitiveness Assessment Questionnaire (RBEQICTCAQ)" was developed by the researcher for this study. The instrument is a 20-item questionnaire. Items 1-6 were designed for bio data of business education lecturers. Items 7-13 were designed for research question one and hypothesis one. While items 14-20 were designed for in line with research question two and hypothesis two. The instrument is a five-point Likert structured as follows: "Very High Extent" (5); "High Extent" (4); "Moderate Extent" (3); "Low extent" (2); and "Very Low Extent" (1). The face and content validity of the instrument was determined by three experts. In order to determine the reliability of the instrument, Kuder Richardson 20 (K20) was used, which gave a reliability coefficient of 0.72. The instrument was administered by the researcher, Mean was used to answer the research questions while Pearson Product Moment Correlation (PPMC) Coefficient was used test the null hypotheses at 0.05 level of significance. In calculating the mean for the various items, the response category in the questionnaire was rated in scales as follows:

Response Category	Point	Boundary Limit
Very High Extent (VHE)	5	4.50-5.00
High Extent (HE)	4	3.50-4.49
Moderate Extent (ME)	3	2.50-3.49
Low Extent (LE)	2	1.50-2.49
Very Low extent (VLE)	1	1.00-1.49

The boundary limits above, informed the researcher on the decision rule for the researcher questions. While in the hypotheses, when the calculated value is greater than the Table value at 0.05 level of significance, the null hypothesis will be rejected while if the calculated value is less than the table value at 0.05 level of significance the null hypothesis will be accepted.

Results

Research Question One: To what extent can business education be reinvented through quality for global competitiveness among Colleges of Education in Delta State?

Table 2: Mean responses of Business Education Lecturers on the Extent Business Education can be Reinvented through Quality for Global Competitiveness among Colleges of Education in Delta State

S/N	STATEMENT	N	Mean	Remark
7	Business education can be reinvented to meet societal needs for global competitiveness	52	4.00	High Extent
8	Business education can be reinvented towards international standards to meet customers (stakeholders) satisfaction	52	3.56	High Extent
9	Business education can be restructured towards a high value globally	52	3.50	High Extent
10	Business education can be reinvented through quality to meet educational standards in the international community.	52	3.64	High Extent
11	Business education can be restructured by lecturers employing the best pedagogical practices for global competitiveness	52	3.51	High Extent
12	Quality can attained when constant mechanisms are in place to improve the quality of business education curriculum	52	3.54	High Extent
13	Business education can be reinvented if management of tertiary institutions apply international standard practices in management and administration of business education programme	52	3.60	High Extent
Weighted Mean			3.62	High Extent

Table 2 shows that all items regarding the extent business education can be reinvented through quality for global competitiveness among Colleges of Education in Delta State are to a high extent. Therefore, since the weighted mean is 3.62 which is within the boundary limit of high extent, this shows that business education can be reinvented to a high extent through quality for global competitiveness among Colleges of Education in Delta State.

Research Question Two: To what extent can business education be reinvented through Information Communication Technology for global competitiveness among Colleges of Education in Delta State?

Table 3: Mean responses of Business Education Lecturers on the Extent Business Education can be Reinvented through Information Communication Technology for Global Competitiveness among Colleges of Education in Delta State

S/N	STATEMENT	N	Mean	Remark
14	The use of overhead projectors and opaque projectors can reinvent business education for global competitiveness	52	3.57	High Extent
15	The utilization of power point for teaching business education courses can reinvent the programme for global competitiveness	52	3.60	High Extent
16	Constant useage of the internet can restructure business education to compete with the global world.	52	3.54	High Extent
17	Independent and individualized ICT instruction in business education can restructure the programme to meet educational standards in the internationally.	52	3.80	High Extent
18	Business education can be restructured by social media platforms for global competitiveness	52	3.58	High Extent
19	The use of MS word and MS access in business education can reinvent the curriculum delivery for global competitiveness	52	3.56	High Extent
20	The use of automated laboratories and machines in business education can reinvent the programme to international standard.	52	3.74	High Extent
Grand mean			3.63	High Extent

Table 3 shows that all items regarding the extent business education can be reinvented through Information Communication Technology for global competitiveness among Colleges of Education in Delta State are to a high extent. Therefore, since the weighted mean is 3.63 which is within the

boundary limit of high extent, this shows that business education can be reinvented to a high extent through Information Communication Technology for global competitiveness among Colleges of Education in Delta State.

Hypotheses

Ho₁: There is no significant relationship between reinvention of business education through quality and global competitiveness among Colleges of Education in Delta State

Table 4: Pearson Product Moment Correlation Co-efficient (r) Computation for Business Education Lecturers on the Variables of Quality and Global Competitiveness in Reinvention of Business Education

Variables	N	Mean	r-cal	r-crit	df	Decision
Quality	52	3.68	0.66	0.2319	50	Significant P>0.05
Global Competitiveness	52	3.43				

The data in table 4 shows that there is a positive correlation between quality and global competitiveness in reinvention of business education ($r=0.66$). This means the null hypothesis is not accepted and the alternative upheld. That is, there is a significant relationship between reinvention of business education through quality and global competitiveness among Colleges of Education in Delta State.

Ho₂: There is no significant relationship between reinvention of business education through Information and Communication Technology and global competitiveness among Colleges of Education in Delta State

Table 5: Pearson Product Moment Correlation Co-efficient (r) Computation for Business Education Lecturers on the Variables of Information Communication Technology and Global Competitiveness in Reinvention of Business Education

Variables	N	Mean	r-cal	r-crit	df	Decision
ICT	52	3.46	0.71	0.2319	50	Significant P>0.05
Global Competitiveness	52	3.59				

The data in table 4 shows that there is a positive correlation between Information and Communication Technology and global competitiveness in reinvention of business education ($r=0.71$). This means the null hypothesis is not accepted and the alternative upheld. That is, there is a significant relationship between reinvention of business education through Information and Communication Technology and global competitiveness among Colleges of Education in Delta State.

Findings of the Study

The study examined reinventing of business education through quality and Information Communication Technology for global competitiveness among Colleges of Education in Delta State.

From research question one and hypothesis one respectively, the study revealed that business education can be reinvented to a high extent through quality for global competitiveness among Colleges of Education in Delta State. More so, there is a significant relationship between reinvention of business education through quality and global competitiveness among Colleges of Education in Delta State. In supporting the findings, The Commonwealth (2017) stated quality education refers to a system or product that has passed a certain set of criteria or principles. The standard approach in setting the criteria or principles for quality implies that quality can always be further improved. Quality thus implies the maintenance and improvement of standards with the assumption that 'standards' are objective and quality is a continuous change. Quality in education across the education system consists of the application of the principles of: Effective, Empowering, Equity, Sustainable, Appropriate, and Wellbeing & Safety (EEESAW).

The study further showed that from research question two and hypothesis two respectively, business education can be reinvented to a high extent through Information Communication Technology for global competitiveness among Colleges of Education in Delta State. More so, there is a significant relationship between reinvention of business education through Information Communication Technology and global competitiveness among Colleges of Education in Delta State. In supporting the

findings, Ikelegbe (2007) noted that the benefit of using ICT in education will lead to extensive learning being generated i.e. there would be room for effective learning and also learning will be student centered, that will be compared to other learning environment globally.

Conclusion

Significant advances in quality and the application of Information and Communication Technologies (ICTs) have become so attached to contemporary educational delivery globally. Hence, it was concluded that business education can be reinvented to a high extent through quality and Information Communication Technology for global competitiveness among Colleges of Education in Delta State. More so, there is a significant relationship between reinvention of business education through quality and Information Communication Technology and global competitiveness among Colleges of Education in Delta State.

Recommendations

The following recommendations are made in this study:

1. Since ICT facilities are expensive and business education can be reinvented for global competitiveness through ICT , there is a call on the government and all educational stakeholders to respond urgently in this area, in order to save our educational system from losing value in this information age, and for global competitiveness. Teaching and learning facilities must be available and must be of good quality for the achievement of good quality education.
2. Competent, well-qualified and experienced educational administrators should not be a compromise for business education to be globally competitive. The make-up of educational management and administration as they are used here cover educational policies, planning, supervision and school administration. How these aspects of educational administration are handled influence greatly what the quality of education in a place becomes. Sound educational policies that must be properly implemented are essential for quality education and national development. In the same way, good and result-oriented educational plans should be made before introducing educational programmes or policies.
3. The present curriculum of business education needs, reinventing, retouching, modification, adjustment and adaptation to aid to bring about global competitiveness.

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