

CONTRIBUTIONS OF BUSINESS-EDUCATION TOWARDS RECOUPING THE NIGERIAN FINANCIAL CRISES AT POST COVID – 19 PANDEMIC ERA A CASE OF HIGHER INSTITUTIONS IN ENUGU METROPOLIS

¹Ebere U. Okolo (Ph.D), ²Odiike, Maryrose (Ph.D), ³Ozofor, Ndidiamaka (Ph.D) and ⁴Bassey, Helen Ebere

¹Department of Accountancy/Education, IEE, Thinkers Corner, Emene, Enugu: ebereudumaga@gmail.com;

²Department of Business Education, Godfrey Okoye University Emene, Enugu: nneadi@yahoo.com

³Department of Statistics/Computer, Godfrey Okoye University Emene, Enugu: ozofondidi@gmail.com

⁴School of Education, Institute of Ecumenical Education, Thinkers Corner, Emene: basseyhelenebere@gmail.com

Abstract: This study focused on determining the contributions of business education towards reviving the Nigerian Financial crises at post covid – 19 pandemic era and prefer solutions for the elimination of challenges facing business education towards achieving national development. The sample of this study comprised of one hundred and fifty (150) respondents from business education departments of the various educational institutions. The Analysis of Variance (ANOVA) test remained the statistical tool used in testing the research hypotheses. Data collected was statistically analyzed with Simple percentage (%) and frequency distribution to compare the difference between variables of business education to national development of Nigeria. Findings reveal that business education contributes to increase production, good standard of living, self-reliance, and also, help in reducing the challenges of business education. The study concludes that application of business education significantly and positively contributes to improving the self reliance of its citizenry, thereby improve the GDP of the nation; while recommendation include establishment of business education centers to provide opportunities for Nigerian youths, Government should provide capital to help youths start up business., Every available land-whether urban or rural should be turned into farm land among others.

Keywords: Business-Education, Economic Crises, Nigeria, Post Covid – 19 Pandemic;

How To Cite

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Introduction

At a time like this - the post covid-19 pandemic era- the importance of business education cannot be over emphasized for recouping the Nigerian economic financial crises. The term Business Education is an aspect of educational programme offered at the higher institution of learning which prepares students for careers in business. With the scenario in the Nigerian economic crises (covid-19 pandemic), it seems business education

is the way out to ensuring full course meal on our tables. Business education is designed with the primary aim of improving one's skills as well as providing citizens with the required skill to secure gainful employment as to earn a living and to succeed in life through self reliance. Also, it is seen by laymen as those business subjects taught at the primary/secondary school level as well as higher institutes as book keeping, shorthand, typewriting,

business law, commerce; accounting; office practice among others.

Corona virus was first experienced in Wuhan china in the last quarter of 2019 and latter spread throughout the entire world (Attila, Peter and Balogh, 2020). It is a virus that kills people in hundreds of thousands. The government imposes a total lockdown to curtail its spread any where it is noticed. Movements between countries were stopped, and inter-state movements were prohibited too. No social gathering was allowed. Citizenry were asked to wear face mask, hand washing at interval was instituted, together with social distancing this lead to the world financial crisis. Pandemic lockdown brought business of every kind to a standstill; the nation's oil price dropped drastically and our currency came to little or no currency at all in the effort to curtail the spread of this dangerous virus, at this time economy was very poor. Thus, the impacts of the first wave of COVID-19 crisis in early 2020 on various aspects of lives were felt globally. Businesses were shutdown, and feeding was difficult, good health could not be ascertained, and schools were shut down. Peoples standard of living was abysmally low, people were almost back to the primitive era. To make matter worst, there was no treatment or vaccine for the sickness for preventive measures. In fact, wealthy nations and organizations together with well meaning individuals were donating palliatives across and within the nation

Total lock down lasted for six to eight months. As the spread was reducing people were allowed to be moving about, businesses started reopening. However, the last to resume was school sector for fear of the children not being able to maintain social distancing. Nevertheless, comes the post covid-19 pandemic era.

Many countries of the world including Nigeria are faced with the problem of how to recoup their devastated economy. This has lead Nigeria into a worst situation of poverty, poor standard of living, mal-nutrition, sickness and diseases, poor infrastructure, unemployment, poor technology among the others. The government, public organization, Higher Institutions Public, State /Private, private bodies and individuals are forced to make tremendous effort on how to tackle these problems. This then lead to this investigation on the contribution of business education in aiding recovering of devastated

Nigerian economic financial crises at this post covid-19 pandemic. Nateinyin and Moses, (2018) state that education is a veritable tool that builds shapes and develops an individual as well as the larger society; which further influences and enlightens an individual as well as the society in general.

Business education is a branch of vocational *education* that involves *equipping* the students with skills and operations of the *business* industry. This field of *education* occurs at multiple levels, including Pre-primary, Primary, secondary and higher *education* institutions which has many forms, mainly occurring within a classroom of a school (Wikipedia). It appears in different name at various stages. Its main purpose is to teach the processes of decision making; the philosophy, theory, and psychology of management; practical applications; and business start-up and operational procedures. Business education degrees are common with colleges of education students and the universities. Good reason for this course offered by most universities; is that it recipients tend to be self reliance, earn well out of school and there are many career options like Middle school/high school teachers, business teachers, Program directors at businesses, Human resources providers, Business executives, and Adult/community educators among others. Those that acquire these skills tend to self sufficient in future. They relate the skills acquired for national development.

One of the ways by which these laudable objectives can be achieved is through Business Education-industry cooperation. This is because the establishment of a healthy partnership between Business Education and business communities can provide learning opportunities for students to put into practice the theoretical knowledge acquired in school. Expectedly, the knowledge acquired through such an industrial cooperative plan will place graduates of business education in a position to make meaningful contributions to the development of Nigerian economy (Umoh & Undie, 2014). This is the time to take all steps in getting Nigerian graduate, undergraduates and the entire youths of the nation to learn and practice a trade. Therefore, business education should be made a compulsory course.

The youths have got to starting from the least means of making money to the high equipments that require government or huge savings. Our radios, town crier, community meetings, unions, and what have you should earnestly begin to sing our youths practicing all that was taught to them in school. Knowing that the era of oil boom is gone but now is the time for the survival for the fittest. The aggressive camping made during the time of President Olusegun Obasanjo on promoting agriculture should be copied and put in full force now than ever if we are really going to have food on our tables at this post covid-19 era.

Furthermore, raining season period should not be waited for but well and boreholes should immediately be dug with long pipes to water our farms and animal husbandry to have water for their flocks in and out of the season. It is another means of providing youths with job to occupy their time and utilize their energy; thereby, providing job employments.

Umoh and Undie (2014) made the following suggestions on way forward: All training institutions should ensure that their proprietors provide relevant and state-of-arts technologies for the preparation of their trainees for the 21st administrative business office environment, A Machinery should be put in place by NCCE, NBTE and NUC for a proper accreditation of vocational-business programmes at different levels of training institutions, Students industrial work experience scheme be intensified and should form a major part of the curriculum, Retraining programmes should be intensified for all trainable instructional personnel, Separate statutory or budgetary allocation should be made for the provision or up-dating of relevant office information technologies, Regular training workshops and seminars should be organized periodically for academic staff of tertiary institutions offering vocational-business teacher education, The issue of staff motivation should be pursued seriously to attract highly qualified and talented instructional personnel to pick up jobs in training institutions, A team of experts should be set-up to liaise with relevant statutory agencies of government to review the curriculum of Vocational Business Education at all levels.

Gone is the era when punishment to a child is sending the kid to market to go and sell. Sell what? Not even corporal punishment or suspension from school should be used. Acceptable punishment now should be to send the child to farm and seriously supervise him or her at work. We need food to survive less we will die of starvation. Why die of starvation when there is a way out. Let all hands be on the ground for farm. Whether you are in the urban or rural area –farm. Every available space should be turned into farming. The Government should ensure that adults, youths and even primary and secondary schools students/teenagers should have a sizeable school farm/private farms. School authorities or governing councils, NUC and the likes should include inspection of school farms to passing accreditations. The Federal, State and Private Universities should manage on their own to raise funds for the required equipment for entrepreneurship and not just for gigantic buildings if we must survive this post covid – 19 pandemic era and subsequent pandemic.

Creativity should be in our curriculum. The authorities responsible should quickly amend our curriculum to include that; while the curriculum is being amended, School authorities should include in their school system – creativity days per semester; General Business/Commerce, Accounting and Finance, Accounting and Business Management, Operations Management and Supervision, Management Science, International Marketing, Credit Management and many more. With the above degrees, most of our undergraduates would be gainfully employed or be self reliant (Nzekwe, 2018).

Otamiri, (2014) opine that an aggregate of some postulations by various authors, and based on the participant – observe experience of the author, the following actions are recommended: Change of Mission Statements/Goals, Review of Curriculum, Regular Training and Retraining of Teachers, Sound Link between Classroom and Practice, Making ICT Work in Schools, Provision of up-to-date Infrastructure, Eradication of Examination malpractice, Selection of Students based on Potentials, Employment of Genuine, qualified and committed Lecturers, Development of Self Pride and Satisfaction.

According to the World Bank in Nigeria' report (2020) the youth of Nigeria account for one of the largest populations of youth in the world. Therefore, efforts geared towards engaging the youths at work is very essential to their self Sufficiency is effort made in the right direction; which invariably would put a halt to youth protest and prevent them from endangering themselves into unlawful activities due to idleness and poverty.

Business Education is an aspect of Vocational and Technical Education, a specialized programme of instruction designed to provide individuals with knowledge, skills and attitudes leading to employability and advancement in office occupations as well as teaching business subject (Wikipedia 2020). These courses offered are developed to expose the students to core areas in the curriculum like general education, skill development, professional education, general business (Marketing and Management), Accounting, Teaching Methodology and Industrial Work Experience

It is an educational process or context which has primary aim of preparing undergraduates for roles in enterprises; such roles could be as employee, entrepreneur/employer or simply as self-employed. A critical examination of the above definitions of business education shows that certain things in common are discovered, which are as follows: Business education is concerned with equipping the individuals with skills and competencies required for participation in the business world. These skills may be for personal use, such as enabling the individuals to be good consumers of the products of the business enterprises and the skills may be for entry into the business community as employer or employee. Business education as concerned with the education of the individual for business and about business: the former focusing on those who need career in business and the later for all students in the entire school system irrespective of their career aspirations (TY Computer, 2018). This definition simply means that business education involved in: All learning activities that relate to business and its environment that are systematically undertaken with career focus on one related field or the other which is education for business.

According to Onuekwa and Adizi, (2018) due to rapid increase of technological advancement and the

complexity of human and societal nature, business education teachers' need adequate and commensurate training and development programmes in modern classroom environment especially in the educational sector.

Challenges of Business Education Programme in Nigeria

The challenges facing business education in Nigeria includes: Lack of lecturers that are business conscious. The teachers awareness of Business education, has grown and attitudes towards the theme has become more positive but teachers may not know enough the aims, contents and work method of Business education and therefore, may not be able to effectively impart the desired knowledge and Business skills to the students.

Also, the task of drawing up course content to be included in the curriculum of business education programme in Nigerian universities will require a very long educational process; Lack of committed personnel, high rate of teacher turn over, poor condition of services, lack of adequate funds, poor planning and implementation, poor government appreciation of programme of the study, poor curriculum content among others Nzekwe, (2010).

Business education is capital intensive since both lecturers and students need money to practice the theory of initiating, establishing and running an enterprise. Students need to be re-orientated towards being self sufficiency and not just looking for white collar job; but should start something no matter how little. Students need to know that in the developed economy, those that really made it are farmers, manufacturers who started from the scratch to the top. Re-orientation is the way right now to integrate our youths over the radio/television on what business education/entrepreneur is all about.

Since this is all about having food on our table the business education courses should be made a compulsory course for every undergraduate. Once this ideology is driven down the brain of our numerous youths, protest, idealness and longing for white collar job will be a thing of the past; our GDP will definitely improve leading to a developmental process of sustaining total structural transformation and modernization of the socio economic environment of Nigeria which must be conceived as a multidimensional process involving major changes in

social structures, positive attitudes, acceleration of economic growth, reduction in equality and the eradication of poverty

According to Ubulom and Enyoghasim, (2012) Youth restiveness has become a problem that has taken its toll in the social, economic and political development of Nigeria and Niger Delta region in particular. This has become an issue of serious concern and challenge to all Nigerians and even the multinational companies operating in the Niger Delta Region of Nigeria. The need for Niger Delta youths to be encouraged to offer business education as a programme of study to enable them acquire the necessary entrepreneurial skills in order to fit into the Nigerian economic sector is necessary. This is to assist curb youth restiveness in Niger Delta Region. Having recognized these facts, the author examines the need for the development of entrepreneurial skills through business education for the youths to acquire the needed knowledge, understanding, attitudes and practical skills in order to be practically enterprising and self-reliant and to curb youth restiveness. These skills, the paper argues, can basically be developed through well designed business education programme and curriculum, which devoted professional business educators are expected to efficiently implement.

Statement of the Problem

The present economic crises -post covid-19 pandemic lead to a worst situation of poverty, poor standard of living, mal-nutrition, sickness and diseases, poor infrastructure, unemployment, poor technology among the others therefore government, public organization, Higher Institutions Public, State /Private, private bodies and individuals are forced to make tremendous effort on how to tackle these problems. Fortunately, many Vocational and Technical Education Institutions and Secondary Schools were established to help alleviates these problems by turning out the right caliber of workforce of both gender with business/entrepreneurial ability and skills for various positions in various sectors for national development. This study therefore is focused on determining the contributions of business education to towards recouping the Nigerian Financial crises at post covid – 19 pandemic era and prefer solutions for the elimination of abject challenges facing business education towards achieving national development.

Research Questions

The following research questions were developed to guide the study.

1. To what extent does the application of business education contribute towards improved standard of living especially at this post covid-19 pandemic?
2. To what extent does business education contribute towards self reliance especially at this post covid-19 pandemic?
3. What are the challenges facing business education in achieving improved national development.

Purpose of the Study

The purpose of the study was to determine the contributions of business education to towards recouping the Nigerian Financial crises at post covid – 19 pandemic era and prefer solutions for the elimination of abject challenges facing business education towards achieving national development from the perspectives of academic staff, administrative staff and students of two universities in Enugu metropolis, and one (1) polytechnic. Other specific objectives are:

1. To ascertain various ways Business Education could contribute towards improved standard of living especially at this post covid-19 pandemic.
2. To access various ways Business Education could contribute towards self reliance and indirectly aid national development especially at this post covid-19 pandemic.
3. To determine challenges facing Business Education in achieving improved national development.

Research Hypotheses

The research hypotheses are:

H₀₁: The application of business education does not significantly contribute towards improved standard of living especially at this post covid-19 pandemic?

H₀₂: Business Education does not significantly contribute towards self reliance especially at this post covid-19 pandemic?

H₀₃: The solutions to challenges facing business education do not significantly aid in achieving improved national development.

Review of Related Literature

Umoh and Undie, (2014) opine that business education and Industry Cooperation or work experience programme

has the following benefits; Administrators of schools, business teachers and students learn what industry needs and industry in turn learns what the school and students attempt to do thereby providing the needed technologies and strengthening the curriculum, Industry cooperation assists the school by reducing the burden of investing and acquiring latest office technologies, The trainees would have a wide exposure of modern state-of-arts equipment use in the industry which many schools cannot afford, Essentially school based programmes are theoretical, by Business Education, school industrial cooperation, students are exposed to practical work and learning by actually using the business machines and equipment the industry can provide, Business Education and industry cooperation promote good public relations between school and industrial firms, Student's entry to real world of work situation on post-graduation is made easier as fore-knowledge in the application of wide range of business office machines and equipment.

Ubulom, (2012) listed the objectives of business education as follows: to make available to all students the opportunities to explore and learn about world of business and the possible interests and potential careers it has to offer; to help develop in them the ability to choose wisely the goods and services that business has to offer; to assist in developing an intelligent understanding on the art of all students of the various occupations to be found in the world of business; to develop in practical ways an understanding and an appreciation of the need for his personal use; to prepare students to enter into and follow business as a career; to prepare students to perform business activities common to many professional areas; to prepare students for more effective study in the field of business and be self reliance.

Empirical Review

In the view of Ubulom and Thom-Otuya, (2005) Business education is sine qua non to economic development of any nation, and Nigeria is not left out. To this end, its products are trained to "oil and grease the wheel of productivity" as well as the advancement of the nation. Business education in Nigeria has come of age, but as a result of the challenges posed to it by recent innovations in information and communication technology, certain fear is created in the minds of people that graduates of

business education programmes will be having the problem of securing jobs. That being so, the authors addresses the manner in which business education programmes in Nigeria can be revitalized to meet the needs of the society and to over-come the challenges posed to it by the advancement in information and communication technology.

Ubulom and Enyoghasim, (2012) assert that entrepreneurial skills are simply vocational business skills, which an individual acquires to enable him function effectively in the turbulent business environment as an entrepreneur of a self-employed or a self-reliant. These skills include the ability to: Plan, organize and manage small-scale or medium scale business; Source for fund for the running of a small-scale business; Develop skill of keeping the accounting records of small-scale business; Develop human and public relations skills; Develop the skills for the maintaining of law relating to the registration and running of small-scale business and co-ordination of both human and material resources; Acquire the skills for effective supervision and coordinating of both human and material resources; Develop the skills for effective utilization of the profit for the growth and development of the firm; Apply integrating business skills; Ability to acquire proprietorship and high productivity skills; Develop the broad base investment planning and implementation skills. It is necessary to develop entrepreneurship skills through business education. The following are also the entrepreneurial skills which can be developed : the ability to; initiate strict guidelines for tardiness; business exploration and discipline; Express work value through entrepreneurship activities; Encourage self-esteem in the customers; Promote and require timeliness, effort, responsibility and other values; Use the available tools to illustrate the importance of entrepreneurship skills development.

Theoretical Framework

This Study is anchored on Pareto Principle postulated by an Economist, Vilfredo Pareto who observed that 80% of the country's income was received by 20% of the population. Pareto maintains that 80% of his peas in his garden were produced by 20% of the pea pods. This principle has since been adapted to describe many

different consequences that are caused by a small number of causes: 80% of your sales come from 20% of your customers; 20% of your employees are responsible for 80% of the results; 20% of what you do will account for 80% of the value of what you do;

The assumption are that, in teaching, we assume that 80% of what the students learn took place due to only 20% of concentrates in the lesson. If so, then we need to find out which 20% of the lesson it is by throwing the question to the students which 20% of the lesson they are benefitting from? This could help us spend more time and effort focusing on that 20% and making it work for our students. Thus, we co-create more on the lesson with our students so as to focus on the 20%. Again, we assess the content of the other 80% that is not working for our students and determine the reasons for its not working.

Could we also perhaps say that of all the time we put into preparing a lesson, 80% of the benefit comes from 20% of our effort? In that case, we pin-point at exactly what it is we are wasting our time doing. We may have being spending too much time making our PowerPoint slides look impressive or putting too much effort into typing out the grammar drills for our students. We also need to determine if we are focusing too much on trying to use the new technology tool and less on the actual learning that could come out of it. This Parnto principle relate to this study in that by looking beyond our own field; we can benefit from the wisdom of other disciplines, and reflect on what we do and how we do it.

METHODOLOGY

Research Design

This study utilized survey research design which allowed the researcher to provide solution to the problem on how to get data, what to study and who to study. It entails utilization of well-structured questionnaire administered on the respondents for information gathering required for the research.

Area of the Study

The study area is two (2) universities and one (1) polytechnic in Enugu state metropolis.

Population of the Study

The population of this study comprised of one hundred and fifty respondents (administrative staff, lecturers, and

students) from business education department of the various educational institutions.

Determination of Sample Size

The sample size is one hundred and fifty (150), this is due to its small size therefore the researcher decided to study all the population as sample.

Method of Data Collection

This study used primary source of data collection. Data was collected through information obtained from the three higher institutions. Questionnaire was developed and structured in a four (4) point rating Scale of strongly agree, Agree, strongly disagree, and Disagree; administered to academic staff, administrative and students of the business education department.

Validation of the Instrument

Validity of the measuring instrument is defined as the ability of the instrument to measure what is supposed to measure. To ascertain the validity of the instrument, content validity was adopted. Certainly, no necessary aspect of the study was omitted in designing the survey questions. The questionnaire was admitted to selected experts (lecturers), administrative staff and students in the field of business education for scrutiny paying particular attention to the relevance to the subject matter and their coverage of the entire work.

Model Specification

$$SSB = r \sum (XiL - x)^2, SSW = \sum \sum (XiL - x)^2,$$

Where SSB = between sum of square,

SSW = within treat sum of the square,

XiL = individual observation around their columns mean,

X = grand mean column,

Df = degree of freedom ($c - 1$) (in 1), C = number of column,

R = number of row,

\sum = Summation, Level of significant (0.05)

The Model adopted for this study is $SSB = r \sum (Xil - x)^2$,

$$SSW = \sum \sum$$

$$(XiL - x)^2,$$

IL = Variables of business education

Where i = Skill acquisition

Table: Cronbach alpha reliability of data

Cronbach Reliability and Correlation Test

CronbachAlpha Number of Items .876 15

Cronbach's Alpha			
0.87615			
Cronbach's Alpha with missing item			
SD	D	SA	A
-0.70995	-2.06201	0.366482	0.898158
Split-half			
Halves	0.894323		
OddEven	-0.71227		

Source: Microsoft excel toolkit 2007.

Source: SPSS 20.0

The table above examines the properties of measurement scales and the items that compose the scales. Ideally, the cronbach alpha coefficient should be about 0.7 (Pallant, 2001). The cronbach coefficient for the study performs very well with a value of .876 and this indicates that the scales and the items of the research instrument show a high measure of internal consistency (data is reliable).

Objective one: To ascertain various ways Business Education could contribute towards improved standard of living especially at this post covid-19 pandemic.

SUMMARY

<i>Groups</i>	<i>Count</i>	<i>Sum</i>	<i>Average</i>	<i>Variance</i>
Column 1	7	620	88.57143	147.619
Column 2	7	300	42.85714	223.8095
Column 3	7	65	9.285714	28.90476
Column 4	7	65	9.285714	28.90476

ANOVA

Source of Variation	SS	Df	MS	F	P-value	F crit
Between Groups	29603.57	3	9867.857	91.95696	2.68E-13	3.008787
Within Groups	2575.429	24	107.3095			
Total	32179	27				

Remarks:

Decisions: Since the calculated F is greater than the tabulated F, which is $91.95696 > 3.008787$. We reject the null hypothesis and accept the alternate hypothesis at a 0.05 level of significance; thus, Business Education contributes towards improved standard of living especially at this post covid-19 pandemic.

Objective two: To access various ways Business Education could contribute towards self-reliance and indirectly aid national development especially at this post covid-19 pandemic. Reject H_0 if F - calculated is greater than or equal to F – critical value

F – Cal = 99.22705 F – tab = 3.098391

Anova: Single Factor

SUMMARY

Groups	Count	Sum	Average	Variance
Column 1	6	545	90.83333	84.16667
Column 2	6	225	37.5	217.5
Column 3	6	80	13.33333	36.66667
Column 4	6	50	8.333333	6.666667

ANOVA

Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	25675	3	8558.333	99.22705	3.51E-12	3.098391
Within Groups	1725	20	86.25			
Total	27400	23				

Remarks:

Decisions: Since the calculated F is greater than the tabulated F, which is $99.22705 > 3.098391$. We reject the null hypothesis and accept the alternate hypothesis at a 0.05 level of significance; thus, Business Education contribute towards self-reliance and indirectly aid national development especially at this post covid-19 pandemic.

Objective 3: To determine challenges facing Business Education in achieving improved GDP. Reject H_0 if F - calculated is greater than or equal to F – critical value

$$F - \text{Cal} = 59.79242 \quad F - \text{tab} = 3.008787$$

Anova: Single Factor

SUMMARY

Groups	Count	Sum	Average	Variance
Column 1	7	565	80.71429	220.2381
Column 2	7	370	52.85714	348.8095
Column 3	7	65	9.285714	20.2381
Column 4	7	50	7.142857	7.142857

ANOVA

Source of Variation	SS	Df	MS	F	P-value	F crit
Between Groups	26746.43	3	8915.476	59.79242	2.77E-11	3.008787
Within Groups	3578.571	24	149.1071			
Total	30325	27				

Remarks:

Decisions: Since the calculated F is greater than the tabulated F , which is $59.79242 > = 3.008787$. We reject the null hypothesis and accept the alternate hypothesis at a 0.05 level of significance; thus, challenges facing Business Education in achieving improved GDP.

Discussion

The application of business education does not significantly contribute towards improved standard of living especially at this post covid-19 pandemic (H_0^1) Application of Business Education contribute towards improved standard of living since the calculated F is greater than the tabulated F , which is $91.95696 > = 3.008787$. The probability value is also greater than 95% confidence level. This imply that, Business Education contributes towards improved standard of living by increase in food production; to support the above, Nzekwe, A.I. (2010) investigate Contributions of Business Education to National Development through the Perception of Academic Staff and Students of Nwafor Orizu College Of Education Nsugbe and concluded that

with the aid of the subjects taught in business education degree, it would aid most of our undergraduates to be gainfully employed or be self reliance (Nzekwe, 2018).

Business Education does not significantly contribute towards self reliance especially at this post covid-19 pandemic (H_0^2) however from our analysis calculated F is greater than the tabulated F , which is $99.22705 > = 3.098391$. We reject the null hypothesis and accept the alternate hypothesis at a 0.05 level of significance; thus, Business Education contributes towards self reliance and indirectly aid national development. This is in line with Ubulom, (2012) who listed the objectives of business education as follows to make available to all students the opportunities to explore and learn about world of business and be self reliance.

The solutions to challenges facing business education do not significantly aid in achieving improved GDP (H_0^3); Since the calculated F is greater than the tabulated F , which is $59.79242 > = 3.008787$. We reject the null hypothesis and accept the alternate hypothesis at a 0.05 level of significance; thus, challenges facing Business Education in

achieving improved GDP are determined as in Ubulom and Thom-Otuya, (2005) assert that business education in Nigeria has come of age but as a result of the challenges posed to it by recent innovations in information and communication technology, certain fear is created in the minds of people that graduates of business education programmes will be having the problem of securing jobs. That being so, the authors address the manner in which business education programmes in Nigeria can be revitalized to meet the needs of the society and to overcome the challenges posed to it by the advancement in information and communication technology.

Conclusion

From the summary responses 140 respondents agree that Business education significantly contributes towards self reliance and improved standard of living; therefore, it implies that Business education contributes towards self reliance, aid individual creativity, development human capacity, aid employment /job creation and improved standard of living hence, business education improve participation in the economic roles in the society.

Recommendations

1. Provision of modern up-to-date technological knowledge to students of business education
2. Business education should be made compulsory at general study (GST courses) at Nigerian education system.
3. Government should provide capital to help youths start up business
4. Every available land-whether urban or rural should be turned into farm land.
5. Well-meaning individuals should dig wells/boreholes for a group of farmers to encourage
6. NCCE, NBTE, NUC among others should stipulate guidelines on enforcing vocational business/workshop/school farm in higher institution farming in and out of season.
7. No more corporal punishment or suspension from school but such fellow should be sent to do community service and seriously supervised.
8. Establishment of business education centers to provide opportunities for Nigerian youths

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