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Inculcating Digital Contents, Technological Tools: Agents for Enhancing Business Education Curriculum for Skill Acquisition in Nigerian Universities

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Abstract: This study was on inculcating digital contents, technological tools as agents for enhancing business education curriculum for Skill Acquisition in Universities in Anambra State. The study adopted a descriptive survey research design. A population of 34 business educators in Universities in Anambra state were used for the study. No sample was drawn for the study since the size of the population is manageable. The instrument used to collect data for the study was a structured questionnaire with two parts; part A contained item on the demography of respondents and part B contained items on the two research questions under the study. The questions were structured on a 5point rating scale of Strongly Agree (SA); Agree (A), Moderately Agree (MA), Disagree (D) and Strongly Disagree. The instrument was validated b three experts, two from the Department of Business Education and one from Measurement and Evaluation. Cronbach Alpha reliability coefficient was used to test consistency of the instrument and a general coefficient of 0.81. Data collected was analyzed using arithmetic mean and standard deviation while t- test was used to test the hypotheses at 0.05 level of significance. When the p value was found to be equal or less than 0.05 alpha levels, the noted difference was said to be significant, therefore, the null hypothesis was be rejected. However, a p value found to be greater than 0.05, the noted difference was insignificant, therefore, the null hypothesis will be accepted. The findings of the study revealed that business education lecturers in universities in Anambra state agree that provision of instructional technology, inculcating digital contents can enhance business education curriculum for skill acquisition. These findings were discussed and conclusion was drawn. Relevant recommendations were made based on the findings of the study part of which included that Management of business education programme should incorporate digital tools and platforms that are relevant to various business disciplines, such as data analytics software, marketing automation platforms, project management tools, or simulation software. Provide hands-on training and practical exercises using these tools to develop students' proficiency in digital technologies applicable to the business context.

Keywords: Digital contents, business education curriculum, skill acquisition

1. Introduction

Business education can be defined as a specialized form of education that focuses on developing students' skills and knowledge in various aspects related to business. It encompasses both theoretical and practical components, aiming to equip individuals with the necessary abilities to excel as business owners or effectively navigate the business environment. The Association of Business Educators of Nigeria (2017) provides a comprehensive definition of business education, stating that it not only prepares students to perform different office functions but also provides them with a

broader understanding and knowledge required for personal affairs and utilizing the services offered in the business world.

The achievement of business education objectives requires addressing skills deficiencies among students (Obi and Arhueremu, 2020). In the 21st century, curriculum implementation plays a crucial role in bridging the gap between theory and practice. The significance of integrating theory and practice in the curriculum to develop competent business education professionals (Ezeh, Obi, and Ufondu, 2020). This approach aligns with the demands of the contemporary business landscape and ensures that students acquire the necessary skills and knowledge to excel in their careers.

In any educational system, a curriculum plays a crucial role. It can be described as a collection or compilation of courses offered within schools or colleges. Its purpose is to guide students in practicing and achieving proficiency in both content knowledge and applied learning skills. According to the Rhode Island Department of Education (2020), a curriculum serves as a central guide for educators, outlining what is essential for teaching and learning. A curriculum must be structured, organized, and well-considered. It should include clear goals, appropriate teaching methods, relevant materials, and appropriate assessments.

The idea of having a curriculum that stands the test of time is unrealistic if educational objectives are not aligned with the outcomes of what is implemented from the curriculum. Education should be based on what the dynamic society requires. This means that the curriculum and educational systems must be flexible and able to adapt to meet the evolving needs of the business world. In the field of business education, new concepts and skills emerge daily. It is crucial for these new concepts and skills to be incorporated into the curriculum to ensure that the fundamental objectives of business education are achieved.

Skill acquisition as the art of acquiring new knowledge and motor skills in a particular field (Oke, 2019). Kalu (2015) emphasizes that skill acquisition is a process of learning and the ability to acquire skills from various sources. It involves continuous learning and development to stay relevant in a changing business environment.

The business education curriculum has a vital role in equipping students with the necessary skills, knowledge, attitudes, and behaviors for various career paths, including teaching, entrepreneurship, and administrative and clerical work. According to Esene in Okon (2018), the curriculum content should be comprehensive and diverse, providing students with an understanding of the business world and the ability to acquire relevant knowledge and skills.

In Nigeria, the increasing number of unemployed graduates, including business education graduates, has sparked concerns about the adequacy of the curriculum in meeting the skills required by employers and for self-reliance. As a result, there is a growing need to review and manage the business education curriculum in tertiary institutions to align with the demands of the 21st-century knowledge-based economy. Stakeholders involved in the program recognize the importance of both hard and soft skills in preparing graduates for success (Ementa and Alonta, 2021).

A quality curriculum is essential for the business education program to fulfill its main purpose of fostering wealth creation through individuals' ability to establish their own businesses. To achieve the goals of business education, especially skill acquisition, it is crucial to revisit and enhance the business education curriculum. Just as a faulty vehicle cannot effectively transport people to their destinations, an outdated or ineffective curriculum will hinder students from acquiring the necessary skills and competencies. Therefore, it is imperative to ensure that the curriculum is sound and relevant before embarking on the educational journey.

In today's era, where technology is rapidly advancing and young people are playing an increasingly significant role, it is crucial to impart them with the skills and competencies needed to positively contribute to society after graduation. The business education curriculum must adapt to incorporate technological advancements and equip students with the necessary skills to thrive in a changing world. In order to address this situation, it is important to develop action plans. According to Obi in Oyedele, Ademiluyi, and Olupayimo (2021), it is necessary to focus on implementing effective strategies that promote active learning and practical skill development. The integration of digital tools and the inclusion of digital content in the business education curriculum can greatly enhance skill acquisition. Utilizing instructional technologies in the classroom can support various aspects of education, such as increasing student engagement, providing immediate feedback, fostering collaborative learning, and promoting research in teaching and learning (Ford, 2020). By incorporating digital tools, educators can create dynamic and interactive learning environments that cater to diverse learning styles and preferences. By including digital content in the curriculum, students can access up-to-date and relevant information that is easily updated.

The years of experience of business educators can play a significant role in shaping their perspective and insights regarding strategies to enhance the business education curriculum for skill acquisition. Educators with extensive experience have likely gained valuable knowledge and expertise through their professional journey.

However, there seems to be a challenge in effectively aligning the curriculum with the needs of students in terms of skill acquisition and employability. Strategies to bridge the gap between academic growth and practical skills development needs to be identified. The researcher recognized the need to supplement the wealth of knowledge already available to pertinent stakeholders on the subject; hence, this study.

1.1 Statement of the Problem

Business education graduates run the advantages of escaping the massive rate of unemployment in Nigeria today, but large several Business education graduates tend to be trapped in the massive rate of unemployment due to their

inability to acquire the necessary skills. This is because the graduates of the Business Education program are not properly prepared with relevant knowledge and skills to help them establish their private enterprises or be effective at their places of work.

There is an urgent need for measures to be taken to address this issue because it has been demonstrated through research that business education students lack specific skills and competencies at a time when nearly every sector of the Nigerian economy is seeking sustainability, service delivery, and development. Governments, educational institutions, and companies are all quite concerned about this. Some business graduates struggle to obtain employment because they lack the employability skills necessary for white-collar positions or self-employment endeavors. There is fierce labor competition in the modern day. Because this will greatly improve learning, education should place more emphasis on practical learning activities than just theoretical information.

Unfortunately, there seems to be a lack of proper strategies to assist business educators ensure that business education students and graduates acquire and can apply requisite and necessary skills. Hence, this research was conducted to find out strategies that can enhance the business education curriculum for skill acquisition.

1.2 Purpose of the Study

The main purpose of this study is to determine the inculcating digital contents, technological tools: Agents for enhancing business education curriculum for Skill Acquisition in Universities in Anambra State. Specifically, this study is intended to determine in what way;

1. Instructional technology strategy can enhance Business Education curriculum for skill acquisition in Universities in Anambra state.
2. Digital content strategy can enhance Business Education curriculum for skill acquisition in Universities in Anambra state.

1.3 Research Questions

The following research questions will guide the study:

1. In what way can instructional technology strategy can enhance Business Education curriculum for skill acquisition in Universities in Anambra state?
2. In what way can digital content strategy can enhance Business Education curriculum for skill acquisition in Universities in Anambra state?

1.4 Research Hypotheses

1. There is no significant difference in the mean response of lecturers on what way instructional technology strategies can enhance business education curriculum for skill acquisition in Universities in Anambra state with respect to years of experience.
2. There is no significant difference in the mean response of lecturers on what way digital content strategies can enhance business education curriculum for skill acquisition in Universities in Anambra state with respect to years of experience.

2. Methodology

The study adopted the descriptive survey research design. The area of the study was Anambra state. The population of this study consisted of 34 business educators in universities in Anambra State. No sample was drawn since the size of the population was manageable. The instrument for collecting data was a structured questionnaire constructed and distributed by the researcher. The questionnaire contained two parts; part I containing items on demography of the respondent and part II containing items covering the research question that is guiding the study. The questions were structured on a 5-point rating scale of Strongly Agree (SA); Agree (A), Moderately Agree (MA; Disagree (D) and Strongly Disagree. The instrument was validated b three experts, two from the Department of Business Education and one from Measurement and Evaluation. Cronbach Alpha reliability coefficient was used to test consistency of the instrument and a general coefficient of 0.81. Data collected was analyzed using arithmetic mean and standard deviation while t- test was used to test the hypotheses at 0.05 level of significance. When the p value was found to be equal or less than 0.05 alpha levels, the noted difference was said to be significant, therefore, the null hypothesis was be rejected. However, a p value found to be greater than 0.05, the noted difference was insignificant, therefore, the null hypothesis will be accepted.

3. 3.0 Findings and Interpretation of Results

Research Question One

In what way can instructional technology strategies can enhance business education curriculum for skill acquisition in universities in Anambra state?

Table 1 - Mean ratings and standard deviation scores of respondents on what way instructional technology strategies can enhance business education for skill acquisition (N = 34)

S/N	Items on instructional technology for skill acquisition in business education	Mean	SD	Remark
1	Makes room for collaborative learning (lecturer-student collaborations) in business education.	3.88	1.25	Agreed
2	Persistent innovations and advancements in teaching for effective learning in business education.	3.94	1.01	Agreed
3	Creates new ways to teach and learn within the classroom.	4.32	0.73	Agreed
4	Instructional technology accelerates learning in business education.	3.79	1.20	Agreed
	It helps students relate with the world around them.	4.26	0.75	Agreed
5	Learners are up-to-date on new technological advancements in business education.	3.94	1.20	Agreed
6	Lecturers can easily keep track of students' performance and progress in business education.	4.00	0.65	Agreed
7	Students develop dynamic creativity.	4.03	1.11	Agreed
8	Increase in students' engagement in business education.	4.24	0.74	Agreed
9	It affords students opportunities to flex their creative muscles beyond the traditionally creative classes in business education.	4.09	0.87	Agreed
	Aggregate mean and SD	**4.50**	**1.06**	**Agreed**

The results presented in Table 1 indicate that the respondents, specifically the business educators, hold a positive view regarding the use of instructional technology to enhance the business education curriculum for skill acquisition. The ratings for all the items pertaining to instructional technology ranged from 3.79 to 4.26, suggesting a general agreement among the business educators. Additionally, it is worth noting that the business educators did not express any disagreement with any of the items. The data reveals a favorable perception of instructional technology's effectiveness in improving the business education curriculum for skill acquisition. This is further supported by the grand mean of 4.50 and a standard deviation of 1.06, which demonstrate a relatively high level of agreement among the respondents. These results highlight the potential benefits of integrating instructional technology into the teaching and learning processes in business education.

Research Question 2: In what way can inculcating digital content strategies enhance business education curriculum for skill acquisition in universities in Anambra state?

Table 2 - Mean ratings and standard deviation scores of respondents on what way inculcating digital content can enhance business education for skill acquisition (N = 34)

S/N	Items on digital contents for skill acquisition in business education	Mean	SD	Remark
10	Digital contents increase students' communication and in turn, their communication skill is enhanced in business education.	4.06	0.92	Agreed
11	Digital content are helpful resources for tailoring instruction to individual students in business education.	3.85	0.89	Agreed
12	Digital contents improve the participation of students in the inbusiness education.	4.24	0.65	Agreed
13	Digital content will provide learners with the time required to develop the skills they need in business education.	4.03	1.03	Agreed
14	Students can access information anytime and anywhere.	4.18	0.87	Agreed
15	Learning time is reduced and more knowledge is acquired within a short period.	4.29	0.68	Agreed
16	Students would enjoy learning thereby increasing their engagement in the process.	4.12	6.75	Agreed
17	Distance learning is possible and this would enhance teaching as the teacher can reach a wide range of students from anywhere in the world.	4.24	0.66	Agreed
18	Students learn at their pace in business education.	4.24	0.85	Agreed
	Aggregate mean and SD	**4.14**	**1.48**	**Agreed**

Table 2 presents the findings regarding the incorporation of digital content to enhance the business education curriculum for skill acquisition. The results indicate that the lecturers generally agree with the idea that inculcating digital content can have a positive impact. The ratings for all the items in this category ranged from 3.85 to 4.29, suggesting a consensus among the lecturers regarding its effectiveness.

Similar to the previous analysis, it is noteworthy that the business educators did not express any disagreement with the items related to inculcating digital content. This implies that they also recognize its potential benefits for enhancing the business education curriculum. The data demonstrates a favorable perception of the effectiveness of incorporating digital content in the business education curriculum for skill acquisition. The grand mean of 4.14 and a standard deviation of 1.48 indicate a moderate to high level of agreement among the respondents.

Test of Hypotheses

There is no significant difference in the mean response of lecturers on what way digital content strategies can enhance business education curriculum for skill acquisition in Universities in Anambra state with respect to years of experience.

Hypothesis One

There is no significant difference in the mean response of lecturers on what way provision of instructional technology can enhance business education curriculum for skill acquisition in Universities in Anambra state with respect to years of experience.

Table 3 - Summary of T-Test analysis of mean ratings of business educators on what way instructional technology strategies can enhance business education curriculum for skill acquisition in Universities in Anambra state with respect to years of experience

Age	N	$\overline{X}$	SD	df	t-value	p-value	Decision
15 Years below	2	3.96	.64	32	-1.05	0.301	Accept Ho
Above 15 years	13	4.19	.57				

The data analysis from the table revealed that there is no significant difference between the mean ratings provided by business educators with different years of experience regarding the effectiveness of the provision of instructional technology to enhance the business education curriculum for skill acquisition in universities in Anambra state. The

statistical test conducted, specifically a t-test, resulted in a t-value of -1.05, with degrees of freedom (df) equal to 32. The corresponding p-value was calculated to be 0.30, which is greater than the significance level of 0.05.

Based on the results, the null hypothesis, which suggests that there is no significant difference between the mean responses of business educators with varying years of experience, was accepted. This indicates that the years of experience do not have a significant impact on how business educators perceive the effectiveness of the provision of instructional technology in enhancing the business education curriculum for skill acquisition.

Hypothesis 2

There is no significant difference in the mean response of lecturers on what way digital content strategies can enhance business education curriculum for skill acquisition in Universities in Anambra state with respect to years of experience.

Table 4 - Summary of t-test analysis of mean ratings of business educators on what way digital content strategies can enhance business education curriculum for skill acquisition in Universities in Anambra state with respect to years of experience

Age	N	$\overline{X}$	SD	df	t-value	p-value	Decision
15 Years below	2	4.03	.29	32	-2.62	0.013	Accept Ho
Above 15 years	13	4.60	.92				

The analysis of the data from the table revealed a significant difference in the mean ratings provided by business educators with varying years of experience regarding the effectiveness of inculcating digital content to enhance the business education curriculum for skill acquisition in universities in Anambra state. A t-test was conducted, resulting in a t-value of -2.62, with degrees of freedom (df) equal to 32. The corresponding p-value was calculated to be 0.01, which is smaller than the significance level of 0.05.

Based on the results, the null hypothesis, which suggests that there is no significant difference between the mean responses of business educators with different years of experience, was rejected. This indicates that the years of experience do indeed have a significant impact on how business educators perceive the effectiveness of inculcating digital content to enhance the business education curriculum for skill acquisition.

4. Discussion of Findings

The discussion of the results obtained from the presentation and analysis of the study are presented below

4.1 Instructional Technology for the Enhancement of Business Education Curriculum for Skill Acquisition

The findings indicate a consensus among both lecturers and business educators that the provision of instructional technology is effective in enhancing the business education curriculum for skill acquisition. This highlights the potential advantages of incorporating instructional technology into the teaching and learning processes within business education. By leveraging multimedia resources, online simulations, virtual reality, and other technological tools, instructional technology creates interactive and engaging learning experiences for students. The use of instructional technology promotes active participation and engagement from students, leading to deeper understanding, critical thinking, and the development of problem-solving skills. This aligns with the findings of Szabo and Hastings (2019), who reported that presentation graphics were more captivating and interesting compared to traditional lectures. Furthermore, Okoye (2021) discovered that the evolving technological landscape in the business world, including office automation, necessitates the effective use of new technologies in business education to cultivate individuals who can contribute to sustainable economic development.

Amadi and Azuazu (2021) conducted a study that concluded instructional innovations, such as the use of projectors, practical learning, and C-learning, significantly affect the skill acquisition of business education students. Enang and Okute (2019) also supported these findings in their study, which focused on leveraging new technologies for skill acquisition in business education within Nigerian tertiary institutions. Their research emphasized that business education has the potential to equip students with the necessary skills and knowledge demanded in the digital age by utilizing new technologies. These technologies facilitate personalized learning, enable technology-driven collaborative learning, overcome time and space barriers, and apply evolving technologies in the teaching profession.

4.2 Digital Content for the Enhancement of Business Education Curriculum for Skill Acquisition

The findings indicate that business educators recognize the value of incorporating digital content to enhance the business education curriculum for skill acquisition. This emphasizes the significance of integrating digital contents into the teaching and learning processes to improve the overall educational experience and outcomes in business education. It is crucial to acknowledge that the contemporary business landscape is increasingly digital, with technology playing a vital role in various business operations. By incorporating digital content into the curriculum, students develop technological competence and familiarity with tools, software, and platforms commonly used in the business world. This includes gaining knowledge in areas such as digital communication, data analysis, online collaboration, project management software, and other relevant digital skills. These findings are consistent with the perspectives of Christian, Onyema, and Akiti (2019), who highlight the potential of digital learning contents in business education. They argue that raising awareness about the benefits of e-learning and providing adequate facilities can motivate both students and business educators to learn digital contents, ultimately supporting the acquisition of relevant skills. Digital contents can enhance teaching and learning by incorporating self-evaluation software programs to evaluate instructors and engaging students and educators in technological skills development.

Additionally, Edet (2019) emphasizes the importance of learning of digital contents in business education. The author suggests that learning of digital contents is essential for enhancing undergraduate skill acquisition, particularly considering the global demand for a knowledge economy. The findings highlight the importance of integrating digital content into the business education curriculum to enhance skill acquisition. These insights align with previous research emphasizing the benefits of e-learning platforms, the need for technological skills, and the complementary nature of electronic-based learning alongside face-to-face instruction.

5. Conclusion

Based on the results of the findings and the test of hypothesis, it is pertinent to conclude that business education lecturers in universities in Anambra state, Nigeria agreed that instructional technology, digital contents, monitoring and evaluation and globalization are strategies that can enhance business education curriculum for skill acquisition in universities.

6. Recommendations

Based on the findings and conclusions of the study, recommendations were made as follows:

1. University management should ensure students have access to relevant digital resources, such as e-books, online journals, industry reports, and multimedia content. These resources provide up-to-date information, diverse perspectives, and additional learning materials that complement the curriculum. Digital libraries, online databases, and subscription-based platforms can facilitate easy access to these resources.
2. Management of business education programme should incorporate digital tools and platforms that are relevant to various business disciplines, such as data analytics software, marketing automation platforms, project management tools, or simulation software. Provide hands-on training and practical exercises using these tools to develop students' proficiency in digital technologies applicable to the business context.

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