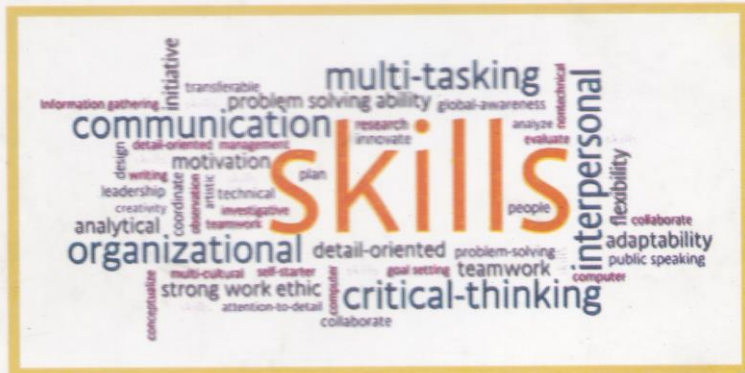




# UNIVERSITY OF UYO

## 49TH INAUGURAL LECTURE

**BUSINESS EDUCATION:  
SKILLS ACQUISITION AND DEVELOPMENT FOR POSTERITY**

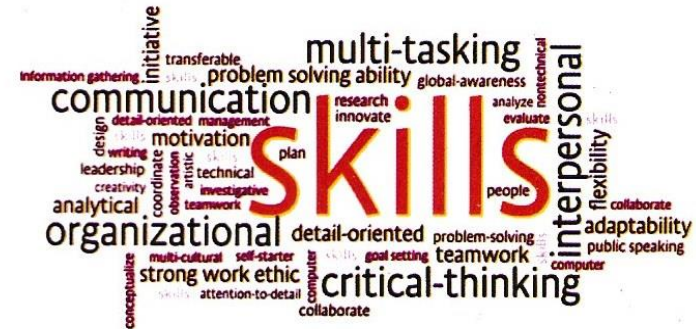


ENOIDEM BURMA USORO

UNIVERSITY OF UYO



**BUSINESS EDUCATION:  
SKILLS ACQUISITION AND DEVELOPMENT FOR  
POSTERITY**



**ENOIDEM BURMA USORO  
PROFESSOR OF BUSINESS EDUCATION**

**THE 49<sup>TH</sup> INAUGURAL LECTURE  
DELIVERED AT THE UNIVERSITY OF UYO  
June 30, 2016**

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**ENOIDEM BURMA USORO**  
**PROFESSOR OF BUSINESS EDUCATION**

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## ACKNOWLEDGEMENTS

Enoidem Burma Usoro (Nee Enoidem Mmah Ossom) ever remains grateful to her parents - Mr. Etim Akpan Enang - the headmaster par excellence. The teacher in me today, must have originated from him; Mrs. Mammy E. A. Enang (Ekayen) my home teacher, confidant, and model. You were strength to my life, I remain grateful to you. I remain grateful to my other mothers - Mrs. Dinah E. A. Enang and Mrs. Asunwa E. A. Enang. You encouraged me, through it all, in your own ways of doing things.

## DEDICATION

To that Nigerian child whose everyday work is aimed at acquiring Life Skills for self-reliance and a meaningful living

My brother, mentor and pillar - late Professor Ekpo Mmah Ossom and his dear wife, Mrs. Mfon E. M. Ossom (Mbakara) had been a great strength in my life. He had always been there for me from my childhood. I still remember how I would run around the family house, after being bathed, looking for Ekpo to either "sin mien adrosi or to ntobo uduk adrosi". You would suspend everything to attend to my calls. Thank you to you Big Brother, and your entire family.

I remain grateful to all my siblings, late Ma Edeminam Ossom and family; Deaconess N. U. Uboh and family, Deaconess Iquo C. Ukpong and family, Deaconess Ikopoetang E. Ndem and family, Dr. Enoidem N. A. Udoh and family, Rev. Dr. and Deaconess E. A. Ossom and family, Pastor Ossom Ossom and family, Deaconess Ebukmfon E. Eshiet and family, Deacon Nsikak M. Ossom and family, ASP. Ndueso M. Ossom and family, Deaconess Uduak U.

Afia and family, Deaconess Asangausung U. Akpan and family, Mr. Owoedimo M. Ossom and family and Sgt. Emimikpong M. Ossom and family, while not forgetting you - Ukpihke - Obonganwan Dora Ebong and family. You have all expanded the family tree. Through you, I appreciate all the members of the extended and large Nung Enang of Ikot Nkebek, Ikot Ubo Ubium.

I like to appreciate my dear father-in-law, Late Chief Jackson Udo Usoro and his wife Deaconess Grace Udousoro. You received me, from the first meeting, with great joy and acceptance. I acknowledge greatly the roles of Elder Edu Jackson Usoro, Pastor Etop Usoro and family, Elder Ekerete Usoro and family, Late Hon. Isang & Mrs. Charity Isang Usoro and family, Sister Aniema (Angela) Usoro and family, Mr. Usoro Usoro and family, and Mr. Iyakedi Usoro and family, Deaconess Justina Mfon and family, Deaconess Udeme Idiok and family, and Deaconess Emem Timothy and family. Through you, I extend my appreciation to the larger and extended family among others - Late Chief J. Peters who welcomed me into the marital family, Professor and Mrs. Etefe Peters, Elder Aniedi Udoete and family, Pastor Friday Udoh and family, Elder Henry Usen and family, Elder Basse Asuquo Okon (Captain) and family, and Professor Akaneren Essien and family who announced my Associate Professorial promotion.

My appreciation spans through my Elementary School Teachers, Secondary School Teachers (ADISCO days), University Education - Dr. S. U. Basse for the

Polytechnic group; Professor Wey Amaewhule for University of Science and Technology group; Professor E. C. Osuala, Professor SCOA Ezeji and Professor E. E. Agomuo and their families - all of Nsukka days. I still remember late Professor M. P. Akpan, Prof (Mrs.) V. E. Joshua and the GREAT FAMILY of VOCATIONAL EDUCATION, UNIUYO.

I appreciate Dr. M. J. Eko who personally came to my home to invite me for this appointment. Mma Eno Sam, thank you for facilitating that appointment.

I sincerely appreciate Professor Enefiok E. Essien for giving me this opportunity to present this Inaugural Lecture and for chairing this session, thank you Sir. Professor (Mrs.) C. M. Ekpo shaped my original thesis title to make meaning and also pronounced my Professorial promotion, thank you Ma. Professor G. S. Ibe-Basse "bothered" and encouraged me to defend my thesis on time, thank you Sir. Professor E. S. Udoh in his calm manner ensured that I completed the course, thank you.

To where I am now, due to academic promotions, Professor Q. I. Obinaju 'pestered' my life to attend conferences and publish, to the extent that I would 'duck' anytime I saw her. It paid off because that is how I started the publication process. I pray the older Academics would encourage younger Academics to grow, thank you Ma. My friend and partner, Dr. (Mrs.) Eme Joseph, your firmness is ever admired. I am still learning, thank you.

To my entire Faculty of Education colleagues; through my Dean, Professor I. E. Uduk, I say thank you, your cooperation is deeply appreciated.

To Professor Itaketo, you bolted out of the group of eighteen professors to present the first inaugural lecture. It was a great motivation. To the Registrar, Mrs. Edak U. Umondak, thank you for all your encouragements and acceptance. To Princewill, a big thank you, because it was you who insisted that I must present my inaugural lecture now. To Mrs. Regina Ikpatt, I say thank you for your motivation. To Dr. Ezekiel O. Akpan, Dr. E. E. Asuquo, Mr. Samuel D. Udo and your families, a big THANK YOU for verbalizing my thoughts.

I will ever remain grateful to all my Pastors and Christian families - The Qua Iboe Church, The Baptist Church (Nigerian Baptist Convention), The Scripture Union family, and to Dr. and Mrs. Samuel Itina whose medical skills forced the mother out of me to be. I appreciate greatly the family of Mr. and Mrs. M. B. Seiyefa. You teach me humility and commitment to God and man. To my students at their different categories, I am grateful for allowing me to be fulfilled. Thank you.

Finally to him who loves me deeply and very dearly; who has his way of making me focused; to you my dear love, Pastor Burma Usoro, I love you, thank you so much Sir. To our children, Inyeneobong, Eduok, Emma - B, Enoima, Edikan, Gratitude, Edidiong and Eddie, you are all very rare gems, thank you.

To God Almighty who lifts the poor from the dust and makes her shine, who gives satisfaction and fulfillment, be praise and glory. May His name be praised forever.

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## CITATION

Born on 23<sup>rd</sup> November, 1958 to a large family of over 18 children, her Primary Education was in Central School, Ikot Ubo, Ubium. She started school in the years when acceptability into class was based on the measurement of the right hand across the head, to reach the left ear. Her grace was that her father was the Headmaster, so the 5<sup>th</sup> daughter was allowed to sit in class and gradually progress up the ladder. A funny experience was about her name. Papa would write Enoidem M. Ossom on her records, at close of work, the class teacher would return the record to Papa having crossed Enoidem to write Eno M. Ossom. The drama continued until Papa visited school and insisted on the daughter's name as Enoidem.

She proceeded to Adiaha Obong Secondary Commercial School where she graduated in 1976, attended The Polytechnic, Calabar (1979-1981) and graduated with NCE. This was the basic introduction into the teaching profession. Her National Youth Service was in 1981 after which she proceeded to Rivers State University of Science and Technology (RUST), Port Harcourt, where she graduated with a B. Sc First Class Honours in 1986.

The same year, the University of Cross River State (UNICROSS), Uyo employed her as a Teaching Assistant. In furthering her studies, she attended the University of Nigeria (UNN), Nsukka and graduated in 1990 with M.Ed., and in 2006, the University of Uyo

awarded her a Ph.D in Business Education after a formal period of academic work.

In the University of Uyo, Professor Enoidem B. Usoro has been teaching many courses both to the undergraduate and postgraduate students. She has produced several undergraduate, Post Graduate Diploma, Masters and Ph.D students.

Professor Enoidem B. Usoro whose research interest cuts across skill development and youth empowerment has made numerous contributions to the body of knowledge with over 47 publications in reputable journals and 10 book chapters, most of them having international focus, and has served as Lead Paper Presenter in conferences including:

1. Regional Conference of the Association for Promoting Quality Education in Nigeria (APQEN) - Abuja, 2014
2. 18<sup>th</sup> Annual National Conference of National Association for the Advancement of Knowledge (NAFAK) - Afaha Nsit, 2016

Enoidem B. Usoro is a member of various associations in her field. They include

- Association for the Advancement of Vocational Education in Nigeria (AAVEN)
- Association of Business Educators of Nigeria (ABEN)
- Nigeria Vocational Association (NVA)
- Curriculum Organization of Nigeria (CON)

- National Association of Teachers of Technology (NATT)

She is also a member of various Committees in the University of Uyo, and has served at different times in the following among others:

- Appointments and Promotions Committee (Academic)
- Faculty Panel on Investigation of Examination Misconduct
- University SIWES Committee
- Senate Committee on Examination Misconduct
- Faculty Board of Education
- Nigerian Academy of Education Conference Planning Committee
- Faculty of Education Annual Conference L.O.C
- University Committee on Review of Conditions of Service
- Member, Governing Council of Uyo City Polytechnic.
- 2<sup>nd</sup> Vice president, Hope Baptist Conference
- Area SUCF Chairperson, Scripture Union Campus Fellowship.

Enoidem has put her entire faith in the saving grace of Jesus Christ as her Saviour. She was promoted to the rank of Professor in 2011. A teacher in all ramifications and spheres, who is ever very satisfied to remain so, she is the second Professor in Mr. Enang's family - the first being Late Professor Ekpo M. Ossom. She is currently the Vice Dean, Faculty of Education and the Head, Department of Vocational Education Department, University of Uyo. She is peacefully married to Burma Usoro, a Pastor, husband, father, technician and a lover to her. They are blessed with many children.

**SONG 1:**  
**THE LORD'S MY SHEPHERD, I'LL NOT WANT**

The Lord's my Shepherd, I'll not want.  
he makes me down to lie  
in pastures green; he leadeth me  
the quiet waters by.

My soul he doth restore again;  
and me to walk doth make  
within the paths of righteousness,  
even for his own Name's sake.

Yea, though I walk in death's dark vale,  
yet will I fear no ill;  
for thou art with me; and thy rod  
and staff my comfort still.

My table thou hast furnished  
in presence of my foes;  
my head thou dost with oil anoint,  
and my cup overflows.

Goodness and mercy all my life  
shall surely follow me;  
and in God's house forevermore  
my dwelling place shall be.

**PROTOCOL**

- The Vice Chancellor and Chairman of the occasion, Professor Enefiok Essien
- The Deputy Vice Chancellors (Administration and Academic)
- The Registrar and Secretary to Council
- Other Principal Officers of the University of Uyo
- The Provost of the College of Health Sciences
- The Chairman, Committee of Deans
- Dean, Postgraduate School
- Deans of Faculties and Dean of Student Affairs
- Directors of Institutes and Units
- Heads of Departments
- Distinguished Professors and other Members of Senate
- Eminent academics from the University of Uyo and other sister institutions
- Dear Colleagues
- Lions and Lionesses
- Beloved brothers and sisters in the Lord
- Great Nigerian Students and the entire "Tusker Republic"
- Friends and Well Wishers
- Gentlemen of the Press
- Distinguished Ladies and Gentlemen



## PREAMBLE

It is a privilege to be the one clothed in this academic attire, before this great audience. I welcome you all to this inaugural lecture of the University of Uyo. This lecture is titled Business Education: Skills Acquisition and Development for Posterity. The lecture comprises eight major segments. They are: Concept of Business Education, Historical Development of Business Education, Role of Business Education, Skill Acquisition and Development, My contributions to knowledge, Key Challenges of Business Education, and Recommendations.

### Introduction

The training and development of humans have moved to the centre of the global development debate. It has become a common phenomenon for countries all over the world to incorporate the development of human resource in every sphere of their developmental programme (Usoro, 2004). Education builds the human capital, which is a key component in economic growth, technological capability and social transformation. People are perceived as the ultimate resource whose sustenance constitutes the all-encompassing goal of development with education as its foundation.

Literature is replete with the positive pay-offs and the multiplier effects of education on the individual, the family and the nation. Evidence also abounds to the effect that educational deprivation shuts individuals out of the mainstream of social,

economic and political structures, limits their participations in modern labour force and locks them into relatively low productivity level (Usoro, 2004). Lack of education, whether, formal or informal, leaves individuals helpless and increases their dependency ratio. Therefore, it is pertinent to educate and develop individuals in various business approaches.

According to Frank (2000), informal sector activities are a heterogeneous mix, encompassing a wide variety of economic activities that tend to be ignored in normal economic statistical analysis. Conceptually, it is believed that informal sector activities encompass an extraordinary variety of skills and knowledge often outside the boundaries of formal education. However, skill acquisition can be accomplished through work experience or through education in the school workshops and laboratories. The key is to build a better means of integrating academic education, skill training, and work experience with precision on posterity.

### Concept of Business Education

Business Education is a comparatively new development in educational delivery system in most developing countries of Africa, Asia and Latin America. Like many other manpower training programmes, Business Education is designed with the primary purpose of upgrading skills or providing individuals with the necessary skills required to obtain gainful employment. Business Education programmes are thus geared toward entry into

particular jobs and the administration of the programmes towards the achievement of the goals.

Business Education is a programme in education that prepares students for entry into and advancement of jobs within the business. It is an educational programme which involves acquisition of skills, knowledge and competences which make the recipient/beneficiary proficient. It is an umbrella under which all business programmes take a shield, such as marketing, business administration, secretarial studies and accounting. Business Education covers education for office occupations, distribution and marketing occupations, business teaching, business administration and economic understanding. The broad and major areas of Business Education include Office Technology Education, Accounting Education, Management Education and Marketing Education.

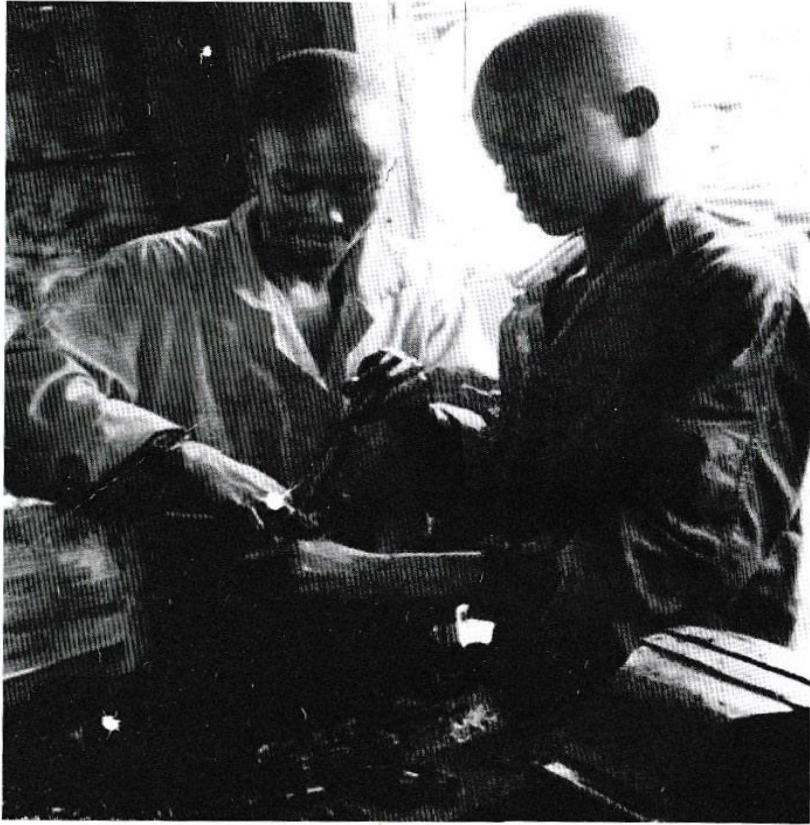
The programme of Business Education equips every individual with Accounting Skills, Management Skills, Secretarial/Computing Skills, Marketing Skills, among other skills. It is the well groomed business educator that lays the solid foundation for the Accountant, Banker, Producer, et cetera of the later years, because the business educator introduces such individual right from post-primary level. Without this early introduction, our young ones learn the 'ropes' on a hard way.

The goals of Business Education are also embedded in the general goals and objectives of Vocational Education as provided in the National Policy on Education as:

- a) To provide trained manpower in the applied sciences, technology and business particularly at craft, advance craft and technical levels;
- b) To provide the technical knowledge and vocational skills necessary for agricultural, commercial and economic development; and
- c) To give training and impart the necessary skills to individual for self-reliance economically.

### **Historical Development of Business Education in Nigeria**

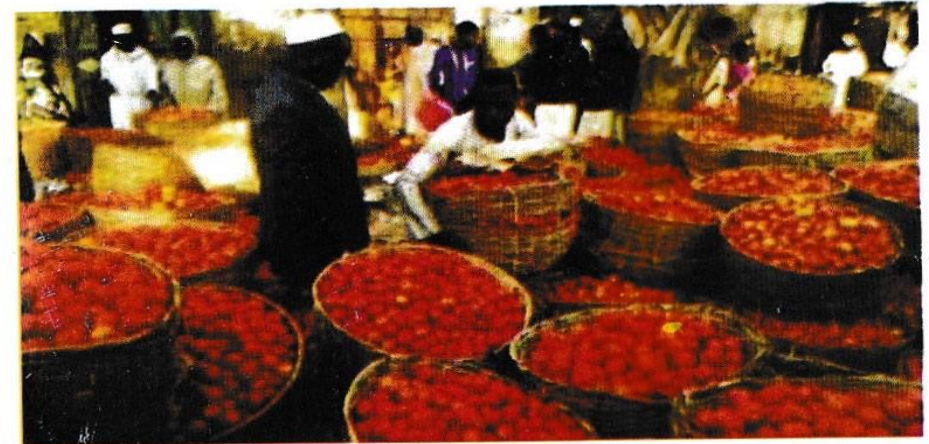
Business Education dates back to the era of African Indigenous Education (AIE). During this era, educational programmes were designed by the society to bring about the acquisition of skills and attitudes that were considered valuable to that society. Darisoanj as cited in Okoli and Allahna (2014) defines African Indigenous Education as a form of learning in African Traditional Societies in which knowledge, skills and attitudes of a tribe were transferred from elders to younger ones via oral tradition and practical enterprise. Education was acquired from the example and behaviour of elders in the society. Okoli and Allahna (2014) opined that such education grew out of the environment and the learning process was directly related to the pattern of work in the society. Although most aspects of the indigenous education were informal, it met the need of the then society. Azuka, Nwosu, Kanu and Agomuo (2006) state that learning was also effected by observing a 'Master' in a particular trade, and by personal efforts, commitment, industry, relevant skills and knowledge.



African Indigenous Education:  
Skills acquisition during the Pre-Colonial era

The introduction of western education and the establishment of schools in Nigeria started with the missionaries. Government through the establishment of schools and colleges later complemented this effort, and together maintained a monopoly of educational services for some time. Oladele in Okoli and Allahna (2014) noted that before the advent of colonialism in Nigeria, unemployment was a rare phenomenon, because Nigerians and Africans at large

were productively engaged. Nigerians across the then three regions - West, East and North were highly entrepreneurial. The North for instance was able to produce vegetables and fruits in all seasons through the irrigation system they developed for themselves. The East was recognized internationally for its entrepreneurship especially in mercantile endeavours. The West was notable for bronze art as early as the 13th century.



Vegetable production in Northern Nigeria



Merchandize in Eastern Nigeria



Bronze art in Western Nigeria

The beauty of these indigenous inventions made the British to confiscate many of these bronze to British Museum in London. In African Traditional Education, there was no emphasis on paper qualification, but on skills acquisition - ability to work with your hands productively. Oladele maintained that there were no formal examinations at the end of training but the learner was considered a graduate if he was able to function effectively in

what he learnt over a certain period of time. In the same vein, Okoli (2011) held that the Indigenous African Education emphasized social responsibility, job orientation, political participation, spiritual and moral responsibilities. In other words, education was geared towards functionality, which gave no room for laziness and indolence. If there was any unemployed person, it was because such a person was lazy or indisposed health-wise.

Specifically, Business Education in Nigeria evolved from the country's economic, industrial and commercial circumstances. Confirming this, Awokoya in Azuka, Nwosu, Kanu and Agomuo (2006) explained that:

*"... traces of the formal type of Business Education were found in the last two decades of the 19<sup>th</sup> century when some Nigerian nationals in business partnerships with overseas exporters had to learn simple arithmetic, bookkeeping, business communication skill and acquire some business English vocabulary and business transaction skills", P 30.*

Gradually, buying and selling of palm produce and other Nigerian cash crops led to increased commercial and economic activities, hence the need and demand for office workers, especially stenographers and bookkeepers. Long before the boom on secondary education, private commercial schools developed out of the need to fill the vacuum created in office by lack of junior secretarial and

accounting staff. Some early commercial schools established by private proprietors in the then East Central State, started in this way. Two of such schools were Etukokwu School of Commerce established in 1937 and Prince Commercial Institute established in 1938 all in Onitsha.



Students learning in Commercial School

This type of education, which was different from what was hitherto in existence, was not quite understood by the then colonial government authorities. Ocho in Azuka *et al* (2006) reflected on this state of affairs that some of the colonial education officers and directors of schools were ignorant of the nature and form of commercial schools and business education. This explains the difficulties faced by some of the private proprietors in obtaining permission from government to open their schools, and attracting grants-in-aid for such schools.

In its early days, Nigeria Secondary Grammar Schools provided necessary skills training for graduates to enter into highly rewarding white-collar

jobs. As economic activities later became more differentiated, new and distinct occupations emerged. The need then arose for people with various practical skills to carry out different tasks in government, industrial and commercial establishments. A special need was recognized however in the area of business and office occupations. The Ashby Report found that in 1960 there was a dearth of trained manpower such as secretaries, bookkeepers and accountants as well as other types of personnel to fill critical positions in the public and private sectors of the Nigerian economy. Similarly, the Dike Report (1961) noted the urgent need for increase in the output of trained typists, secretaries and numerous other office workers. The later Report observed the growth in trade and commerce of Nigeria and advocated a systematic plan for training the right type of personnel through business education, to cope with the rapidly expanding economic activities of the country.

### **Role of Business Education**

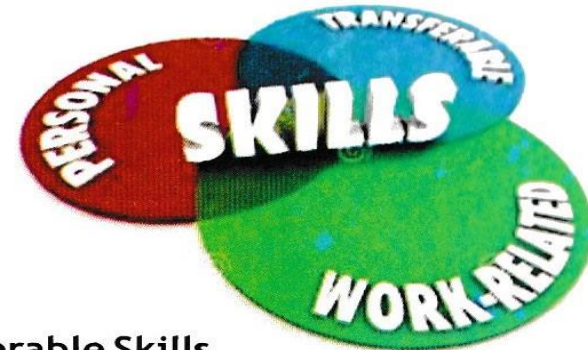
Historically, Business Education has played an important role in the manpower development of nations. It provides training, which reflects changes in business brought about by technological advances. It meets the needs of the individuals - the physically challenged, advantaged, disadvantaged and gifted. It prepares individuals for work in business and other organizations. It also provides a wide ranging interest, abilities and goals for learners.

Business education represents a broad and diverse discipline that is included in all types of educational delivery system - elementary, secondary, and tertiary. It can begin at any level, can be interrupted for varying periods of time, it can be continued throughout the life span of an individual. Business education includes education for office occupations, distributions and marketing occupations, business teaching, business administration and economic undertakings.

### **Business Education, Skills Acquisition and Development**

There is no doubt that the Nigerian tertiary institutions have made great progress in teaching of skills for wealth creation, entrepreneurship and innovation and the contributions have been remarkable. Notwithstanding this development, one can rightly say that it is time to do more. The present development presents a number challenges. One of such serious challenges has been the inculcation of skills.

Skills are abilities for adaptive and positive behaviour that enable one to deal effectively with the demands and challenges of everyday life. Skills can be classified into three main types as shown below.



### **Transferable Skills**

Transferable skills also known as generic skills are the drivers of knowledge-based or work-related skills (the specific knowledge or expertise required to perform work). These are skills that are more generalized and can be transferred from one environment to another. Transferable skills are those that lead to a specific job. This is the reason why interviewers ask, "What could you offer the company?" Transferable skills are important because organizations strive to look for quality employees that would improve the development of the workforce. Transferable skills include the following among others:

1. **Collaboration skills** (e.g. listening, appreciation, and negotiation). It helps in engaging effectively in tasks and teamwork, and to benefit from collaborative relationships.
2. **Communication skills:** It helps in interaction with people and expression of ideas effectively.

3. **Creativity skill:** is the ability to generate original ideas and solve problems appropriate to the contexts.
4. **Critical thinking skills:** help students to draw out meaning from given data or statements, generate and evaluate arguments, and make their own judgments.
5. **Information technology skills:** help students to seek, absorb, analyze, manage, present information critically and intelligently in an information age.
6. **Numeracy skills** help students to master basic computation in daily life, use basic mathematical concepts in practical situations, make reasonable estimates, understand and interpret graphs, charts, and data.
7. **Problem-solving skills** help students to use thinking skills to resolve a difficulty and determine the best course of action.
8. **Self-management skills** (e.g. preserving emotional stability, handling stress) help students to build up self-esteem and accomplish goals.
9. **Study skills** (e.g. collecting and processing information) help students to develop good learning habits, and the abilities and attitudes to enjoy learning.
10. **Coaching skills**
11. **Multi-tasking skill**
12. **Problem analyses skill**
13. **Strategic thinking skill**
14. **Logical thinking skill**

### Work-related Skills

Work-related skills are also known as Knowledge-based or Technical skills. They are those gained from experiences. These may include academic attainment, additional training, seminars attended, previous employment and other practices that one have learned to enhance expertise in certain field. These skills vary depending on each job in the field of industry. They include the following among others:

1. Analytical skill
2. Business Communication skill
3. Business Management skill
4. Calculating skill
5. Comprehension skill
6. Editing skill
7. Effective listening skill
8. Information gathering skill
9. Negotiation skill
10. Training skill
11. Problem identification skill
12. Team building skill

### Personal Skills

These are the individual attributes one has such as personality and work habits. These often describe what one is like and how an individual would naturally go about doing things. Personal skills are often related to how you fit into 'the team' or the 'culture' of the workplace. These types of skills can be innate abilities or natural talents, or abilities developed through experiences and deliberate practices. Whether an innate aptitude or a developed capability, personal skills are very useful in both

personal and professional lives. These skills include among others:

1. Flexibility
2. Initiative
3. Problem Solving
4. Sense of Humour
5. Creativity skill
6. Adaptability

Although some Government Agencies such as National Directorate of Employment (NDE) and Industrial Training Fund (ITF) among others are involved in skills acquisition, Business Education offers skills with broad applicability. This is important and helpful to the modern man, not only to those who choose to pursue Business Education as a career but also for all who would desire to live productively and intelligently consume the products of the world of business, hence the slogan that Business Education is education for and about business. The skills offered in Business Education include the following among others:

**A) Accounting Skills**

1. Book keeping skill
2. Ledger posting skill
3. Reconciliation skill
4. Imprest management skill
5. Data analysis skill
6. Financial reporting skill
7. Auditing skill

8. Cost analysis skill
9. Financial management skill
10. Data interpretation skill
11. Vouching skill
12. Information management skill
13. Stock analysis skill
14. Tax computation skill
15. Tax assessment skill, among others



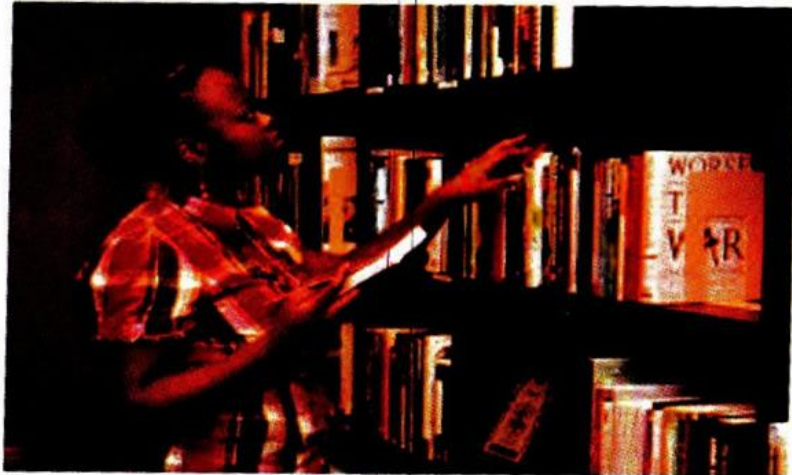
An aspect of Accounting Skill being displayed

**A) Office Skills**

1. Filing skill
2. Indexing skill
3. Keyboarding skill
4. Computer skill
5. Records management skill
6. Equipment handling skill
7. Equipment maintenance skill
8. Office design skill
9. Telephone handling skill
10. Client management skill



11. Human relation skill
12. Editing skill
13. Data management skill
14. Data manipulation skill
15. Navigation skill, among others



An aspect of Office skill being displayed

**A) Marketing Skills**

1. Product development skill
2. Product identification skill
3. Pricing skill
4. Product branding skill
5. Product distribution skill
6. Labeling skill
7. Product placement skill
8. Product packing skill
9. Adverting skill
10. Public relation skill

11. Sales promotion skill
12. Personal selling skill
13. Direct marketing skill
14. Merchandizing skill
15. Retailing skill, among others.

Central to all the skills required is literacy which includes reading, writing, computer, and analytical skill among others. These skills form the centre-piece of lifelong learning. Literacy skills not only provide a vehicle for learning, they are central to the skills that empower people to engage proactively in the processes of control and adaptation, and to contribute to the transformation of the community and society. Thus, literacy serves as a strong link to individual transformation as a worthwhile product of life-long education.

Business Education therefore creates a platform for the acquisition and development of various skills which cuts across the three domains of learning (Cognitive, Psychomotor and Affective). These skills, when harnessed, will be more relevant at different times of one's life. For example, when at School or University, one would need study skills, when buying a house, negotiation skills is needed, when applying for a job employability skills is needed to get a job. Leadership and presentation skills are useful along with a whole host of other skills when one starts a family. There will be times throughout one's life when conflict resolution, stress management and problem-solving skills will be needed. Although some skills may not always be

taught directly but often they could be learned indirectly through experience and practice. Whichever is the case, they can be enhanced through education generally and Business Education in particular.

There is no gainsaying on the fact that every student requires some form of education for and about business in order to be able to make crucial economic decisions in life about money, consumption, investment, etc., amidst several other skills. Skills acquired through Business Education have been found very important to be included in general education which is the act or process of imparting or acquiring general knowledge, developing the powers of reasoning and judgment, and generally of preparing oneself or others intellectually for mature life.

Education has pivotal roles in social production and in social reproduction. Social reproduction is the process of ensuring, from one generation to the next, that the fundamentals of a society are passed on whereas social production is about the generation of goods, services, systems and processes that are necessary for society to work and individuals to be able to live useful, productive and quality life. Critical to both processes are the skills that individuals need as they take their place within roles of social production and reproduction.

Work is central to most people's life. People work to acquire the things that they need for living. At a basic level these include food, water, shelter, good health and sanitation, security and safety. However, there are other things that people need in

order to achieve good quality life. People need to be able to take control of their lives and proactively engage in production and reproduction processes. To take control of their lives and to engage in work both in order to live and improve their living standards, people need skills. Very often, these skills are business skills. Business skills are those abilities needed to undertake any vocation for sustainability, employment and self-reliance. These skills include problem solving, human relations, decision making, and communication among others.

In the work place, skill is what the workers give in exchange for remuneration. If the skill (or the cluster of skills popularly referred to as aptitudes) given is satisfactory, the worker and the employer get satisfaction. This process, if sustained culminates in promotion, retaining and prolonged tenure that leads to productivity. On retirement from active work life, one's repertoire of skills is relevant to helping in adjustment to life. Hence man's rehabilitation in this context requires early acquisition of skills for posterity with special consideration to his aptitudes and work functions. In the case of youths, the adjustment in the world of work rests solely on skills developed and used first at school and later at work because the economic, moral and political time of the nation would in time depend on those skills. Thus, the survival of the Nigerian youths would be dependent on the quality of skills acquired.

Skill is thought of as a quality of performance which does not depend solely upon a person's fundamental, innate capacities but must be

developed through training, practice and experience. Skill acquisition is a function of the method of instruction, variety of works available to the master/tutor, the quality and quantity of the tools and equipment used duration of training and the receptivity of the methods of acquiring vocational skills. Skill is the art of possessing the ability, power, authority, or competency to do the task required of an individual on the job. Two fundamental issues are used when a skill is to be acquired. According to Okoro and Ursula (2012), the first is the conditions which promote acquisition and the second is the change that will occur when the skill is acquired. However, when an individual sets out to learn a new skill, he usually starts with a communicable programme of instruction. Good trainers do not jump into an operation without first giving the necessary verbal instruction to the trainees. Thus the instruction given in bits, units modules in stages, perhaps must be fused together to form a skilled performance.

For effective skill development, the concept of lifelong learning is important. People need to learn throughout their lives in order to acquire the skills they require to be employable in the ever-changing society. The popular notion of an evolving society suggests that people are pawns of societal change and not a critical part of its discourse and evolution. There are many processes of acquisition and development of business skills. Pleshette (2009) in Okoro and Ursula (2012) outlined the four main stages of acquisition and development of business skills to include:

1. Analyze and identify the current and foreseeable skill needs to business, in terms of management, administrative and technical skills and relative importance of these
2. Identify the individuals' own personal goals, objectives and analyze and evaluate his/her skills and resources in relation to these.
3. Produce a realistic personal development plan for the potential entrepreneur
4. Monitor on-going performance on follow-up of the entrepreneur once the business has started and progress made towards developing the new skills that had been previously identified as necessary for the success of the business.

### **Importance of Skills Acquisition and Development**

Skills acquisition and development is embodied in the concept of Technical Vocational Education and Training (TVET) of which Business Education is a subset. Skill development therefore

- (i) involves muscular dexterity
- (ii) must lend itself to the coordination of activities
- (iii) requires that the amount of work to do should be performed with competency
- (iv) implies that performance should be by keen sense of direction, pressure and a great deal of relaxation and must have some intellectual content
- (v) emphasizes accuracy as an important characteristic.

Skills acquisition and development has enormous benefits. They include:

A) Benefits for the individual

It helps to:

- Find new ways of thinking and problem solving
- Recognize the impact of their actions and teaches them to take responsibility for what they do rather than blame others
- Build confidence both in spoken skills and for group collaboration and cooperation
- Analyze options, make decisions and understand why they make certain choices outside the classroom
- Develop a greater sense of self-awareness and appreciation for others.

B) Benefits for employment

- The ability to self-manage, solve problems and understand the business environment
- Working well as part of a team
- Time and people management
- Agility and adaptability to different roles and flexible working environments
- The potential to lead by influence.

C) Benefits for society

- Recognizing cultural awareness and citizenship makes international cooperation easier
- Respecting diversity allows creativity and imagination to flourish developing a more tolerant society

- Developing negotiation skills, the ability to network and empathize can help to build resolutions rather than resentments

There is need, therefore, to improve on the development of individuals on various skills for:

1. Self employment
2. Self sustenance
3. Diverse job opportunities
4. Employment generation
5. Productive living
6. Crime reduction

### Key Challenges to Business Education in Nigeria

Although Business Education has been seen as a key element in the changing world economic order, business education in Nigeria like in many other developing countries, still face among others the following challenges:

1. Poor programme and course structure
2. Poor grading and assessment parameters
3. Formulation of policies by non-experts
4. Non-implementation of Government policies
5. Inadequate infrastructure
6. Poor teaching and learning environment
7. Poor manpower recruitment process
8. Inadequate instructional facilities and equipments
9. Poor funding
10. Poor industrial exposure
11. Poor student admission perception

## **Business Skills Acquisition for Posterity**

The acquisition and development of viable business skills for posterity cannot be left to chance.

1. Curriculum planners and developers should consider programmes that reflect an increasing emphasis on individual interest, talents, achievement and capabilities.
2. Educational planning should involve professional educators
3. There is need to shift the salient emphasis of skill acquisition to develop a simple paradigm of what constitutes the skills and the process of acquiring these skills; knowledge of how raw materials, machines, tools and appliances are procured and used, knowledge of marketing and simple accounting, knowledge of the techniques involve in the execution of technical tasks associated with the work for which the skill is needed.
4. Development programme cannot be executed without skilled manpower. Thus, every reasonable effort must be made to resuscitate vocational-technical education by providing for the learning of skills, use of tools, machines and materials of the occupation.
5. The quantity and quality of the tools, how and when they are used, are critical indicators for competence and expertise in skill acquisition in vocational education. Thus, tools should be adequately provided
6. The extent of skill and technical knowledge required varies with specific occupations. Those concerned with design, manufacture,

sale, installation and servicing of a wide range of products, require more manipulative skills than those skills necessary to handle tools and instruments properly. Therefore, the teacher should be trained on the use of strategies that best define that occupation in the process of tutelage/teaching.

7. A vocational education teacher should consider the nature of skill and the psychological conditions requisite for the building of needed occupational skills.
8. The curriculum of the vocational education should be restructured so as to accommodate the private and small-scale operators.

## **Contributions to Knowledge**

As an academic, I have undertaken a number of studies personally and some others in collaboration with others with a conscious effort to develop the next generation of Nigerians and also contribute to knowledge. These contributions are summarized below.

A paper written with Umoh and Modo in (1995) on a topic "Towards the Consolidation of the Nigerian Culture" aimed at creating awareness and drawing attention to the existence and uniqueness of the Nigeria culture. The paper described the Nigerian nation as an amalgam of over 400 ethnic groups with its own culture. According to the paper, the country is built on the cultural configuration of "Unity in Diversity", "Federal Character", "Quota System", etcetera. It was also observed that though Nigeria is multifaceted ethnic, it is a nation that strives to

achieve greatness like every other nation. The writers observed that the practice of these principles has helped Nigerian to enjoy relative peace and progress despite its low and violent political culture. The paper also acknowledges that the Nigerian culture is not born of the culture of any ethnic group or adopted from outside the entity called Nigeria. It is a culture that emanated from the perceived cultural diversity of over two-hundred and fifty ethnic groups that found themselves thrust together as a post-colonial nation. The paper recommended that the compromise of quota or federal character as basis for recruitment should give way to skill in some aspect of a national service.

In a study carried out in 1998 on "Identification and Comparison of the Major Factors that Influence the Occupational Choice of Male and Female Business studies teachers in Akwa Ibom State", it was observed that there was a growing dissatisfaction in teaching which was affecting Business Studies department, and that this trend was causing many business studies teachers to leave the classrooms for the office occupations. The study had two research questions and one null hypothesis. A total population of 221 business studies teachers was fully studied without a sample. Data was collected through a structured questionnaire of 54 item statements. A total of 215 copies of the instrument were correctly filled and returned for analysis. Mean statistics was used to answer the research questions while t-test was used to test the null hypothesis. From the study, it was found out among others that the major factors that influence occupational choice

of business teachers were opportunities for further training, possession of aptitude needed to undergo training, prestige attached to teaching, increased employment opportunities, personal interest in teaching, job satisfaction, personality characteristics, subject combination as well as the active nature of business studies programmes rather than influence of parents, family background, scholarship/ bursary award and peer group.

Writing on the Need for Occupational Information in 1998, it was pointed out that over the ages, occupational information has been found useful to people of all works of life from primary school to graduates of colleges and universities as well as workers. When such information is rightly provided to children in early stage in life, they are made aware of the occupations of the society and the requirement for such. The paper identified the different types of information services that can be given in schools to include among others, occupational information, educational information and social information. Based on the above types of information, the paper suggested that this information should be made available to students to enable them to make informed decision about their career.

A study on Influence of Dwindling Economy on the Performance of Community Banks in Akwa Ibom state was also carried out in 1999. The study aimed at determining the extent to which the economy affected the performance of community banks in Akwa Ibom state as well as determining the problems encountered by community banks in financing rural

projects. Three research questions were used to conduct the study. The study made use of 40 members of staff of 10 community banks in Akwa Ibom state, randomly sampled. With a structured questionnaire of 20 items, data were collected and analyzed. The study found out that the dwindling economy and government policies do affect the performance of the community banks in the state. It was discovered that non-payment of loans, lack of adequate collateral security among others were the problems encountered by community banks in financing rural projects. It was thus recommended that the community banks should insist on collaterals before approving loans to their customers.

Another study was carried out in 1999 on Learning Facilities for Quality Education in Akwa Ibom State. The study revealed that the relationship between school facilities and quality education whether, at the primary, post- primary or tertiary level, is perhaps one of the most important educational concerns of our contemporary era. The National Policy on Education, while encountering the various strategies of government to implement the policy stated among other things that educational and training facilities will be multiplied and made more accessible to afford the individual a far more diversified and flexible choice. Thus, it was the focus of the study to survey the available facilities and the effect they have on the quality of education that secondary schools students receive in Akwa Ibom state. Two research questions guided the study and it was conducted in Uyo Urban of Akwa Ibom state. A randomly selected sample of 200 secondary school

students and 5 heads of department were used for the study. Percentage as well as mean statistics were used to analyze the data. The study discovered that most schools were affected by problems of non-availability of learning facilities. The study also showed that most schools were affected by lack of space for the installation of facilities such as computers, Photostatting machine, etc. One of the major recommendations of the study was that learners at secondary school level should be sufficiently equipped with learning facilities to encourage them at independent group learning activities.

In a study on Nutritional Problems among Rural and Urban Vocational Students in Akwa Ibom State in the year 2000 to appraise the individual condition of vocational education students in Akwa Ibom State, three null hypotheses concerned with (a) access to source of food supply (b) causes of nutritional problem and (c) dietary problems prevalent in Akwa Ibom State were formulated to guide the execution of the study. Subject for this study was 1500 parent/guardians of vocational education students whose children live with them and usually go to school from their homes with 900 randomly selected for the study. Data for the study were gathered using a thirty-item structured questionnaire and were analyzed using mean and t-test. The result of the study showed among other things, that although both the rural and urban population in Akwa Ibom State obtain their food supply from farmlands, surrounding rivers and nearby markets, acute nutritional problems were still prevalent in the state and that

lack of adequate facilities for food preservation constitutes the greatest source of nutritional problems in the state. The paper concluded that items for nourishing meals need not be imported, but locally available items like periwinkle, clam, crab, fish, crayfish, snail, edible termites, and soya bean should be utilized. The paper also suggested that individual families should cultivate small vegetable gardens and orchards for constant supply of vitamins and minerals.

A paper on Women in Vocational Education and Attitudinal Approach to Job Choice was also written in the year 2000. The paper stated the general objective of vocational education which was to minimize individuals realistic occupational crises based on sound facts and experiences and their progress in career endeavours in a self-fulfilling and productive basis. It also enables individuals to prepare for both gainful employments with the flexibility for both horizontal and vertical career mobility. The paper therefore, highlighted the interrelated fields of vocational education including Business Education, Home Economics, Trade and Industrial Education, Agricultural Education, Technical Education and Distributive Education.

The paper stated that nature has endowed the female folk with the capacity to bear and rear children, thus spending more time with them. Values and morals are transmitted to the children by the women in their daily interactions. The children are also taught how to play with toys that construct or raise skill development in them. Therefore, if a good percentage of women are properly educated on the

elements of vocational development, such women will be properly equipped to transmit values that could enhance vocational development to the children.

A paper titled "Alienating Unemployment through Skill Development in Business Education" was also written in 2000. This paper enumerated some of the symptoms of the Nigerian ailing economy, looked at the danger of unemployment in a nation's economy, and identified some strategies in promoting employment with the context of economic revival. The paper maintained that Business Education is also able to meet the nation's need towards greater promotion of employment.

In a paper co-authored with Akpan and Ukpong in the year 2004 on the Significance of Accounting Information System to the Users", the concept of Accounting Information was viewed as an indispensable tool in the management of any enterprise. The paper looked at the objectives and the needs including the application of accounting as information system in the management of vocational education. Some factors that worked against the use of accounting as information system were equally highlighted in the paper. One of the key recommendations of the article was provision of adequate funds for proper operation of the Accounting Department in any organization.

In another paper co-authored with Akpan in 2004 titled "Skill Development Needs of Women for Self-Sustenance: Implication for Vocational Education", the paper suggested that education and skill acquisition should be pursued not merely as a



facilities were offered including among others the need to reveal the institutional curriculum to meet with the changing times for the creation of an enabling environment that would make the teacher and learner gain from ICT potentials.

Professional Competences Needed in Business Studies curriculum for the Development of a total person was co-authored with Usoro and Akpan (2009). The paper observed that there is the need for competent business studies teachers with communication, interpersonal and intellectual skill to carry out the educating roles of our youths. A competent professional teacher would enhance students' acquisition of cognitive, psycho-productive and affective skills. The paper concluded that the professional competency of an effective business studies teacher is most desirable.

A paper titled "Strategizing Technological Innovations in the Modern office: Educational Implication" was also co-authored with Ikpo and Ordu in 2011. The objective of the paper was to assess the strategies so adopted in office functions brought about by the influx of modern technological trends. It was also aimed at identifying the roles that education has to play in equipping existing workers, those preparing to enter the world of work especially the business education students. The paper suggested different approaches including the needs for institution to regularly update teaching and learning in line with changes in technology. The paper pointed out that graduates from updated programmes are likely to secure employment in modern office. It was concluded that there is need for organization to send

their staff on regular training to make them conversant with the use of modern office facilities.

Furthermore a study was conducted with Ntekim in 2011 on "Attitude of Secondary School Administration towards the Management of School Plant: Implication for Sustainable Development and Business Studies". The study examined the attitude of secondary school administrators towards the management of the school plant and its implication for sustainable development and business studies. Three research hypotheses were formulated. A stratified random sampling technique was used to select 200 respondents for the study. An instrument called "Administrators Attitude Questionnaire" (ADAQ) was used for data collection and the data were analyzed using the t-test statistics. The major finding of the study showed among others that the numbers of school administrators who have negative attitude are more than the number with the positive attitude towards management of school plant. It was recommended among others that there should be a system for monitoring the way in which materials and equipment are being maintained.

A study was also conducted with Undie and Ushie in 2012 to determine Strategies for Improving the Quality of Undergraduate Research Supervision among Business Educators in Tertiary Institutions in Cross River and Akwa Ibom States. The study used a survey design with a structured questionnaire used for data collection. A total of 267 respondents comprising all the business educators and final year students of Business Education from the three universities in the two states were used for the

sectoral target, but as an integral part of human development plan. It was observed that educational depreciation has shut women out of the mainstream of social, economic and political structure, limited their participation in modern labour force and locked them into low productivity work. The paper identified some vocational skill areas in which women could be trained for self- sustenance including skills in calculating, writing, reading, negotiating, managing credit, keeping written account, costing product etc. The paper concluded that the training of women to acquire various skills, the identification and the development of entrepreneurship skills should be the primary objectives of human resource development.

A paper titled "Solving Organizational Conflicts through Stress Management for Effective Office Productivity" was also written in 2006. The paper focused on solving organizational conflicts through stress management. The paper observed that organizational conflicts and work place stress are inevitable in life. It was further stated that stress management through early identification and detection, rationalization of issues, relaxation, disengagement from stress situation, distribution of work and providing a conducive, favorable working environment are some of the measures that could be adopted in solving organizational conflicts. The paper submitted that effective office productivity could be achieved if recommendations such as meeting workers legitimate demands, avoiding conflicting demands on employees, encouraging efficient job distribution in line with skills and competency of

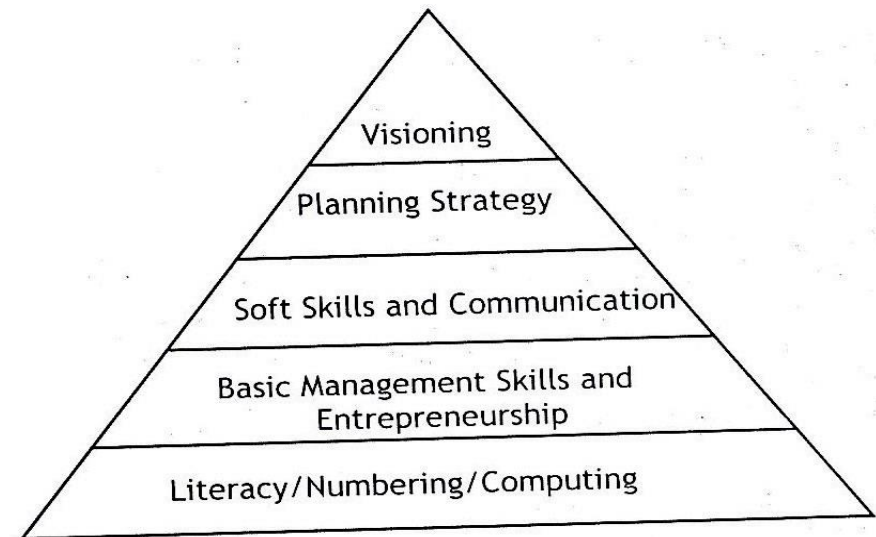
workers, providing favorable working conditions and maintaining effective communication between employees and employers are implemented.

A study on "Information Technology and Efficient Administration of Secondary Schools in Ikot Ekpene Urban" co-authored with Udo and Ntekim in 2007, the study examined information technology and efficient administration of secondary schools. Four research hypotheses were formulated for the study. Survey research design was used in the study. A simple random sampling technique was used to select 55 respondents. A structured questionnaire was used for data collection. The data collected were analysed using the Pearson Product Moment Correlation statistics. The paper found out that information technology facilitates efficient administration of secondary school with a recommendation that the State Secondary Education Board should provide secondary schools with computers and other IT facilities.

Another paper on "Strategies for Strengthening the Utilization of Information and Communication Technology (ICT) for Effective Delivery of Technical and Vocational Education in Nigeria" was co-authored with Nkanu (2009). The paper stated that ICT is an emerging technology aimed at enhancing effective instructional delivery and that it has become necessary for the use of ICT to deliver Vocational Technical Education in secondary schools to facilitate effective skill acquisition. The paper discussed the role of ICT in the delivery of the VTE as well as the challenges of ICT utilization. Some strategies for strengthening the utilization of ICT

study. Mean and Standard Deviation were used for analyzing data generated from two research questions. The study found out that out of the 24 identified problems associated with undergraduate research supervision, 23 were accepted by both Business Educators and students as actually affecting project supervision. It was also discovered that 21 items were accepted from a total of 22 items as strategies for improving undergraduate research supervision. The study therefore recommended that Business Educators (lecturers) must adhere strictly to ethical standards in research supervision.

In a paper written with Okon, Usoro and Akpan (2013) on "Evaluating Managerial Skills for Business Education in a Technological Age", it was observed that having witnessed the extraordinary development of information technology in recent time, one needs to critically examine some systematic changes it triggered in Business Education. The paper identified the different managerial skills that are expected to be learned in Business Education to meet with the demands of present-day technology. Some of the skills identified are communication, technical, interpersonal, conceptual, information seeking, risk-taking, efficiency and quality, persistence, goal-setting skills. The paper also demonstrated the skill level on a graphical representation and called it pyramid of managerial skills as shown in the diagram below:



The pyramid shows the basic managerial skills needed to manage a business enterprise. At the base is a group of basic competencies or ability to read and write, work with numbers on computers especially in this technology age. Second on the pyramid is the usage of basic skills for business plan and enterprise management. The pyramid also shows that the enterprise manager needs ability to communicate effectively with staff, customers, partners, government agencies, owners among others. The business manager also requires skills in strategic planning as well as visioning skills in the fourth and fifth levels of the pyramid. This will help him to answer such questions as "how does the enterprise see itself in future, what mission should it undergo, and what enterprise culture does it want to create"? The paper concluded that the managerial skills discussed can be conveniently provided through Business Education if stakeholders in education can

create an enabling environment for the programme to thrive by providing necessary equipment and personnel.

In another study conducted with Ido in 2013 to investigate Quality Assurance as an Imperative for Producing Quality Accounting Teachers from Universities in Niger Delta Region of Nigeria, with a population of 2298 respondents, 231 were selected for the study through a stratified random sampling technique. Data obtained were analysed using the Pearson Product Moment Correlation tool. The study revealed that there is significant relationship between quality assurance and effective training of accounting education teachers in universities in Niger Delta region of Nigeria.

In 2013, a paper was co-authored with Udoudom on Strategies for Improving Quality Assurance in Office Technology Education through Effective Classroom Management. The paper stated that emphasis in Office Technology and Management Education is on adequate and efficient performance with the right attitude. It was observed that often, there has been a general complain about poor level of skill acquisition and incompetent performance among some graduates of Office Technology and Management Education. While the teachers blame the parents and the society, parents also blame teachers for failure to effectively discharge their obligations to students. The paper describes quality assurance as the totality of the management practices, processes and controlled measures put in place by an institution to promote and ensure quality in its operations and products. Furthermore, the

paper stated the aims of quality assurance as including:

1. to ensure that at least the provisions of the Minimum Academic Standards are attained, maintained and enhanced;
2. to assure employers and other members of the society that all graduates of Office Technology and Management Education in all institutions have attained an acceptable level of competence in their areas of specialization;
3. to certify to the international community that the academic programmes offered in Office Technology and Management Education are of high standards and their graduates are adequately trained for employment and postgraduate studies.

The paper focused specifically on effective classroom management as a vital strategy for improving quality assurance in Office Technology and Management Education. Thus, classroom discipline, classroom communication, recognition and motivation of students, classroom teacher's personality and leadership style, as well as classroom conditions/environmental variables were identified as pertinent factors for engendering quality classroom management in an Office Technology and Management Education class. The paper further advocated the use of elements of management such as planning, organizing, communicating, coordinating and controlling by the classroom teacher as viable means of achieving quality assurance in Office Technology Education.

A paper was also co-authored with Edet in 2014 on Re-engineering Technical Vocational Education and Training (TVET) in Africa: A mission towards community development. The paper stated that there is a fresh awareness and strong realization among policy makers in many African countries of the critical role that Technical Vocational Education and Training (TVET) plays in national and regional development. The paper stated that it is against this background that the African Union Commission develops a new strategy to revitalize TVET in Africa with the following objectives:

1. to revitalize, modernize and harmonize TVET in Africa in order to transform it into a mainstream activity for African youth development, youth employment and human capacity building in Africa;
2. to position TVET programmes and TVET institutions in Africa as vehicles for regional cooperation and integration as well as socio-economic development as it relates to improvement in infrastructure, technological progress, energy, trade, tourism, agriculture and good governance;
3. to mobilize all stakeholders in a concerted effort to create synergies and share responsibilities for the renewal and harmonization of TVET policies, programmes and strategies in Africa.

The paper considered that TVET needs modification to provide for full development of vocational technical skills from the basic level of our

educational system. Based on this, the paper advocated among other things a ten year compulsory basic education to lay a solid foundation for skill acquisition among our children. The paper recommended among others that TVET should be administered under an independent body such as Directorate of TVET and a “common fund” be established to be known as “international Fund for TVET in Africa” (IFTVETA).

In another study co-authored with Umoeshiet in 2015, the extent to which Multifaceted Skills Possessed by Business Educators Increase their Productivity in Colleges of Education in Delta State was examined. With three research questions and one null hypothesis, the study adopted a descriptive survey design with a population of all the 72 business educators in the four Colleges of Education in Delta State. Data were collected through a structured questionnaire with a 5-point Likert Scale structure. Data obtained were analysed using Mean for the research questions and Analysis of Variance to test the null hypothesis at .05 level of significance. The study focused basically on financial skills, management skills as well as office technology skills. The study found out that the multifaceted skills possessed by business educators contribute to high extent increased productivity among them in their institutions. There was also no significant difference in the mean responses of business educators in the four Colleges of Education regarding the extent to which the multifaceted skills possessed by the lecturers increase their productivity. As illustrated in the Table below, since the F-calculated is -0.21 less

than the F-critical of 2.75, the null hypothesis was upheld.

Based on the findings of the study, it was therefore concluded that since the multifaceted skills contribute on a high extent to increased productivity among business educators in Colleges of Education in Delta State, there is need for quality training of business educators on more relevant multifaceted skills in order to achieve more rewarding outcome.

**Additional contributions made to knowledge are listed below:**

1. Administrative constraints that affect the performance of business studies in senior secondary school certificate examination a case study of Abak urban, Akwa Ibom State
2. An analytic study of the role and problems associated with information utilization for policy decision-making.
3. Comparative analysis for administrative competence for male and female secondary school principal in supervision.
4. Managing education for poverty alleviation in South-South Nigeria
5. Relevance of vocational education to small scale entrepreneurship development.
6. Developing human resource in tertiary business education for youth empowerment and national development in Nigeria.
7. Entrepreneurial curricula guidance on vocational choice of secondary school student in Akwa Ibom State, Nigeria.

8. Impact of recession on Akwa Ibom State 2009 - 2010 budget: vocational technical education in perspective.
9. Attitude of vocational education teachers in Akwa Ibom state secondary schools towards instructional supervision in Akwa Ibom State: a concern for sustainable development for third world countries.
10. Economic development theories and national development in Nigeria.
11. Problem and strategies for private sector development in Akwa Ibom State, Nigeria.
12. Effective utilization of information and communication technology implication for teachers
13. Motherhood and academic performance: an assessment of female undergraduate student of the University of Uyo.
14. Environmental degradation in the eastern states of Nigeria: situation report
15. Computer education in Nigeria schools: a panacea for Nigeria quest for a literate information society
16. An analytical study of the role and problem associated with information utilization for policy decision-making in Nigeria.
17. Vocational education as an instrument for achieving the seven-point agenda in Nigeria.

**I have also contributed many chapters in edited books including the following:**

1. The need for computer literacy in Business Education Programme published in Readings in Vocational Education.

2. Effect of Demonstration and individualised methods of teachers on student's Achievement in shorthand published in Readings in Vocational Education, Book Two.
3. The Automated office: Perceptual implications for visual Artwork published in Art Today for Tomorrow Book, Uyo
4. Functions of the University.
5. Wastages in Vocational Education Programme and Administration
6. Theoretical Bases for Supervisory Practices in Vocational Education
7. Accomplishing Vocational Education Administrative/Supervision Tasks in a Depressed Economy.
8. Administration and Supervision of Vocational Education Financial Estimates in Vocational Education.
9. The Role of Educational Technology in the Administration and Supervision of Vocational Education in Nigeria in Vocational Education.
10. Influence of Age and Experience on the Perceptual Skills of Administrators and Supervisors of Vocational Education in Vocational Education.

### CHALLENGE

**Make sure you mentor a successor with that skill you have. Don't let it die out.**

### SONG 2: GREAT IS THY FAITHFULNESS

**Great is thy faithfulness, O God my Father;  
there is no shadow of turning with thee;  
thou changest not, thy compassions, they fail not;  
as thou hast been thou forever will be.**

#### *Refrain:*

***Great is thy faithfulness! Great is thy faithfulness!  
Morning by morning new mercies I see;  
all I have needed thy hand hath provided;  
great is thy faithfulness, Lord, unto me!***

**Summer and winter and springtime and harvest,  
sun, moon and stars in their courses above  
join with all nature in manifold witness  
to thy great faithfulness, mercy and love. *Refrain***

**Pardon for sin and a peace that endureth  
thy own dear presence to cheer and to guide;  
strength for today and bright hope for tomorrow,  
blessings all mine, with ten thousand  
beside! *Refrain***

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