

INNOVATING BUSINESS EDUCATION IN BAYELSA STATE FOR GLOBAL COMPETITIVENESS

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ABSTRACT

This study was carried out to examine innovating business education in Bayelsa State, for global competitiveness. The study was guided by three specific objectives, three research questions and hypotheses. The descriptive survey research design was adopted for the study. The study covered two tertiary institutions in Bayelsa State, and the population comprised 52 Business Education lecturers. No sample was selected as the entire population was used for the study. A 22 -item structured questionnaire was used as instrument for data collection. The instrument was validated by two experts and tested for its reliability using Cronbach alpha and a reliability value of 0.88 was obtained. The descriptive statistics of mean and standard deviation were employed to answer the research questions and determine the homogeneity of the respondents' opinion while a t-test inferential statistics was used to test the formulated hypothesis. The findings revealed that business education can be innovated to a high extent through quality and application of modern technologies for global competitiveness in Bayelsa State. The study also revealed that factors such as lack of support, lack of physical facilities and funding, lack of diffusion among business educators, lack of research orientation amongst others were the factors resisting innovation in business education in Bayelsa State for global competitiveness. It was recommended that there is need for policy makers in business education to ensure quality in business education by improving the curriculum content which need innovating, retouching, modification, adjustment and adaptation to aid to bring about global competitiveness .

Key-words: Innovating, Business Education, Global, Competitiveness

INTRODUCTION

Global competitiveness focuses at the ability of countries to achieve goals of international standards mostly as it relates to economic goals. It refers to the ability of countries to create, produce, distribute products and services in international trade as well as make profits on its resources (Victor-Ishikaku, 2018). In analyzing Nigeria's readiness for global competitiveness in the 21st Century, Okerefor, Ogunbangbe, and Anyanwu, (2015) stated that Nigerian economy is not competitive due to macroeconomic instability, infrastructural failure, weak public institutions, poor quality of manpower and slow pace of technological development. There is urgent need for structured efforts directed at innovating business education in Nigeria to contribute to achieving global competitiveness.

Business education which is one of the courses taught in tertiary institutions is focused on equipping its recipients with necessary skills meant for self-reliance. The aim/goal of business education is the production of manpower, which possesses the requisite knowledge, skill and attitude for harnessing other resources and bringing them together into a cooperative relationship yielding the goods and services demanded by the society for the satisfaction of their wants and needs. Bilyaminu (2018) described business education as an aspect of total education programme that provides the knowledge, skills, attitudes and understanding needed to perform in the business world as a producer and/or consumer of goods and services. Drawing from the definition of Bilyaminu, the business world is a global world characterized by quality, and ICT has made the world, a global village pushing for the need for innovating business education to meet global competitiveness. Business education enhances the acquisition of skills, knowledge and competences

which makes the recipient/beneficiary proficient. Business education in the twenty-first century is necessarily an exercise in globalization, where cultural knowledge, proficiency to communicate, and business acumen intersect. This creates the need for innovation in Business Education programme to meet global trend and demand.

Innovation means the ability to think beyond the boundaries and create something which is different from that which already exists. Without innovations, no progress is possible. No innovation or change can be implemented without business educators' awareness, involvement and commitment. Business educations have to be innovative and their grooming has to start from their training institutions. For having innovative business education, we have to reconstruct our educational system. Innovation is the generation and application of new ideas and skills to produce new products, processes and services that improve economic and social prosperity. The challenges and opportunities of globalization and technological development have led to a strengthened emphasis on innovation as a key driver for sustainable economic development, and on the nature and drivers of innovation. No society can prosper and flourish without business education (Meththa & Sharma, 2018). Therefore, business education in Bayelsa State can be innovated by introducing quality and utilization of modern technology such as the application of information and communication technology.

Olayiwola (2106) defines quality as fitness for purpose. Quality must meet requirements, expectations and probably exceed expectations. The curriculum of business education must possess quality for global competitiveness. Today, quality is an important issue in all spheres of human endeavour and has become the main focus of most organizational transformation efforts in the new millennium. Ikelegbe (2017) also stated that the application of information technology can also help in innovating business education for global competitiveness. According to him, technological devices such as sensing technologies that help us to gather information from the environment and translate that information into a form that can be understood by the computer are innovation in Business Education through the application of modern technologies. Education systems have evolved over time and have been set up in a particular context for particular purposes. To enhance the contribution of business education to innovation, business education programme must undergo changes to become more innovative themselves, taking various factors into account such as structure, resources, stakeholder involvement in learning environments, teaching pedagogy and learning methodology. One of the major problems affecting educational institutions is the increasing misalignment between the needs of the society, reflected through the needs of industries, occasioned by poor quality education and lack of ICT usage in consonance with global competitiveness. Cheru (2022) posited that business education is the cornerstone of human development in every society, as its importance to the overall wellbeing of a nation's economy needs not to be overemphasized. It is against the background that the researcher is studying innovating business education in Bayelsa State, for global competitiveness.

Statement of the Problem

The quality of business education in Nigeria and particularly in Bayelsa State has been of great concern to researchers. Considering one of the goals of business education which is to make available to all students the opportunities to explore and learn about world of business and the possible interests and potential careers it has to offer. This laudable goal might not be achieved if there is no innovation in Business Education programme to meet global demand and be competitive. It also appears that inability to produce teachers who are properly grounded in pedagogy and content as well as having the ability to collaborate professionally in the global economy has greatly hindered business education in meeting global competitiveness through the quality of graduates chucked out every year from tertiary institutions in Bayelsa. The quality of education obtained in the Nigerian Tertiary Institutions has been watered down over the years. The lack of quality in delivery of Business Education content and poor application of modern technologies such as information and communication technologies raises question on whether Business education

is ready to meet global competitiveness. Innovation is important in this regard. Therefore, there is need to carry out this on innovating business education in Bayelsa State, for global competitiveness.

Objectives of the Study

The aim of this study is to assess innovating business education in Bayelsa State, for global competitiveness. Specifically, the study sought to:

1. Assess how business education in Bayelsa State can be innovated through quality to meet global competitiveness among selected tertiary institutions in Bayelsa State.
2. Determine how business education in Bayelsa state can be innovated through the application of modern technologies to meet global competitiveness among selected tertiary institutions in Bayelsa State.
3. Ascertain the resisting factors against innovating business education programme in Bayelsa to meet global competitiveness among selected tertiary institutions in Bayelsa State.

Research Questions

The following research questions are formulated to guide the study:-

1. To what extent can business education in Bayelsa State be innovated through quality to meet global competitiveness among selected tertiary institutions in Bayelsa State?
2. To what extent can business education in Bayelsa state be innovated through the application of modern technologies to meet global competitiveness among selected tertiary institutions in Bayelsa State.
3. What are the resisting factors against innovating business education programme in Bayelsa to meet global competitiveness among selected tertiary institutions in Bayelsa State

Hypothesis

The following null hypothesis were formulated to guide the study and was tested at 0.05 level of significance.

1. There is no significant difference in the responses of male lecturers and female lecturers of business education on the extent to which business education in Bayelsa State can be innovated through quality to meet global competitiveness.
1. There is no significant difference in the responses of male lecturers and female lecturers of business education on the extent to which business education in Bayelsa state can be innovated through the application of modern technologies to meet global competitiveness .
2. There is no significant difference in the responses of male lecturers and female lecturers of business education on the resisting factors against innovating business education programme in Bayelsa to meet global competitiveness .

Literature Review

Business education an essential aspect of vocational education provides students self actualization and self-reliant skills to actively contribute to individual economy, local and national industrial growth. It produces army of entrepreneurs that explores, expands the frontiers of domestic and international economy, turn natural resources into finished goods and services to create opportunities for others. Thus, business education promotes the understanding of business environment, economic literacy and ability to be successful in variety of careers. Business education is education for business or training in business skills which are required for use in business offices, clerical occupations and business policy analysis (Ulinfun, 2015). It is that aspect of the educational process involving in addition to general education, the study of technologies and related sciences and the acquisition of practical skills, attitudes, understanding and knowledge. According to Anao (2006), business education is an educational process or context which has primary aim of the

preparation of people for roles in enterprises; such roles could be as employee, entrepreneur/employer or simply as self-employed Business education, according to Osuala (2004), is a programme of instruction which consists of two parts; a vocational education programme for office career through initial, refresher and upgrading education leading to employability and advancement in the office occupations, and General education; a programme to provide students with information and competencies, which are needed by all in managing personal business affairs and in using the services of the business world.

Despite all debates, more definitions of business education still manifest. For examples Anyaduba (2016) saw business education as concerned with the education of the individual for business and about business: the former focusing on those who need career in business and the later for all students in the entire school system irrespective of their career aspirations. However, according to Oyedele (2015), business education is worthwhile as preparation for many professions, such as civil servants, accountants, administrators, lawyers, and business teachers. It could be looked at as an activity, which is carried out by all teachers of business subjects: all business administrators and executives (public and private) who further the principles and practice of business and trainers in business and industry.

Business education can also be referred to as the pedagogical and business competencies necessary for teaching business attitudes, concepts, skills and knowledge. It could simply be defined as that aspect of educational or training process which an individual receives with the primary motive of enabling him acquire adequate attitudes, concepts, knowledge, understanding and skills in business activities for his personal or for vocational usage, for career as an administrator or manager or teacher, wherever he may find himself in the business world. This implies that business education is a component of general education, and where general education educates on about business; business education educates one for business. It is education for vocational preparation in business (Godwin-Maduike, 2018). It is an occupational banking and finance personnel, personnel and administrative officer and manager, secretarial and production personnel and general management. It also includes teacher education, which prepares students to be business educators, or business teacher. Therefore, innovating business education crucial for global competitiveness.

Innovation is defined as incremental, radical, and revolutionary changes in thinking, products, processes, or organization. According to Fagerberg (2018) innovation is typically understood as the successful introduction of something new and useful. It appears people equate innovation with change. Innovative and its manifestations and attempts have been visible in all spheres of education system and practice. Information and communication technology (ICT) in education has brought lots of technological changes and innovations. Innovations in term of teaching and learning, open distance learning, blended learning, collaboration learning and student centre learning. Computer aided learning not only used as an instructional material but also as a tool and learning facilitator. Technologies are keys to transforming the learning environment. Oftentimes, technology is "bolted on" and not integral to enhancing and assessing learning within business schools. Business schools need access to technology for all students and teachers in order to support anytime, anywhere, learning, personalization and 21st century skills (Microsoft). Innovation attempts to introduce student centre, problem-based learning. An innovation is an implementation of a new or significantly improved product (good or service), a new process, a new marketing method or a new organizational method in business practices, workplace organization or external relations" (INSEAD, 2019). The approaches for innovating business education for global competitiveness include introducing quality and application of technology such as information and communication technology.

The Commonwealth (2017) stated that quality education refers to a system or product that has passed a certain set of criteria or principles. The standard approach in setting the criteria or principles for quality implies that quality can always be further improved. Quality thus implies the maintenance and improvement of standards with the assumption that „standards“ are objective and quality is a continuous change. Quality in education across the education system consists of the

application of the principles of: Effective, Empowering, Equity, Sustainable, Appropriate, and Wellbeing & Safety (EEESAW). Ikelegbe (2017) noted that the benefit of using ICT in business education will lead to extensive learning being generated i.e. there would be room for effective learning and also learning will be student centered, that will be compared to other learning environment globally.

Derman & Levin (2017) maintained that business and management education placed too much emphasis on theory and quantitative analysis; little emphasis on qualitative factors; much emphasis on tools, concepts and models; much emphasis on bureaucratic management; and little emphasis on entrepreneurial and vocational activities. Kao and Mao (2018) emphasized the need to develop customizable curricula by business schools to assist students in identifying and learning critical skills, knowledge and attitudes to compete in their targeted global markets.

While the need for innovating business education to meet global competitiveness continue to attract interest from researchers and business educators, there seem to be resistance to the innovation taking place in business education. This according to Godwin-Maduike (2018) include;

- **Lack of Physical facilities and Funds**- Majority of colleges suffer from lack of facilities in terms of space, equipment and personnel. Consequently, they have not been able to adopt innovations. For want of these facilities, many creative ideas are shelved.
- **. Lack of Diffusion of Innovations among business educators** - Most of the business education institutions is poor and indifferent towards the professional growth of their business educators. Many of the business educators are ignorant of the new trends in their area of studies due to lack of diffusion of new ideas among them.
- **Lack of Service** - Due to administrative difficulties, business educators are not able to try, adopt and maintain innovations in business education institution. For any new experimentation, facilities are not usually provided by the administrators.
- **Lack of Support** - It is unfortunate that business educators have not been able to adopt innovations due to noncooperation of practicing schools. The schools are not always willing to extend their facilities to the Journal of Education and Practice business educators for trying out new ideas because they do not want any disturbances in their daily routine.
- **Rigid framework**- It is found that the rigid system of syllabus framing and theory respectively are responsible for the continuance of the traditional practices in teacher education Programme. The present examination system under a rigid framework is a big stumbling block in the process of innovation.
- **Lack of Expertise of the staff**- Majority of tertiary business education institutions are manned by business educators who have not been exposed to the functioning of institutions inside or outside the country Moreover, it is found that due to lack of expertise of the staff members, innovations have not been diffused in the training institution.
- **Lack of Research Orientation**- A vast majority of business educators have not yet developed research mindedness. Whatever Programme and practices have been adopted in the training institutions, they have been adopted on commonsense basis not on research findings.
- **Interpersonal Relationship Crisis**- Business educators feel that there is a lack of cooperation among members of the staff. There are professional rivalries among co-workers and there is no initiative from Business educators for creative works. It appears that lack of interpersonal relationship is yet another factor preventing the spread of innovation in the training institutions.
- **. Decision making by external agencies**- Business educators simply follow the decisions taken outside by the university and government authorities for the adoption of innovations in their business training institutions. Business educators lose initiative and desire to venture innovation even in the areas which fall within their purview such as methods of teaching, supervision and guidance to student teachers

Generally, to innovate business education to meet global competitiveness, business education must be able to create value on the recipients, impact saleable skills on them, apply modern technology and develop professional skills that can improve the standard of its recipients and the society in general. Business education must compete in the international arena and position itself as a remedy to unemployment.

METHODOLOGY

The descriptive survey research design was adopted for the study. The study covered two tertiary institutions in Bayelsa State, and the population comprised about 52 Business Education lecturers in the two tertiary institutions offering Business Education programme in Bayelsa State. No sample were selected due to the small size of the population. A 24 -item structured questionnaire titled: Innovating Business Education for Global Competitiveness Questionnaire (IBEGCQ) was used as instrument for data collection. The instrument was a five-point likert structured as follows: "Very High Extent" (5); "High Extent" (4); "Moderate Extent" (3); "Low extent" (2); and "Very Low Extent" (1). The instrument was validated by two experts in the Department of Business Education, Federal University of Technology Otuoke, Bayelsa State and tested for its reliability using Cronbach alpha and a reliability value of 0.88 was obtained. . The descriptive statistics of mean and standard deviation were employed to answer the research questions and determine the homogeneity of the respondents' opinion while a t-test inferential statistics was used to test the formulated hypothesis. A standard mean score of 2.5 was employed a mean criterion. Any value above or equal to 2.5 was high extent, while any value less than 2.5 was low extent. On the other hand when the p-value is greater than 0.05 the null hypothesis was rejected and accepted when the p-value is less.

Data Presentation

Research question one: To what extent can business education in Bayelsa State be innovated through quality to meet global competitiveness among selected tertiary institutions in Bayelsa State?

Table 1: Mean responses and standard Deviation on extent business education in Bayelsa State be innovated through quality to meet global competitiveness N = 52

S/N	items	Responses		
		X	SD	Decision
1	Business education can be innovated towards international standards to meet customers (stakeholders) satisfaction	3.16	0.57	High Extent
2	Business education can be innovated through quality to meet educational standards in the international community	3.22	0.60	High Extent
3	Business education can be reinvented to meet societal needs for global competitiveness	3.19	0.68	High Extent
4	Business education can be innovated by lecturers employing the best pedagogical practices for global competitiveness	3.11	0.46	High Extent
5	Business education can be innovated if management of tertiary institutions apply international standard practices in management and administration of business education programme	3.20	0.71	High Extent
6	Innovating business education can be attain when constant mechanisms are in place to improve the quality of business education curriculum	3.41	0.75	High Extent
	Grand mean	3.21	0.62	

The information analyzed in table 1; show that all the items regarding the extent business education in Bayelsa State can be innovated through quality to meet global competitiveness among selected tertiary institutions in Bayelsa State are to high extent. Therefore, since the weighted mean is 3.21 and the standard deviation of 0.62 which is within the boundary limit of high extent, this shows that business education the respondent agreed that business education in Bayelsa State can be innovated to high extent to meet global competitiveness by application of quality in the curriculum content and pedagogical processes.

Research question Two: To what extent can business education in Bayelsa state be innovated through the application of modern technologies to meet global competitiveness among selected tertiary institutions in Bayelsa State?

Table 2: Mean responses and standard Deviation on extent business education in Bayelsa state be innovated through the application of modern technologies to meet global competitiveness
N = 52

S/N	Items	responses		
		X	SD	Decision
7	Utilization of power point for teaching business education courses can innovate the programme for global competitiveness	3.20	0.59	High Extent
8	Constant usage of the internet can innovate business education to compete with the global world.	3.34	0.71	High Extent
9	Use of overhead projectors and opaque projectors can innovate business education for global competitiveness	3.10	0.57	High Extent
10	Independent and individualized ICT instruction in business education can restructure the programme to meet educational standards in the internationally.	3.41	0.76	High Extent
11	Use of automated laboratories and machines in business education can innovate the programme to international standard.	3.17	0.62	High Extent
12	Use of MS word and MS access in business education can reinvent the curriculum delivery for global competitiveness	3.32	0.74	High Extent
	Grand mean	3.25	0.61	

Data analyzed in table 2; show that all the items regarding the extent business education in Bayelsa State can be innovated through the application of modern technologies to meet global competitiveness among selected tertiary institutions in Bayelsa State are to high extent. Therefore, since the weighted mean is 3.25 and the standard deviation of 0.61 which is within the boundary limit of high extent, this shows that respondent agreed that business education in Bayelsa State can be innovated to high extent to meet global competitiveness through the application of modern technologies.

Research question Three: What are the resisting factors against innovating business education programme in Bayelsa to meet global competitiveness among selected tertiary institutions in Bayelsa State?

Table 3: Mean responses and standard Deviation on resisting factors against innovating business education programme in Bayelsa to meet global competitiveness N=52

S/N	items	responses		
		X	SD	Decision
13	Lack of Research Orientation	3.42	0.76	Agreed
14	Interpersonal Relationship Crisis	3.41	0.63	Agreed
15	Decision making by external agencies	3.40	0.87	Agreed
16	Lack of Physical facilities and Funds	3.37	0.71	Agreed
17	Lack of Diffusion of Innovations among business educators	3.35	0.92	Agreed
18	Lack of Service	3.30	0.67	Agreed
19	4. Lack of Support	3.26	0.52	Agreed
20	Rigid framework-	3.24	0.61	Agreed
21	Lack of Expertise of the staff-	3.20	0.59	Agreed
	Grand mean	3.32	0.71	

Data analyzed in table 3; show that all the items regarding the resisting factors against innovating business education programme in Bayelsa to meet global competitiveness among selected tertiary institutions in Bayelsa State were agreed. Therefore, since the weighted mean is 3.32 and the standard deviation of 0.71 which is within the boundary limit of agreed, this shows that respondent agreed that the items listed were the factors resisting against innovation business education programme in Bayelsa to meet global competitiveness.

.Test of Hypotheses

Ho1: There is no significant difference in the responses of male lecturers and female lecturers of business education on the extent to which business education in Bayelsa State can be innovated through quality to meet global competitiveness.

Table 4: Two-tailed t-test of difference between Male Lecturers and Female Lecturers of Business Education on the extent to which business education in Bayelsa State can be innovated through quality to meet global competitiveness

Respondents	N	Mean	Std	Df	level of sig	t-cal	t-crit	Decision
Male	30	3.23	0.61	50	0.05	1.65	1.68	accepted
Female	22	3,21	0.59					

In Table 4, since the calculated value of t-(1.65) at 50 degree of freedom is lesser than the critical value of t- (1.69), the null hypothesis is therefore accepted or upheld. Table 4 shows that there is no significant difference in the responses of male lecturers and female lecturers of business education on the extent to which business education in Bayelsa State can be innovated through quality to meet global competitiveness. This means that male lecturers and female lecturers of business education responses on the extent to which business education in Bayelsa State can be innovated through quality to meet global competitiveness are the same or similar.

Ho2: There is no significant difference in the responses of male lecturers and female lecturers of business education on the extent to which business education in Bayelsa state can be innovated through the application of modern technologies to meet global competitiveness .

Table 5: Two-tailed t-test of difference between Male Lecturers and Female Lecturers of Business Education on the extent to which business education in Bayelsa State can be innovated through the application of modern technologies to meet global competitiveness

Respondents	N	Mean	Std	Df	level of sig	t-cal	t-crit	Decision
Male	30	3.11	0.72	50	0.05	1.52	1.68	accepted
Female	22	3,01	0.63					

In Table 5, since the calculated value of t-(1.52) at 50 degree of freedom is lesser than the critical value of t- (1.69), the null hypothesis is therefore accepted or upheld. Table 5 shows that there is no significant difference in the responses of male lecturers and female lecturers of business education on the extent to which business education in Bayelsa State can be innovated through the application of modern technologies to meet global competitiveness. . This means that male lecturers and female lecturers of business education responses on the extent to which business education in Bayelsa State can be innovated through the application of modern technologies to meet global competitiveness are the same or similar.

Ho3: There is no significant difference in the responses of male lecturers and female lecturers of business education on the resisting factors against innovating business education programme in Bayelsa to meet global competitiveness

Table 6: Two-tailed t-test of difference between Male Lecturers and Female Lecturers of Business Education on the resisting factors against innovating business education programme in Bayelsa to meet global competitiveness

Respondents	N	Mean	Std	Df	level of sig	t-cal	t-crit	Decision
Male	30	3.22	0.82	50	0.05	1.63	1.68	accepted
Female	22	3,10	0.75					

In Table 6, since the calculated value of t-(1.63) at 50 degree of freedom is lesser than the critical value of t- (1.69), the null hypothesis is therefore accepted or upheld. Table 6 shows that there is no significant difference in the responses of male lecturers and female lecturers of business education on the resisting factors against innovating business education programme in Bayelsa to meet global competitiveness among selected tertiary institutions in Bayelsa State . This means that male lecturers and female lecturers of business education responses on the resisting factors against innovating business education programme in Bayelsa to meet global competitiveness among selected tertiary institutions in Bayelsa State are the same or similar.

DISCUSSION OF RESULT

The finding of research question one shows that business education in Bayelsa State can be innovated to high extent through quality to meet global competitiveness among selected tertiary institutions in Bayelsa State. the findings also revealed that Business education can be r innovated if management of tertiary institutions apply international standard practices in management and administration of business education programme. His finding is in agreement with Othuke1; . Atarere2 & Okifo (2020) who found I their study that innovating business education t for global competitiveness can be achieved by application of quality employing the best pedagogical practices for global competitiveness. The findings also tally with the observation of the Commonwealth (2017) that quality education refers to a system or product that has passed a certain

set of criteria or principles. The standard approach in setting the criteria or principles for quality implies that quality can always be further improved. Quality thus implies the maintenance and improvement of standards with the assumption that „standards“ are objective and quality is a continuous change. Quality in education across the education system consists of the application of the principles of: Effective, Empowering, Equity, Sustainable, Appropriate, and Wellbeing & Safety (EEESAW).

The result of the study from research question two showed that business education in Bayelsa State can be innovated to high extent through the application of modern technologies to meet global competitiveness among selected tertiary institutions in Bayelsa State. It was also revealed that usage of the internet, IT, gadgets, powerpoint, computer and other modern technologies can innovate business education to compete with the global world. In supporting the findings, Ikelegbe (2017) noted that the benefit of using modern technology like ICT in education will lead to extensive learning being generated i.e. there would be room for effective learning and also learning will be student centered, that will be compared to other learning environment globally.

Furthermore, the result of the study showed that the resisting factors against innovating business education programme in Bayelsa to meet global competitiveness among selected tertiary institutions in Bayelsa State were agreed and include lack of research orientation, lack of physical facilities and funds, lack of service, lack of diffusion of innovations among business educators, lack of support relationship crisis and rigid framework. Supporting this findings, Godwin-Maduike (2018) stated that one of the challenges facing business education programme in Nigeria for global competitiveness is the problem of lack of physical facilities and funding, because many of the colleges suffer from lack of facilities in terms of space, equipment and personnel. Consequently, they have not been able to adopt innovations. Also most of the business education institutions is poor and indifferent towards the professional growth of their business educators. Many of the business educators are ignorant of the new trends in their area of studies due to lack of diffusion of new ideas among them and this caused resistance to innovation in business education thereby making it difficult for global competitiveness.

The result of the hypotheses indicates that there is no significant difference in the responses of male lecturers and female lecturers of business education on the extent to which business education in Bayelsa State can be innovated through quality to meet global competitiveness. It was also found that that male lecturers and female lecturers of business education responses on the extent to which business education in Bayelsa State can be innovated through the application of modern technologies to meet global competitiveness are the same or similar. Furthermore, there is no significant difference in the responses of male lecturers and female lecturers of business education on the resisting factors against innovating business education programme in Bayelsa to meet global competitiveness among selected tertiary institutions in Bayelsa State.

CONCLUSIONS

The findings of this study have showed that innovating business education in Bayelsa State for global competitiveness can be achieved through quality and application of modern technologies which is crucial step towards preparing the next generation of entrepreneurs and business leaders. By embracing innovative educational practices and leveraging modern technologies through ICT, Bayelsa State can create a thriving ecosystem that nurtures creativity, critical thinking, and problem-solving skills through Business Education. One of the key benefits of incorporating modern technologies in business education is the ability to bridge the gap between theory and practice. By integrating practical applications and real-world case studies into the curriculum, students can develop a deeper understanding of business concepts and acquire the skills needed to navigate a rapidly evolving global market.

RECOMMENDATIONS

The following recommendations were made in this study.

1. Since modern technologies are expensive, there is a call on the government and all educational stakeholders to respond urgently in this area by providing modern technology like ICT support facilities, in order to save business education from losing value in this information age, and for global competitiveness.
2. There is need for policy makers in business education to ensure quality in business education by improving the curriculum content which need innovating, retouching, modification, adjustment and adaptation to aid to bring about global competitiveness
3. Competent, well-qualified and experienced educational administrators should not be a compromise for business education to be globally competitive. The make-up of educational management and administration as they are used here cover educational policies, planning, supervision and school administration.

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