

**Information Communication Technology Factors, Human Resource
Management Practice and Achievement of Business
Education Objectives in Colleges of Education,
Southwest, Nigeria**

**AdefunkeTiti NANNA
LCU/PG/002845**

**Being a PhD Post-field Presentation to the Department of Arts and Social Science Education,
Faculty of Education, Lead City University, Ibadan, Oyo State, Nigeria**

**In Partial Fulfillment of the Requirements for the Award of Doctor of philosophy
Degree(PhD) in Business Education**

2024

Certification

This is to certify that **Adefunke Titi NANNA** with the matriculation number **LCU/PG/003211** carried out this research work titled: ‘ **Information Communication Technology Factors, Human Resource Management Practice and Achievement of Business Education Objectives in Colleges of Education, Southwest, Nigeria** ’ in the Department of Arts and Social Sciences Education, Faculty of Education, Lead City University, Ibadan, Nigeria for the award of Doctor of Education Degree (PhD) in Business Education and that this has not been previously submitted.

Professor Senimetu Ileuma
Supervisor

Date

Associate Prof.Oluyomi Pitan
Head of Department

Date

Dedication

This work is dedicated to God Almighty for being a source of inspiration, wisdom, health, strength and enablement to carry out this project.

Lead City University Ibadan DO NOT COPY

Acknowledgement

My utmost gratitude goes to the librarian (s) at the Lead City University Library for providing me with materials that aided the completion of this thesis especially resources for the literature review. I express my unreserved appreciation to the Department of Arts and Social Science Education, Faculty of Education for providing me with knowledge and information in area of educational management. My utmost appreciation goes to my supervisor - Professor Senimetu Ileuma for her meticulous guide, and supervision on my thesis. She was very thorough in her contribution to this work. Thank you so much ma.

My appreciation goes to the current Head of the Department of Arts and Social Science Education – Dr. Oluyomi Pitan for her good leadership. My utmost appreciation goes to the Dean, Faculty of Education, Lead City University, Ibadan – Professor Donald A. Odeleye for his quality leadership. My utmost appreciation goes to the meticulous Professor Afolakemi Oredein, who is the Provost of the Postgraduate College, Lead City University, Ibadan for her quality leadership and contribution to this thesis. I also wish to tender my unreserved appreciation to the brilliant scholars - Professor Philiyas Yara and Professor Ewart for their thorough contribution to this thesis. I also wish to express my profound appreciation to Dr. Ukamaka Akuche, Dr. Toyin Oyedeji, Dr. Monilola Oyetade, Dr. Christiana Sam-Kayode, Dr. Sabina Obi, Dr. Olabisi Kilian, Dr. Mojirade Ayantunji, Dr. Ayobami Adeyemi Ebo and Dr. Omobola Gambo for their immense contribution to this research.

My utmost appreciation goes to my husband – Pastor C.O. Nanna for his immense support. However, “even though the above-mentioned institutions and persons have

assisted in the process of this research work, I alone stand responsible for the errors, if any, found in the work.”

Lead City University Ibadan DO NOT COPY

Abstract

This research investigated Information Communication Technology Factors, Human Resource Management Practice and Achievement of Business Education Objectives in Colleges of Education, Southwest, Nigeria. Thorough search of literature shows scarcity of studies on the joint contribution of the above predictors (information communication technology factors, human resource management practice) on achievement of business education objectives. Three research questions and two hypotheses were raised. Descriptive survey research design was employed. Target population comprised of all public secondary school business studies teachers (2,122) and principals (1,061) in Southwest, Nigeria. Three Southwest states, 1,593 teachers and 1061 principals were sampled using multi-stage sampling procedure. Two instruments— Information Communication Technology Factors and Human Resource Management Practice Questionnaire (ICTFHRMPQ)($\alpha = .886$)”and “Achievement of Business Education Objectives Questionnaire (ABEOQ = .873)”were used to collect data. Data were analysed using descriptive and inferential statistics. Results showed low achievement of Business Education Objectives ($\bar{x} = 2.471$). Information communication technology facilities ($\bar{x} = 2.343$), ICT integration ($\bar{x} = 2.290$) and ICT competency ($\bar{x} = 2.3150$) are at “low level”. In addition, talent management ($\bar{x} = 2.766$), training and development ($\bar{x} = 2.687$) and compensation/benefit ($\bar{x} = 2.518$) are at moderate level. There was a significant joint contribution of information communication technology factors, human resource management to Achievement of Business Education Objectives ($F_{8, 1593} = 6.599$, $R^2 = .032$, Adjusted $R^2 = .024$, $P < 0.05$). ICT facilities ($\beta = .101$; $t = 1.207$; Significance = .005), ICT integration ($\beta = .282$; $t = 1.816$; Significance = .000), ICT Competence ($\beta = .022$; $t = 1.201$; Significance = .005), Talent management ($\beta = .081$; $t = 1.256$; Significance = .005), Compensation/Employee benefits ($\beta = .231$; $t = 1.076$; Significant = .000), Work place safety ($\beta = .531$; $t = .987$; Significant = .001), Training & Development ($\beta = .187$; $t = 2.087$; Significant = .005) are all significant at 0.05%. In conclusion, low information communication technology facilities, ICT integration and ICT competency of the lecturers in the colleges of education negatively affected the achievement of the business education objectives. It was therefore recommended amongst others that seminars should be organised for business study lecturers in the colleges of education to equip their improvement in the availability of ICT facilities as well as having subject mastery on the course in term of competency..

Keywords: Information Communication Technology Factors, Human Resource Management, Achievement of Business Education Objectives, College of Education Southwest

Word Count: 391

Table of Contents

| Title | Page |
|--|-------------|
| Title | i |
| Certification | ii |
| Dedication | iii |
| Acknowledgement | iv |
| Abstract | v |
| Table of Contents | vi |
| List of Table | ix |
| List of Figures | xi |
| List of Appendices | xii |
| Chapter One: Introduction | |
| 1.1 Background to the Study | 1 |
| 1.2 Statement of the Problem | 10 |
| 1.3 Aim and Objectives of the study | 11 |
| 1.4 Research Questions | 12 |
| 1.5 Hypotheses | 12 |
| 1.6 Significance of the Study | 13 |
| 1.7 Scope of the Study | 14 |
| 1.8 Operational Definition of Terms | 17 |
| Endnotes | 18 |
| Chapter Two: Literature Review | |
| 2.1 Conceptual Review | 23 |
| 2.1.1 Business Education | 23 |
| 2.1.2 Objectives of Business Education | 24 |

| | | |
|------------|---|-----------|
| 2.1.3 | Information Communication Technology (ICT) Factors in Education | 25 |
| 2.1.4 | Measures of Information Communication Technology (ICT) | 27 |
| 2.1.4.1 | Information Communication Technology (ICT) Facilities | 27 |
| 2.1.4.2 | Information Communication Technology (ICT) Integration | 27 |
| 2.1.4.3 | Information Communication Technology (ICT) Competence | 28 |
| 2.1.5 | Benefits of Using ICT in Education | 29 |
| 2.1.6 | Human Resources Management Practice | 31 |
| 2.1.6.1 | Kinds of Human Resources Management Practices | 32 |
| 2.1.6.2 | Work Place Safety | 33 |
| 2.1.6.3 | Training and Development Programme | 34 |
| 2.1.6.4 | Compensation and Employee Benefit | 36 |
| 2.1.7 | Developmental Stages of Human Resource Management Practices | 37 |
| 2.1.7.1 | The Industrial Welfare Stage: | 37 |
| 2.1.7.2 | The Welfare and Administration Stage | 38 |
| 2.1.7.3 | Personnel Administration/Social Issues Era | 39 |
| 2.1.7.4 | Personnel Management Era | 40 |
| 2.2 | Theoretical Framework | 41 |
| 2.2.1 | Innovation Diffusion Theory | 41 |
| 2.2.1.1 | Key Concepts of Innovation Diffusion Theory | 41 |
| 2.2.1.2 | Application to the Study | 42 |
| 2.2.2 | Self-Determination Theory | 43 |
| 2.2.2.1 | Key Concepts of Self-Determination Theory | 44 |

| | | |
|---------|--|----|
| 2.2.2.2 | Application to the Study: | 45 |
| 2.2.2.3 | The relevance of Self-Determination Theory (SDT) | 46 |
| 2.2.3 | Motivational Theory | 48 |
| 2.2.3.1 | Physiological needs | 49 |
| 2.2.3.2 | Safety needs | 50 |
| 2.2.3.3 | Social Belonging | 51 |
| 2.2.3.4 | Self-esteem | 52 |
| 2.2.3.5 | Self-actualization | 53 |
| 2.2.4 | Fredrick Herzerberg's Two-Theory of Motivation | 54 |
| 2.2.4.1 | Douglas McGregor's two-factor theory of motivation | 57 |
| 2.2.4.2 | Theory X | 57 |

| | | |
|---------------------------------------|---|------------|
| 2.3.4.3 | Theory Y | 59 |
| 2.3 | Review of Empirical Studies | 60 |
| 2.3.1 | Information and Communication Technologies (ICT) and Achievement of the Objectives of Business Education | 60 |
| 2.3.2 | Information and Communication Technologies (ICT) Competent and Achievement of the Objectives Business Education | 75 |
| 2.3.3 | Human Resources Management Practice on Achievement of the Objectives Business Education | 77 |
| 2.3.2.1 | Talent Management and Achievement of Objectives of Business Education in College of Education in Nigeria | 78 |
| 2.3.2.2 | Work Place Safety towards Achievement of Objectives of Business Education in Colleges of Education in Nigeria | 85 |
| 2.3.2.3 | Training and Development Programme towards Achievement of Objectives of Business Education in Colleges of Education in Nigeria | 99 |
| 2.4 | Conceptual Framework | 123 |
| 2.5 | Summary of the Related Literature | 123 |
| | Endnotes | 125 |
| Chapter Three: Methodology | | |
| 3.1 | Research Design | 145 |
| 3.2 | Population of the Study | 145 |
| 3.3 | Sample and Sampling Techniques | 146 |
| 3.4 | Description of the Research Instruments | 151 |
| 3.5 | Validity of the Research Instruments | 152 |
| 3.6 | Reliability of the Instruments | 153 |
| 3.7 | Administration of Research Instructment and Method of Data Collection | 153 |

| | | |
|---|--|------------|
| 3.8 | Method of Data Analysis | 153 |
| | Endnotes | 154 |
| Chapter Four: Results and Discussion of Findings | | |
| 4.1 | Instrument Response Rate | 155 |
| 4.2 | Presentation of Data | 157 |
| 4.2.1 | Demographic Data Presentation | 157 |
| 4.2.2 | Answer to Research Questions | 161 |
| 4.3 | Test of Hypotheses | 174 |
| 4.4 | Discussion of Findings | 179 |
| | Endnotes | 187 |
| Chapter Five: Conclusion | | |
| 5.1 | Summary of Findings | 190 |
| 5.2 | Conclusion | 193 |
| 5.3 | Recommendations | 195 |
| 5.4 | Contribution to Knowledge | 196 |
| 5.5 | Suggestions for Further Research | 197 |
| | Bibliography | 199 |
| | Appendices | 223 |
| | Bio-data | 251 |
| | The University Compliance Certification | 253 |

List of Tables

| Table | Title | Page |
|-------|--|------|
| 3.1 | Population of the Study | 145 |
| 3.2 | Sampled Senatorial District for the Study | 148 |
| 3.3 | Sampled Number of Teachers for the Study using Yamane's formula | 149 |
| 3.4 | Sampled Number of Principals for the study using Total Enumeration technique | 150 |
| 4.1 | Instrument Response Rate | 155 |
| 4.2 | Frequency Distribution of Demographic Characteristics of Teachers | 157 |
| 4.3 | Frequency Distribution of Demographic Characteristics of Principals | 159 |
| 4.4 | Level of Achievement of the Objectives Business Education in Colleges of Education in Southwest, Nigeria | 161 |
| 4.5 | Level of Normative Commitment of Teachers | 168 |
| 4.6 | Level of Continuance Commitment of Teachers | 170 |
| 4.7 | Level of ICT Facilities on the Objectives of Business Education in Colleges of Education in Southwest, Nigeria? | 163 |
| 4.8 | Level of ICT Integration on the Objectives of Business Education in Colleges of Education in Southwest, Nigeria? | 165 |
| 4.9 | Level of ICT Competence on the Objectives of Business Education in Colleges of Education in Southwest, Nigeria? | 167 |
| 4.10 | Status of Talent Management in Colleges of Education in Southwest, Nigeria | 169 |
| 4.11 | Status of Compensation/Employee Benefits in Colleges of Education in Southwest, Nigeria | 170 |
| 4.12 | Status of Workplace Safety in Colleges of Education in Southwest, Nigeria | 172 |
| 4.13 | Status of Training & Development program in Colleges of Education in Southwest, Nigeria | 173 |
| 4.14: | Multiple Regression Analysis and Model Summary for the Combined contribution of Information Communication | |

Technology Factors (ICT Facilities, ICT Integration, ICT Competence) and Human Resource Management Practice (Talent Management, Compensation/Employee Benefits, Work Place Safety and Training & Development) on Achievement of Business Education Objectives in Colleges of Education in Southwest, Nigeria.

175

- 4.15: Coefficients of Multiple Regression Analysis for the relative influence of Information Communication Technology Factors (ICT facilities, ICT integration, ICT competence) and Human Resource Management Practice (Talent management, Compensation, Employee benefits, Work place safety and Training & Development) on achievement of Business Education Objectives in Colleges of Education in Southwest, Nigeria

176

Lead City University Ibadan DO NOT COPY

List of Figure

| Figure | Title | Page |
|---------------|----------------------|-------------|
| 2.4 | Conceptual Framework | 123 |

Lead City University Ibadan DO NOT COPY

List of Appendices

| Appendix | Title | Page |
|-----------------|-------------------------------------|-------------|
| i | Research Instruments | 229 |
| ii | Consent Form for Fieldwork | 234 |
| iii | SPSS Computation Results | 235 |
| iv | Pictures of Researcher in the Field | 261 |

Lead City University Ibadan DO NOT COPY

Lead City University Ibadan DO NOT COPY

Chapter One Introduction

1.1 Background to the Study

Business education refers to a programme of instruction in that offers various skills in accounting, marketing and Office Technology and Management (OTM). Major topics include: office practice, book keeping, business mathematics, business communication, secretarial duties, word processing, and advertising¹. It is the foundation upon which students build an awareness of business and an understanding of business concept. It can also be described is a process of instructing a person about what happens during business transactions in offices, banks, markets and anywhere money changes hands. It is a type of education that helps someone to learn facts, acquire skills, develop abilities, solve problems and be able to have business like attitudes useful for success in business situations¹.

The actual goals of business education is to: Prepare students for specific career in office occupations: Equip students with the requisite skills for job creation and entrepreneurship and expose students to the knowledge of business, including a good blend of computer technology, which incorporates Information and Communication Technologies (ICT). The first two goals involve education ‘for’ business, which is aimed at equipping recipients with the requisite attributes (knowledge, skills, competencies, and attitudes) to become gainfully employed in the world of work, whereas the later addresses education ‘about’ business, which is aimed at providing a sound basis for further studies at the graduate and post-graduate levels. Some contemporary thinkers in education and training conceive of business education as a major contributor to human resource, entrepreneurial and national development². In

a clearer term, business education means education for business or training skills which is required in business offices, clerical occupation and business policy analysis. The stated objectives of business education at the college of education level in Nigeria are:

To:

1. Produce well qualified and competent NCE graduate in business subjects who will be able to teach business subjects in our junior secondary schools.
2. Produce NCE business teachers who will be able to inculcate the vocational aspects of Business Education into the society.
3. Produce NCE business teachers who will start with so much desired revolution of vocational development right from the Nigeria Primary and Secondary schools.
4. Prepare students in Business Education with necessary competence so as to qualify them for a three-year post-NCE degree programme in Business Education in Nigerian Universities.
5. Equip graduates with the right skills to engage in a life of work in the office as well as for self-employment³.

Despite the growth of Business education programmes in Nigerian colleges of education, the course seems to still suffer different institutional as well as governmental problems. Thus majority of graduate of this programme seem not being able to follow the international standards of business education. The institutional problems include but not limited to lack of highly qualified professional teachers specialised in different business areas, weak link between industrial sector of the country and academia, poor facilities

for good quality in business education research, bad leadership, poorstandardized performance evaluation system of teacher's promotion, lecturers approach to students in tertiary institutions. Similarly, the problems from government side include inadequate government investment, politicized curricula in educational sector, corruption in educational sector, inadequate classroom for learning and examinations^{4,5}. These problems observed may not be disconnected from the observed problems among business studies graduate such as hindering the graduate from developing intellectual skills and knowledge that will equip them to contribute significantly to the society and nation at large, thereby, denying the graduates the ability to satisfy the requirements of the labour market, unemployment and subsequently the graduates are engulfed in poverty⁶. However, business education seems not fully achieving its objectives as stated in its curriculum. A related study decried the failure of the education offered in tertiary institutions especially in the business education programmes to prepare students and graduates for real life situations. It was specifically noted that the inability of business education graduates to gain employment in various cooperate bodies and organizations resulted from incompetence which is traceable to the quality of education given to business education graduates, shortages of business education teachers, and inaccessibility of teaching facilities⁷

For optimum educational teaching and learning of business education courses just like any other course, there must be adequate provision of Information and Communication Technology (ICT) tools. Information and Communication Technology (ICT) is an indispensable tool in this digital age. Currently, there is a parading shift in the ICT world to meet up with the challenges peculiar to this information age. Also, it is

a powerful force that has shaped several aspects of people's way of life. The significant impact of ICT in the last three decades in fields of law, tourism, business, engineering, architecture and medicine is invaluable. Thus, changes in the mode of operation of these fields are now completely different⁸.

Ensuring optimum teaching and learning in higher institution, adequate provision of ICT tools for both the teachers and students is crucial. To sufficiently achieve the objectives of teaching and learning Business education therefore, there is a need for skilled business educators in our higher institutions, colleges of education particularly which is the major focus in this study. It was observed by the researcher that some graduates of business education today cannot perform as expected of them. This may be due to lack of required skill acquisition while in school. This situation has become a controversial issue in the society, because of the perceived incompetence on the part of business education products. These problems are not farfetched because some institutions today are suffering from inadequate infrastructural facilities coupled with incompetence of the lecturers for teaching those ICT related courses. It is one thing for the facilities to be available and it is another thing for the teacher to know how to make use of it. Therefore, inadequate utilization of new technologies facilities by business education teachers could result in producing graduates with only theoretical knowledge and less experience in practical courses which required the application of ICT skills⁹.

The teachers are expected to equip graduates with relevant technological skill for effective performance in this global world. ICT utilization is the utilization of computer, laptop, video machines, multimedia projectors or PowerPoint, interactive board, digital cameras, internet facilities, computer network, telephone Global System Mobile (G.S.M)

and land phones, e-library, television programmes, data base among others in educational setting. It was pointed out that the use of ICT facilities by lecturers' in colleges of education largely depended on the ownership of the school. This may be because federal government owned institutions are better funded than others¹⁰.

It was established in a study that ICT usage in this dispensation is not encouraging and that business educators are posed to diver challenges chiefly amongst others is irregular power supply¹¹. Others include: unavailability of ICT resources and poor accessibility by lecturers, some colleges of education and universities are ill equipped most especially the computer studio which result in continuous use of non-digital method of teaching. The reason for this may be as a result of financial constraints faced by most of the tertiary institutions in the provision of ICT facilities for the institutions, coupled with fear of unknown in the use of these technological gadgets on the part of the lecturers¹².

It is therefore worthy of note that ICT gadgets in many colleges of education are grossly inadequate in teaching and learning of business education courses. Despite the inclusion of ICT into business education programme for some years back, it seems as if the students are not getting the right skills to meet the challenges in the labour market. This shows that the main goal of introducing it into the curriculum has not been adequately achieved¹³. Some institutions are suffering from inadequate of ICT tools in teaching and learning of business education courses. Therefore, there is an urgent need to pay more prominent attention to the improvement of teaching and learning, through the provision of more ICT tools in Nigerian tertiary institutions in achieving the objectives of business education¹⁴.

A study explored the role of ICT infrastructure facilities in enhancing curriculum implementation in Nigerian tertiary institutions. It was indicated that there was significant difference in the mean rating of male and female business education students on their proficiency in the use of ICT resources and that there was no significant difference in the mean rating of male and female business education students on their utilization of ICT resources¹⁵.

A study explained that effective application of ICTs facilities in teaching would also facilitate the realization of stated objectives of any educational programme through improved innovativeness, curiosity and creativity of the learners¹⁶. It is only very few jobs today that do not require the use of skills in ICT facilities. In fact, effective use of information and communication facilities in schools definitely contributes to the realization of Millennium Development Goals. Recognizing the significance of the use of ICTs in school, it is imperative to identify ICT competencies required by lecturers for the realization of the objectives of Business Education¹⁷.

Information Communication Technology integration is meant to be cross curricular rather than become a separate course or topic in itself. Technology should be used as a tool to support the educational objectives such as skills for searching and assessing information, cooperation, communication and problem solving which are important for the preparation of children for the knowledge society¹⁸.

Information Communication Technology Competency means knowledge, skills, attitudes and judgment generally required for the successful performance of a task¹⁹. Competency involves knowledge, skills, attitudes, values, motivation and beliefs people need in order to be successful in a job. Competency of the teachers in teaching profession has to do with the ability of a teacher to integrate different kinds of knowledge and use them synergically for instructional delivery. Effective teaching of Business education in any learning environment requires demonstration of various competencies which invariably enable students to learn by improving their knowledge, skills, attitudes and values. The lecturers of business education are vital in the impartation of required skills to the students through the acquisition and possession of the required ICT competencies²⁰.

Human resources in education refer to the lecturers or teachers, academics and the non-academics staffs of an educational institution. Every educational system at every level depends heavily on the human resources for execution of its programme. Teachers are the critical resources for effective implementation and realization of the educational policies and objectives at the practical level of classroom. A manager, whether in private or public sector who underrates the critical role and underplays the importance of people in goal achievement, can neither be effective nor efficient. It is the teacher who ultimately interprets and implements policy as represented in the school curriculum, which is designed to actualize educational goals²¹. Maintaining and improving educational standards and the objectives of business education is only possible through teachers in which they are the most indispensable entity in the school.

A researcher explained human resources in business education programme as the academic and non-academic staffs, that is, business education lecturers and the non-academic staffs in business education departments in tertiary institutions, as they facilitates the implementation of business education curriculum²². They includes the teaching (lecturers and teachers) and the non-teaching staff (administrative staff in the ministries of education and their parastatals, the administrative staff of the various levels of institutions and their support staff). It is therefore clear that the academic and non -academic staff of business education across the tertiary institutions are human resources because they have abilities, knowledge and skills to perform their various respective duties or functions such as teaching, research, safeguarding educational resources and many other functions²³. It is also a strategic and comprehensive approach to managing people and the workplace culture and environment. Effective (HRM) enables business educators to contribute effectively and productively to the overall education sector direction and the accomplishment of the goals and objectives.

A study revealed that there exist a positive relationship between human resources and the effective implementation of curriculum. It is was emphasized that the availability, relevance and adequacy of educational resources, especially human resources contributes to the achievement of business education objectives as stated in the curriculum. Therefore the ultimate goal is not to design the best and ideal curriculum, but to transmit it by teachers²⁴.

Talent management is a process in which are mostly used by every company. Companies understand that it takes more practice to engage employees with the

knowledge, skills, abilities, and connections to achieve strategic business goals. A study revealed that one of the key facilitators of corporate sustainability is their unique, valuable, and irreplaceable human capital gives them a competitive advantage²⁵.

Training and development programme refers to the intentional and systematic efforts undertaken by educators to enhance their knowledge, skills, and instructional practices. It is a continuous process of learning and growth that supports teachers in staying updated with current research, best practices, and educational innovations. Development programme recognizes that teaching is a dynamic field, and educators need ongoing opportunities to expand their expertise and adapt their instructional approaches to meet the diverse needs of students. It goes beyond initial teacher training and embraces the concept of lifelong learning. It encourages educators to engage in reflective practice, critically examine their teaching methods, and seek opportunities for improvement. Through development, teachers deepen their content knowledge, pedagogical skills, and understanding of effective assessment and instructional strategies²⁶.

Work place safety involved physical, emotional as well as psychological safety. Physical safety factors involve the physical infrastructure and precautions taken to prevent accidents, injuries, or harm within the school premises. This includes measures such as secure entry and exit points, well-maintained buildings and facilities, fire safety protocols, emergency evacuation plans, and regular safety drills. It also involves ensuring the safety of equipment, playgrounds, and transportation systems. Building safe schools should be a priority for architects, engineers, policy makers and administrators. Among all public facilities, children in schools are the most vulnerable

during disasters. It could be referred to as the absence of harm that can be affected by any person from physical object or practices that include a physical object²⁷. Workplace safety could therefore influence achievement in business education objectives in colleges of education, Southwest, Nigeria positively or negatively.

Achievement of business education objectives is needed for effective and productive manpower in the industrial and economic sectors of the country. However, when the achievements are not properly inclined according to the curriculum, they will not be able to contribute their quota effectively towards the economic development of the society. There is therefore the need to thoroughly examine factors such as information communication technology (ICT) and human resources management practices factors that might be responsible for poor achievement of business education objectives in colleges of education, Southwest, Nigeria. Moreover, there is scarcity of studies on the joint contribution of information communication technology (ICT) and human resources management practices factors hence the rationale for this study.

1.2 Statement of the Problem

There are considerable concerns by Business Education students, their lecturers, employers of Business Education graduates, and curriculum experts that the objectives of Business Education degree programmes in colleges of education in Nigeria and most especially in Southwest, Nigeria are not being implemented²⁹. This condition has grossly been argued by those concerned that the outlined objectives of the programme do not commensurate with the quality of its product turned out, making one believe that graduates of business education in these colleges might not have met the

expectations and needs of the contemporary society due to technological advancement in education globally. However, there is no current empirical evidence to show that the programme is adequately or effectively being implemented in line with the National Commission for Colleges of Education (NCCE) academic standard to conform to the above assertions. These divisive views prompted researchers to evaluate the effectiveness of the achievement of the objectives of Business Education programme in the colleges of education in Southwest, Nigeria. Specifically, to assess the level at which 'Information Communication Technologies' and Human Resources Management contributes to the level of achievement of the objectives of business education in colleges of education in Southwest, Nigeria.

1.3 Aim and Objectives of the Study

The broad objectives the study is to investigate the influence of Information Communication Technology (ICT) factors and Human Resource Management Practice on Achievement of Business Education Objectives in Colleges of Education in Southwest, Nigeria. Specifically, the study intends to achieve the following objectives:

1. identify the level of achievement of the business education objectives in colleges of education in Southwest, Nigeria.
2. identify the level of Information Communication Technology (ICT) factors (ICT facilities, ICT integration, ICT competence) on the objectives of business education in colleges of education in Southwest, Nigeria

3. identify the status of human resource management practice (talent management, employee benefits and workplace safety) in colleges of education in Southwest, Nigeria.
4. investigate the combined influence of Information Communication Technology Factors (ICT facilities, ICT integration, ICT competence) and Human Resource Management Practice (Talent management, compensation & employee benefits workplace safety) on achievement of Business Education Objectives in Colleges of Education in Southwest, Nigeria.
5. investigate the relative influence of Information Communication Technology (ICT facilities, ICT integration, ICT competence) and Human Resource Management Practice (Talent management, compensation & employee benefits, work place safety) on Achievement of Business Education Objectives in Colleges of Education in Southwest, Nigeria.

1.4 Research Questions

1. What is the level of achievement of the business education objectives in Colleges of Education in Southwest, Nigeria?
2. What is the level of ICT factors (ICT facilities, ICT integration & ICT competence) on the objectives of business education in Colleges of Education in Southwest, Nigeria?
3. What is the status of human resource management practice (talent management, employee benefits, workplace safety and training & development) in colleges of education in Southwest, Nigeria?

1.5 Hypotheses

H₀₁: There will be no significant combined influence of Information Communication Technology Factors (ICT facilities, ICT integration, ICT competence) and Human Resource Management Practice (Talent management, compensation, employee benefits, work place safety and Training & Development) on achievement of Business Education Objectives in Colleges of Education in Southwest, Nigeria.

H₀₂: There will be no significant relative influence of Information Communication Technology Factors (ICT facilities, ICT integration, ICT competence) and Human Resource Management Practice (Talent management, compensation, employee benefits, work place safety and Training & Development) on achievement of business education objectives in Colleges of Education in Southwest, Nigeria.

1.6 Significance of the Study

This study will contribute theoretically to the body of existing literature by providing useful data and information on Nigeria's ICT developments and challenges, especially in its educational sector. Empirical evidence has shown that out of the various ICT studies in education, only a few have focused on how teachers feel and behave towards ICTs, especially in business education. In addition, more attention has been given to ICT studies among students, whereas teachers are less investigated. Hitherto, where as such studies are scanty and rare, they are also basically descriptive in nature..

The study will be of immense benefit to lecturers in Nigerian colleges of education, especially those in business education. By this study they will see the increasing need for them to be effectual in ICTs, be positive in their attitudes toward ICTs and reinforce their intentions for using technology in classroom. These lecturers will also appreciate the relevance of ICTs to their jobs and hence, be committed to the use of such tools in the classroom.

The wealth of literature reviewed and the important findings in this study will serve as source of information for teachers, researchers, policy makers and curriculum planners to make better ICT-integration investigations, decisions and policies especially in regard to business education in Nigerian tertiary schools and beyond.

The findings of this study will be of great significant to Business Education Students, lecturers, human resources Managers, Future Researchers and the general public. The findings of this study will enable for the human resources manager to strategically manage people such as recruiting and selecting employees, coordinating the activities of employees, work motivation of employees, creating training and development that are essential to fostering a good employee- employer relationship which will lead to effective job performance.

The findings of this study will enable Business Education students to have better insight of human resources management and also to enable them to contribute their ideas in relation to the field. The findings of this study will give researchers the knowledge on human resources management practices as it applies to job performance.

The findings of this study will illuminate the lecturers' knowledge on human resources managers and motivate them to increase their job performance. The findings of this study will give the general insight on human resources management practices as it relate to achievement of the objectives of business education in colleges of education. This finding will also benefit the future researchers on how effective is the human resources management practices is to other careers.

1.7 Scope of the Study

The contextual scope of the study is delimited to Information Communication Technologies Factors, Human Resource Management and Achievement of Business Education Objectives in Colleges of Education in Southwest, Nigeria. Geographical scope of this study is delimited to all federal and state colleges of education offering business education as a course in Southwest, Nigeria. As at the time of this study, there are fourteen (14) federal and forty four (44) state colleges of education running business education programme.


The study is also delimited in terms of method of data collection. It should be noted that only quantitative data retrieved from business studies lecturers in the sampled colleges of education in Southwest, Nigeria through the use of carefully structured questionnaire will be used to answer formulated research question and test the hypotheses.

1.8 Operational Definition of Terms

Business Education: This is a course offered in colleges of education where students are taught the fundamentals, theories, and processes of business.

Business Education Objectives in Colleges of Education: These are the specific objectives that business education curriculum at the college of education level is designed to achieve: As stated in the curriculum, these are

1. To produce well qualified and competent NCE graduate in business subjects who will be able to teach business subjects in our junior secondary schools.
2. To produce NCE business teachers who will be able to inculcate the vocational aspects of Business Education into the society.
3. To produce NCE business teachers who will start with so much desired revolution of vocational development right from the Nigeria Primary and Secondary schools.
4. To prepare students in Business Education with necessary competence so as to qualify them for a three-year post-NCE degree programme in Business Education in Nigerian Universities.
5. To equip graduates with the right skills to engage in a life of work in the office as well as for self-employment.



Achievement of Business Education objectives in colleges of Education: This measured by the level at which the aforementioned objectives of business education in colleges of Education have been achieved.

Information Communication Technology (ICT) Factors: These are diverse set of technological tools and resources used to transmit, store, create, share or exchange information in the cause teaching and learning business education in colleges of

education in Southwest, Nigeria. The factors of ICT to be considered in this study are: (ICT facilities, integration and competency).

ICT Facilities: These are information and telecommunication facilities made available to business education lecturers and students in colleges of education in Southwest, Nigeria. In this study, the ones considered are availability of internet services on campus, projectors to teach, use of ICT to communicate to students and availability of facilities for online classes.

ICT Integration: This implies the level at which ICT is introduced in the running of affairs business education department in colleges of education in Southwest, Nigeria.

ICT Competence: This measures the technical knowhow of business education lecturers in using ICT facilities to teach business education courses in colleges of education in Southwest, Nigeria.

Human Resources Management Practice: Human Resource Management is concerned with the people dimension in management. Since colleges of education is an organization made up of people (lecturers), acquiring their services, developing their skills, motivating them to higher levels of performance and ensuring that they continue to maintain their commitment to the organization is essential to achieve organizational objectives is what human resource management is all about. The human resource management practices to be considered in this study are: talent management, employee benefits and workplace safety.

Talent Management: This implies methodically organized, strategic process of getting the right talent onboard and helping business studies lecturers grow to their optimal capabilities keeping organizational objectives in mind.

Compensation/Employee Benefits: These are non-wage compensation provided to business education lecturers by the management of colleges of education in addition to their normal salaries or wages. This include: maternity leave with pay, housing, health insurance and opportunity for personal development.

Workplace Safety: This implies the level at which business education lecturers in colleges of education in Southwest, Nigeria work in a safe environment without any fear of insecurity within the college premises. This includes physical safety, emotional safety as well as psychological safety.

Training & Development: This implies a process of acquiring knowledge, understanding, skills and value in other to cope in the environment and to be able to meets with the organizational current and future needs for effective management. Such as workshop, conference, ICT training.

Lead City

Endnotes

1. C. I. Okoli & J. A. Okolo: *Digital Skills Acquired by Business Education Lecturers for Implementation of Business Education Curriculum in Colleges of Educations of Education in Delta State* **Nigerian Journal of Business Education** 11 (2) 2024, 8-13. ISSN: 2408-4816 Online & Print
2. J. Okubotimibi: *The Impact of Information Communication Technology on Business Education and National Development*. **International Journal of Innovative Information Systems & Technology Research** 12(3), July-Sept, 2024, 1-11, ISSN: 2467-856
3. A.U. Zango, & A. S. Mahmoud *Technology Mediated Instructions and Future Academic Achievement of NCE Business and Entrepreneurship Education Students*. **Nigerian Journal of Business Education** 11 (2) 2024, 80-87. ISSN: 2408-4816 Online & Print
4. N. A. Adeboye: *Strategies for the Integration of Technology into Business and Entrepreneurship Education*, **Nigerian Journal of Business Education** 11 (2) 2024 ,18-23 ISSN: 2408-4816 Online & Print
5. M.U. Ukairo. *The Place of Business Education in Addressing the Economic Recession in Nigeria for Sustainable Development*. **Association of Business Educators of Nigeria Conference Proceedings** 4(1) 2017. 447-454.
6. J.O.C. Orah, & T.A. Umoru, *Business Education Graduate Entrepreneurs' Rating of Financial Management and Innovative Thinking Skills Utilization in Entrepreneurial Ventures in North Central States*. **Nigeria Journal of Technology & Vocational Education**, 3(1): 2018. 191-204.
7. G. K., Stahl, C. J., Brewster, D. G., Collings, & A., Hajro, *Enhancing the role of human resource management in corporate sustainability and social responsibility:*

- A multi-stakeholder, multidimensional approach to HRM. Human Resource Management Review*, 30(3), 2020. 100708, <https://doi.org/10.1016/j.hrmmr.2019.100708>.
8. C.O. Nyambane & D. M.Nzuki, *Influence of ICT Capacity on Effective Utilization of ICT to Improve Organizational Performance of Learning Institutions: A Literature Review. European Scientific Journal* 15(31) November, 2019, 264. ISSN: 1857 – 7881 (Print) e - ISSN 1857- 7431 <http://dx.doi.org/10.19044/esj.2019.v15n31p264>
 9. R. O. Mensah, C.Quansah, B. Oteng & J. N. A. Netey: *Assessing the Effect of Information and Communication Technology Usage on High School Student's Academic Performance in a Developing Country. Cogent Education* Vol 10 (1) 2023, <https://doi.org/10.1080/2331186X.2023.2188809>
 10. R. Kumari & S. K. Singh: *Impact of ICT Infrastructure, Financial Development, and Trade Openness on Economic Growth: New Evidence from Low- and High-income Countries. Journal of the Knowledge Economy* 15, 2024, 7069–7098. <https://doi.org/10.1007/s13132-023-01332-7>
 11. M. F. Ohaire-Udebu & E. J. Chukwuemeka (2024), *Roles of Infrastructure and ICT Facilities in Enhancing Curriculum Implementation in Nigerian Tertiary Institutions. British Journal of Contemporary Education*, 4(2), 2024 <https://doi.org/10.52589/BJCE-C8D8CONZwww.abjournals.org>
 12. A.F. Ademiluyi & O.O. Olawuyi: *Utilization of ICT Resources for Learning by Business Education Students in Colleges of Education. KWASU Journal of the Business of Education*, 3 (1) 2020
 13. S. Kumar & H. Pallathadka & L. Pallathadka: *The Implication of ICT on Business Education Integrated Journal for Research in Arts and Humanities* 2(6), November, 2022, 86-91
 14. A.U. Okeke,& U.O. Ihenacho. *Extent of Utilization of e-learning Resources in Business Education Programmes in South-east Nigerian Universities. NAU Journal of Technology & Vocational Education*, 2(1): 2017. 182-190.
 15. S., Sutrisno, *The Role of Business Mentors in Assisting the Growth of Education-Supported MSMEs. Indo-MathEdu Intellectuals Journal*, 4(2), 2023. 332-346, <https://doi.org/10.54373/imeij.v4i2.201>.
 16. K., Okundaye, S. K., Fan, & R. J., Dwyer, *Impact of Information and Communication Technology in Nigerian Small-to Medium-sized Enterprises. Journal of Economics, Finance and Administrative Science*, 24(47), 2019. 29-46, <https://doi.org/10.1108/jefas-08-2018-0086>.

17. A. F., Anoke, A. N., Onu, & O. C., Agagbo, *Managerial Competencies and Growth of Small and Medium Enterprise (SMEs) in Abuja Metropolis, Nigeria*. **International Journal of Financial, Accounting, and Management**, 4(3), 2022. 255-268, <https://doi.org/10.35912/ijfam.v4i3.811>
18. M.O. Ogungbo, I.O. Oniyide, J. A . Abbas & I . K. Abdulraheem . *Integration of Modern Technology in Business Education Curriculum of College of Education for Students' Self Reliance in Kwara State*. **Educational Perspectives**, 13(1), 2024, 239 - 247.
19. O. Iheukwumere & Chinwe-Edozie: *Evaluation of the Relevance of Information and Communication Technology (ICT) Competencies to the Effectiveness of Entrepreneurship Education in Polytechnics in Nigeria*. **Nigerian Journal of Business Education** 11 (2) 2024 ,115-122, ISSN: 2408-4816 ONLINE & PRINT
20. A. D. Salifu: *Competencies Useful to Business Educators for Effectiveness in ICT Related Businesses in Olamaboro Local Government Area of Kogi State Nigeria* **Journal of Business Education** 7 (1) October 2020, 92-102
21. F. L Cooke, R. Schuler, &A. Varma, *Human Resource Management Research and Practice in Asia: Past, Present and Future*. **Human Resource Management Review**, 30(4), 2020. 100778.
22. R. Lombardi, S. Manfredi, B. Cuzzo, &M. Palmaccio. *The Profitable Relationship among Corporate Social Responsibility and Human Resource Management: A New Sustainable Key Factor*. **Corporate Social Responsibility and Environmental Management**, 27(6), 2020. 2657-2667.
23. C. J. Collins, *Expanding the Resource Based View Model of Strategic Human Resource Management*. **The International Journal of Human Resource Management**, 32(2), 2021. 331-358.
24. G. K., Stahl, C. J., Brewster, D. G., Collings, & A., Hajro, *Enhancing the Role of Human Resource Management in Corporate Sustainability and Social Responsibility: A Multi-stakeholder, Multidimensional Approach to HRM*. **Human Resource Management Review**, 30(3), 2020. 100708, <https://doi.org/10.1016/j.hrmmr.2019.100708>.
25. M. Kaliannan , D. Darmalingam , M. Dorasamy & M. Abraham :*Inclusive Talent Development as a key Talent Management Approach: A systematic Literature*

- Review. Human Resource Management Review* 31(2) June 2021, 100732
<https://doi.org/10.1016/j.hrmr.2022.100926>
26. E.S.I. Yaqoot & N. Mat, *Determination of Training Material and Organizational Culture Impact in Vocational Training Effectiveness in Bahrain. Journal of Technical Education and Training.* 13 (4), 2021. 1-14
<https://penerbit.uthm.edu.my/ojs/index.php/JTET/article/view/9047>
27. F. O. Adebayo, & S. Ileuma: School Safety Factors: *A Necessary Condition for Job Commitment of Secondary School Teachers in Nigeria. British Journal of Education, Learning and Development Psychology.* 6 (Issue 3), 2023, 100-109,
DOI: 10.52589/BJELDP-WEDZJFGZ DOI URL:
<https://doi.org/10.52589/BJELDP-WEDZJFGZwww.abjournals.org>ISSN: 2682-6704

Chapter Two

Literature Review

This chapter contains review of studies that are related to the variables under study. It was presented in the following sub-sections: Conceptual Review, Theoretical Review, Empirical Review, Conceptual Framework and Summary of Reviewed Literature.

2.1 Conceptual Review

- 2.1.1 Business Education
- 2.1.2 Objectives of Business Education
- 2.1.3 Information Communication Technology (ICT) Factors in Education
- 2.1.3 Information Communication Technology (ICT) Factors in Education
- 2.1.4 Measures of Information Communication Technology (ICT)
 - 2.1.4.1 Information Communication Technology (ICT) Facilities
 - 2.1.4.2 Information Communication Technology (ICT) Integration
 - 2.1.4.3 Information Communication Technology (ICT) Competence
- 2.1.5 Benefits of Using ICT in Education
- 2.1.6 Human Resources Management Practice
 - 2.1.6.1 Kinds of Human Resources Management Practices

- 2.1.6.2 Work Place Safety
- 2.1.6.3 Training and Development Programme
- 2.1.6.4 Compensation and Employee Benefit
- 2.1.7 Development Programme towards Achievement of Objectives of Business Education in Colleges of Education in Nigeria

2.2 Theoretical Review

- 2.2.1 Social Exchange Theory
- 2.2.2 Herzberg's Two Factor Theory (Hygiene and Motivation)

2.3 Review of Empirical Studies

- 2.3.1 Information and Communication Technologies (ICT) and Achievement of the Objectives of Business Education
- 2.3.2 Information and Communication Technologies (ICT) Competent and Achievement of the Objectives Business Education
- 2.3.3 Human Resources Management Practice on Achievement of the Objectives Business Education
 - 2.3.2.1 Talent Management and Achievement of Objectives of Business Education in College of Education in Nigeria
 - 2.3.2.2 Work Place Safety towards Achievement of Objectives of Business Education in Colleges of Education in Nigeria
 - 2.3.2.3 Training and Development Programme towards Achievement of Objectives of Business Education in Colleges of Education in Nigeria

2.4 Conceptual Model

2.5 Summary of Literature Reviewed

2.1 Conceptual Review

2.1.1 Business Education

Business education is a major component of vocational education. It is a design field of study for the development of skills, attitudes, appreciation, creativity as well as

creation of awareness and competencies in the office work and business world¹. A study explained that business education is a programme of instruction, which consists of office education, which is a vocational education programme for office career workers through initial refresher and upgrading education. It was further explained that general business education is a programme that provides learners with information and competencies which are needed by all in managing personal business affairs and in using the services of business to complement the above explanation, business education consists of other programmes relevant to general business education and office education such as distribution, secretarial, computation occupation, and so on².

Business education is the area of vocational education that is concerned with the acquisition of practical and applied skills for efficiency in office occupation, distribution and marketing occupation, business teaching, business and office education in addition to, basic economic understanding³. However, business education was viewed as that aspect of the total educational programme that provides the knowledge, skills and attitude to perform in the business world as a producer and consumer of goods and services that business offers. Business education as an aspect of vocational education, prepares an individual for employment in the business world. He believes that it is education for and about business or training for business skills and competencies required for use in business and office education. It is one of the vocational areas which give training in an occupational identity³. Business education develops in people knowledge and capabilities for employment at different levels of business and other related occupation such as teaching. In the area of teaching,

business education prepares individuals to assume teaching positions as teachers in secondary and post-secondary level⁴.

2.1.2 Objectives of Business Education

The mission of business education at the colleges of education level is to train the necessary manpower for industry, business, public and private business establishments, including manpower for teaching⁵. Thus, business education opens various career opportunities to its graduates namely, teaching in schools at various levels depending on the level of degree obtained, working in commerce and the public sector of the economy, undergoing advanced studies in business, taking up management positions in various organizations and developing training programmes for industries and businesses. In addition to the business education graduates involvement in paid employment, they are also involved in some private practices in secretarial, advertising, salesmanship and other distributive trades. Technology has also broadened the horizon of business education as it has made it possible for the learners to be exposed to innovations in information technology in the areas of computer, fax, E-mail, and other internet services. Business education graduates can open business centres in these areas and make a good living. Besides, those who are advanced in business education served as advisers and consultants of companies, government parastatals and non-governmental organizations (NGOs), while many graduates have developed skills as researchers⁵.

2.1.3 Information Communication Technology (ICT) Factors in Education

Technology involves the generation of knowledge and processes to develop systems that solve problems and extend human capabilities. In other words, technology can change or alter how people access, gather, analyze, present, transmit, and simulate information. The impact of technology is one of the most critical issues in education⁶. The use of information and communication technology (ICT) creates a powerful learning environment and it transforms the learning and teaching process in which students deal with knowledge in an active, self directed and constructive way⁶. ICT is not just regarded as a tool, which can be added to or used as a replacement of existing teaching methods. ICT is seen as an important instrument to support new ways of teaching and learning. It should be used to develop student's skills for cooperation, communication, problem solving and lifelong learning⁶. Integrating technology into curricula with the intent of positively influencing teaching and learning has been in a state of evolution over the past 20 years. Driven primarily by hardware and software evolution, accessibility to computers in educational settings, and popular instructional technology trends, technology integration has covered the continuum from instruction on programming skills, self-directed drill and practice, interactive learning software, online training, testing, instructional delivery augmentation, and Internet-based accessibility to information, communication, and publication⁷.

Technology integration is meant to be cross curricular rather than become a separate course or topic in itself. Technology should be used as a tool to support the educational objectives such as skills for searching and assessing information, cooperation, communication and problem solving which are important for the

preparation of children for the knowledge society⁸. In fact, innovative use of ICT can facilitate student centered learning. Hence, every classroom teacher should use learning technologies to enhance their student learning in every subject because it can engage the thinking, decision making, problem solving and reasoning behaviors of students. These are cognitive behaviors that children need to learn in an information age⁸.

Despite successful efforts to acquire computer hardware and to raise the student to computer ratio to 5:1 there has been less success identifying, which computer skills should be taught in school and how computers can be used for teaching and learning. Thus, current attention has turned to what is actually happening in the classroom with computer technology. Although ICT may facilitate independent self-paced learning, the potential of ICT may not be optimized if there is no shift in the learning and teaching paradigm. In fact, teachers play an important role in the teaching/learning paradigm shift. They must understand the potential role of technology in education. Also, they should become effective agents to be able to make use of technology in the classroom. The proliferation of technologies has complicated the teaching-learning process and finding the best ways of integrating technology into classroom practices is one of the challenges the 21st century teachers face. Effectively integrating ICT into learning systems is much more complicated than providing computers and securing a connection to the Internet. In fact, the integration of ICT is associated with a shift from instructivist to constructivist philosophies of teaching and learning. So, technology integration takes time; time to learn about the innovation, time to be adequately prepared to use it⁹.

2.1.4 Measures of Information Communication Technology (ICT)

Several measures information communication technology exist. According to scholars, information communication technology include - However, this study would use measures of information communication technology such as ICT Facilities, ICT Integration and ICT Competency¹⁰. They are briefly explained below:

2.1.4.1 Information Communication Technology (ICT) Facilities

These are information and telecommunication facilities made available to business education lecturers and students in colleges of education in Southwest, Nigeria. They include computers, laptops, printers, scanners, software programs, data projectors, and interactive teaching box. In this study, the ones considered are availability of internet services on campus, projectors to teach, use of ICT to communicate to students and availability of facilities for online classes¹¹.

2.1.4.2 Information Communication Technology (ICT) Integration

This implies the level at which ICT is introduced in the running of affairs business education department in colleges of education in Southwest, Nigeria. ICT has become essential part of people's day today life with integration with ICT such as smart phones and tabs with internet. Main factors for effective ICT integration are leadership for education, school support, ICT infrastructures and Information Technology (IT) effectiveness. The quality of the education depends mainly on two factors. Teacher's quality is the key factor of school education¹². Teachers do their

woks through the ICT using operational and socially way such as making presentations, files, animations, work files and digital things as well as the conferences reports and blogs. Teachers can gain more benefits using Moodle for conferencing with students then they can upload essential materials and students can ask questionnaires. Students who depend on education are the second part of the education. For this type of education, why it needs ICT integration because of building knowledge as demand one, developing new ideas, providing the valuable environment, discovering new ideas and building creativity, collaboratively among the learners and the teachers. When comparing this traditional education with modern education, it is totally different and therefore it should be a fantastic and creative one¹³.

2.1.4.3 Information Communication Technology (ICT) Competence

This measures the technical knowhow of business education lecturers in using ICT facilities to teach business education courses in colleges of education in Southwest, Nigeria. It include: **(1) Technological ICT Competencies:** These competencies are related with teachers' knowledge and technical training that how to use and maintain ICT equipments and software. These competencies involve the skills to operate modern technologies such as- computer, Internet etc. **(2) Pedagogical ICT Competencies:** Pedagogical competencies are related with teachers' instructional practices and knowledge of the curriculum and require that they develop applications within their disciplines that make effective use of ICT to support and extend teaching and learning¹⁴. This is a generic form of knowledge that is involved in all issues of student learning, classroom management, lesson-plan development and implementation and student evaluation. It includes knowledge about techniques or

methods to be used in the classroom; the nature of the target audience; and strategies for evaluating student understanding. **(3) Didactical ICT Competencies:** These competencies are related with subject knowledge of the teacher that is to be learned or taught. Teachers must know and understand the subjects that they teach, including knowledge of central facts, concepts, theories and procedures within a given field, knowledge of explanatory frameworks that organize and connect ideas and knowledge of the rules of evidence and proof. Teachers must also understand the nature of knowledge and inquiry in different fields. **(4) Social ICT Competencies:** Social competencies are related to the understanding of teachers with social and ethical issues surrounding ICT and apply that understanding in their practice¹⁵.

2.1.5 Benefits of Using ICT in Education

The merits of ICT in education have been extolled in the literature. The use of ICT has been found to:

- i. Assist students in accessing digital information efficiently and effectively. ICT is used as a tool for students to discover learning topics, solve problems, and provide solutions to the problems in the learning process. ICT makes knowledge acquisition more accessible, and concepts in learning areas are understood while engaging students in the application of ICT. Support student-centered and self-directed learning. Students are now more frequently engaged in the meaningful use of computers¹⁶.
- ii. ICT build new knowledge through accessing, selecting, organizing, and interpreting information and data. Based on learning through ICT, students

are more capable of using information and data from various sources, and critically assessing the quality of the learning materials. Produce a creative learning environment ICT develops students' new understanding in their areas of learning¹⁷.

- iii. ICT provides more creative solutions to different types of learning inquiries. For example, in a reading class, e-books are commonly used in reading aloud activities. Learners can access all types of texts from beginning to advanced levels with ease through computers, laptops, personal digital assistants (PDAs), or iPads. More specifically, these e-books may come with some reading applications, which offer a reading-aloud interface, relevant vocabulary-building activities, games related to reading skills and vocabulary acquisition, and more. Therefore, ICT involves purposedesigned applications that provide innovative ways to meet a variety of learning needs¹⁸.
- iv. It promote collaborative learning in a distance-learning environment Koc (2005) mentioned that using ICT enables students to communicate, share, and work collaboratively anywhere, any time. For instance, a teleconferencing classroom could invite students around the world to gather together simultaneously for a topic discussion. They may have the opportunity to analyze problems and explore ideas as well as to develop concepts. They may further evaluate ICT learning solutions. Students not only acquire knowledge together, but also share diverse learning experiences from one another in order to express themselves and reflect on their learning.

Offer more opportunities to develop critical (higher-order) thinking skills based on a constructive learning approach, ICT helps students focus on higher-level concepts rather than less meaningful tasks¹⁹.

- v. ICT offers students more time to explore beyond the mechanics of course content allowing them to better understand concepts. The use of ICT also changes the teaching and learning relationship. It was reported that the relationship between teacher and learner is sometimes reversed with regards to information technology. This relationship boosts students' confidence when they are able to help teachers with technical issues in the classroom. Therefore, ICT changes the traditional teachercentered approach, and requires teachers to be more creative in customizing and adapting their own material and become more confident to take risks and learn from their mistakes. ICT fosters autonomy by allowing educators to create their own material, thus providing more control over course content than is possible in a traditional classroom setting²⁰.

2.1.6 **Human Resources Management Practice**

Human Resources Management Practices has its roots in the traditional thinking in the field of personnel management and administration but represents contemporary sophisticated views and ways of managing people at work in the education sector²¹. Human Resource Management evolved from personnel management. It takes into account activities like planning, monitoring and control rather than mediation between lecturers and management of an education sector organization²². Human Resource Management involves every aspect of dealing with

Business Educators as resources²³. This view was upheld by a scholar in his attempt to come up with a meaningful definition of Human Resource Management²³. His views were more or less in line with personnel functions or human resource functions in that they stated in their text that Human Resources Management involves every aspect of dealing with business educators as resources as such as planning, staffing, training and development, performance appraisal and compensation. It consists of a coherent set of practice that enhances employee skills and abilities provide information and participation in decision making and motivation. Human resource practices increases business education lecturers job performance, develops and maximizes the business education's abilities, contributes to continue competitive advantage of the organization²⁴.

Human Resource Management is the process of managing people in organizations in a structured manner. This management strategy includes staffing (hiring people), retention of people, pay and perks setting and management, performance evaluation, change management and taking care of exits from the company. This is the traditional definition of Human Resource Management which leads some experts to see it as a modern version of the Personnel Management function that was in vogue²⁵.

Human Resource Management encompasses the management of people in organizations from a macro perspective i.e. managing people in the form of a collective relationship between management and employees. This approach focuses on the objectives and outcomes of the Human Resource Management function. What this means is that the Human Resource function in contemporary organizations is

concerned with the notions of people enabling, people development and a focus on making the “employment relationship” fulfilling for both the management and the employees²⁶.

2.1.6.1 Kinds of Human Resources Management Practices

The kinds of human resource management practices determine the goals, direction and worker programs at any organization. These kinds may be the followings- However, this study focuses on work place safety, talent management, training and development programme and compensation and employee benefit.

2.1.6.2 Work Place Safety

Work place safety involved physical, emotional as well as psychological safety. Physical safety factors involve the physical infrastructure and precautions taken to prevent accidents, injuries, or harm within the school premises. This includes measures such as secure entry and exit points, well-maintained buildings and facilities, fire safety protocols, emergency evacuation plans, and regular safety drills. It also involves ensuring the safety of equipment, playgrounds, and transportation systems²⁷. Building safe schools should be a priority for architects, engineers, policy makers and administrators. Among all public facilities, children in schools are the most vulnerable during disasters. It could be refers to as the absence of harm that can be affected by any person from physical object or practices that include a physical object.

Emotional safety factors focus on creating a supportive and nurturing environment that promotes positive mental health and emotional well-being. This includes fostering a culture of respect, tolerance, and inclusivity where students feel accepted, valued, and supported. It involves addressing issues such as bullying, harassment, discrimination, and violence, and implementing proactive measures to prevent and address such incidents³⁰. Emotional safety also encompasses providing access to counseling services and mental health support for students and staff²⁸.

Psychological safety factors involve creating an atmosphere where students and staff feel psychologically secure and comfortable expressing themselves, taking intellectual risks, and engaging in open discussions. This includes promoting a culture of trust, respect, and non-judgment, where individuals feel safe to share their thoughts, ideas, and concerns without fear of retribution or ridicule. Psychological safety encourages a positive learning environment and promotes creativity, critical thinking, and effective communication²⁹.

With the increasing use of technology in education, cybersecurity has become a critical aspect of work place safety. It involves implementing measures to protect students, staff, and the institution from cyber threats, such as data breaches, online harassment, unauthorized access to personal information, and exposure to inappropriate content. This includes robust network security, secure access controls, digital literacy education, and policies that promote responsible technology use³⁰.

2.1.6.2 Talent Management

Talent Management is the anticipation of required human capital for an organization and the planning to meet their needs³¹. A study indicates that the field has been growing in significance and gaining interest among practitioners as well as in the scholarly debate over the past years³². Talent Management is the science of using strategic human resources planning to improve business value and make it possible for organizations to reach their goals³³.

According to a researcher, business strategy must include responsibilities for line managers to develop skills of their immediate subordinates³⁴.

2.1.6.3 Training and Development Programme

Development programme refers to the intentional and systematic efforts undertaken by educators to enhance their knowledge, skills, and instructional practices³⁵. It is a continuous process of learning and growth that supports teachers in staying updated with current research, best practices, and educational innovations. Development programme recognizes that teaching is a dynamic field, and educators need ongoing opportunities to expand their expertise and adapt their instructional approaches to meet the diverse needs of students. It goes beyond initial teacher training and embraces the concept of lifelong learning. It encourages educators to engage in reflective practice, critically examine their teaching methods, and seek opportunities for improvement. Through development, teachers deepen their content knowledge, pedagogical skills, and understanding of effective assessment and instructional strategies.

A key aspect of professional development programme is its focus on research-informed practice. Educators are encouraged to engage with educational research,

explore evidence-based practices, and translate research findings into actionable strategies in their classrooms. This integration of research and practice enhances teaching effectiveness and promotes student learning outcomes. Collaboration and networking play a crucial role in professional development. Educators are encouraged to engage in collaborative learning communities, share experiences, exchange ideas, and learn from one another. Collaboration fosters a supportive environment where teachers can seek feedback, engage in peer observation, and collectively problem-solve to address challenges in their practice³⁶.

Development programme also embraces technology integration in education. It equips teachers with the skills and knowledge to leverage digital tools, online resources, and instructional technology to enhance student engagement, promote personalized learning, and support instructional delivery in diverse contexts. Effective development programs are tailored to the needs and interests of educators. They offer a variety of learning opportunities, such as workshops, seminars, conferences, online courses, mentoring programs, and self-directed learning. By addressing individual needs and preferences, professional development encourages personalized growth and empowers teachers to take ownership of their professional learning journeys. Ultimately, development programme aims to improve teaching quality, enhance student achievement, and foster a culture of continuous improvement within educational institutions³⁷. By investing in development programme, schools demonstrate a commitment to supporting the ongoing growth and development of their teachers, thereby promoting excellence in education. While development programmes in education can be numerous benefits, there are also potential disadvantages that should

be considered. It is important to note that the impact of development programmes can vary depending on the specific context and implementation. Here are some potential disadvantages: Implementing development programme can be expensive. Training sessions, materials and the time spent away from regular duties can incur costs for school and institutions³⁸. Lecturers and staff may find it challenging to dedicate time to attend training sessions, especially during the school year when their schedules are already packed with teaching responsibilities and other obligations. Some of the educators may resist adopting new methodologies or technologies introduced through staff development programmes. This resistance can hinder the successful implementation of the achievement of the objectives of business education³⁹.

2.1.6.4 Compensation and Employee Benefit

Compensation is a critical factor that influences the motivation and overall effectiveness of teachers in the colleges of education system. Compensation refers to the financial and non-financial rewards and benefits that teachers receive in exchange for their services, while job security refers to the stability and assurance of employment within the profession. Competitive and fair compensation packages are important in attracting and retaining high-quality teachers. Adequate salaries, benefits, and incentives not only recognize the value of teachers' work but also contribute to their overall well-being and job satisfaction. Fair compensation ensures that teachers are adequately rewarded for their expertise, experience, and dedication, motivating them to perform their best in the classroom. It also serves as a means to attract talented individuals into the teaching profession and address issues related to teacher shortages and affect the objectives of business education⁴⁰.

2.1.7 Developmental Stages of Human Resource Management Practices

2.1.7.1 The Industrial Welfare Stage:

Managing people at work began with the Industrial Revolution of the early 17th century. Majority of the organizations before the Industrial Revolution were small firms with simple processes and methods of production, which engaged a small number of employees. But with invention of machines, the factory system developed and a large number of people moved into the towns and cities to work. The work environment was very unfavourable at this period and employees, including young children, worked very long hours for very little pay, under difficult and often dangerous working conditions. The approach to managing people was harsh and the main aim was to control the workers who had few, if any, rights⁴¹.

The first efforts to show concern for workers came toward the end of the 19th century when large organizations decided to improve the situation of their employees. Companies like Cadbury in Britain appointed Welfare Officers to improve the working conditions and to set up schemes for sick pay and subsidized housing. This initiative was voluntary, as the companies did not have any legal obligations to provide these benefits for their employees. However, given the shallow professional knowledge of the then Welfare Officers, as well as the existence of many small sized organizations, occasioned by the small administrative units that existed then to manage the welfare of the workers, HRM suffered setbacks that are attributable to economic recession at the early stage of Industrial Revolution⁴².

2.1.7.2 The Welfare and Administration Stage

This stage marked the beginning of the specialist and more professional approach to the then 'Personnel Management', particularly in Europe. It has been observed that World War II had significant effects on this period, with significant repercussions for businesses, the economy and labour market in general. During the war, not only was there scarcity of labour for essential industries such as munitions and food, there was also a corresponding increase in the problem of managing employees for improved productivity. During the said war, the mobilization and utilization of labour had great impact on the enlargement of personnel functions. Managers in organizations recognized the importance of employee productivity and inspiration had a considerable impact on the effectiveness of firms⁴³. These scholars observed that during the war, the conscription of a large number of individuals into military services compelled managers at the time to begin a classification of workers around occupational groups in order to get better recruitment and selection measures.

In addition, the innermost part of these classification systems was the job description, which scheduled the tasks, duties and responsibilities of any individual occupying a specific position. This aided the development of suitable compensation programs and the appraisal of individual employee performance, providing the basis for its execution. The period was greatly influenced by the work of Fredrick Winslow Taylor's Scientific Management Theory, as all efforts were geared toward managing employees, work processes and other resources more efficiently. Companies like Ford in the United States of America, took up Taylor's ideas at the time and used assembly lines to complete the job bit by bit⁴⁴. Therefore more efforts focused on increased provision of welfare services for employees and the employment of intricate division

of labour. However, there existed pronounced conflict between employers and employees, mainly on account of the physical conditions of employment

2.1.7.3 Personnel Administration/Social Issues Era

The era witnessed an extraordinary increase in the number of labour legislations in Europe and United States of America. Such legislations covered provision of retirement schemes, the encouragement of work-related health and safety, as well as tax regulations. The period saw an increased appreciation of employees as social creatures and partners in the productive system, as well as the important roles they play in the actualization of organizational goals. It is important to state that, researches of scholars like Elton Mayo in the 1930s and 1940s greatly influenced the attention given to employees by their employers during the period. Findings from Mayo's studies indicated that the way people felt about their jobs influenced how they did their work. It was acknowledged that performance could be affected by concepts like motivation, job satisfaction, group dynamics and leadership styles. These were the findings of human relations and behavior schools, which affected how employees were treated and assessed in the work places⁴⁴.

2.1.7.4 Personnel Management Era

A researcher examined the important roles that employees play in the achievement of organizational goals and the understanding of them as a key resource, there was much strain on the available human resource which then necessitated the enlargement of personnel unit to take care of the numerous needs of employees in order to enhance their performance and to cope with the seemingly complex

organizational structure that occurred in society as a result of expansion in production, change in the production methods and processes, as well as continuous change in the social relations of production. It was therefore imperative to have a more structured and enduring personnel unit to attend to organizational and employee's needs. This situation gave birth to the era of Personnel Management, which occurred between the late 1940s till 1990s. As organizations became more complex and large, with their administrative units increasing in size, it became necessary for managers to appreciate and manage individual differences and personality⁴⁵.

In addition, a researcher examined some major challenges with people management which threatened the survival of many organizations. There was rapid turnover of certain categories of employees, agitation by workers' representatives for improved terms and conditions of work, establishment of trade unions, demand by employees for more meaningful and enriched employment, compensation and quality of work, changing fashion and life styles, continued militancy of government workers, constraining wage policies, high rate of unemployment of skilled labour, unstable prices of food, shelter and other basic needs⁴⁶. It became obvious that manuals were no longer suitable for use in the task of 'managing people at work'. It was stressed that managers had to be allowed considerable room for flexibility and discretion to take account of visible changes in life styles and social values, individual differences and variances in personality. During this period, managers of the old administrative units, metamorphosed to Personnel Managers, although with

shallow knowledge of employee performance management and were reactive in nature⁴⁷.

2.2 Theoretical Framework

2.2.1 Innovation Diffusion Theory

The Innovation Diffusion Theory, developed by Everett Rogers in the 1960s, is a social science theory that explains how new innovations, ideas, technologies, or practices spread through a social system or population over time^{48,49}. This theory provides valuable insights into the process of adoption, acceptance, and integration of innovations within a given context. In this study, the Innovation Diffusion Theory can be applied to understand how human resources management and ICT factors are disseminated among business studies teachers and subsequently influence their involvement in the achievement of objectives of business education.

2.2.1.1 Key Concepts of Innovation Diffusion Theory^{50,51,52}:

- a. **Innovation:** An innovation is the idea, practice, or technology that is perceived as new or novel by potential adopters. In this study, human resources management and ICT factors can be considered innovations, especially if they are introduced in a context where they are not yet widespread.
- b. **Adopters:** The theory categorizes potential adopters into different groups based on their readiness to accept and implement innovations. These groups include innovators, early adopters, early majority, late majority, and laggards. Understanding the characteristics and behaviors of these adopter categories is crucial.

- c. **Diffusion Process:** The diffusion process outlines the stages through which an innovation passes as it spreads through a population. These stages include knowledge, persuasion, decision, implementation, and confirmation. Researchers can assess where students fall within this diffusion process regarding human resources management and ICT factors.
- d. **Communication Channels:** The theory emphasizes the importance of communication channels in the diffusion of innovations. Different channels, such as mass media, social networks, and interpersonal communication, play essential roles in disseminating information about innovations.
- e. **Social Systems:** The diffusion of innovations occurs within the context of social systems, which can be organizations, communities, or societies. The characteristics and norms of these systems influence the rate and extent of adoption.
- f. **Relative Advantage:** The perceived relative advantage of an innovation compared to existing alternatives significantly influences its adoption. Teachers' perceptions of the advantages of human resources management and ICT factors may determine their willingness to adopt these innovations.

2.2.1.2 Application to the Study

- In the study, the Innovation Diffusion Theory can be applied to examine how human resources management and ICT factors are disseminated and adopted by lecturers in colleges of education in Southwest, Nigeria. Researchers can investigate:

- Which categories of adopters (innovators, early adopters, etc.) are more likely to embrace human resources management and ICT factors?
- What are the communication channels and sources of information that influence teachers' awareness and perceptions of these innovations?
- How do teachers progress through the stages of knowledge, persuasion, decision, implementation, and confirmation in relation to human resources management and ICT factors?
- What role do peer networks, educators, and institutional norms play in the diffusion of these innovations among lecturers?
- Are there perceived relative advantages of human resources management and ICT factors that drive business studies teachers' adoption and continued use?

By applying the Innovation Diffusion Theory, the study can gain a better understanding of the adoption dynamics of human resources management practices and ICT factors among teachers, which is essential for designing effective interventions and strategies to promote their engagement in the achievement of the objective of business education.

2.2.2 Self-Determination Theory

Self-Determination Theory (SDT), developed by Deci and Ryan in the 1980s, is a motivational psychological theory that focuses on the innate psychological needs that drive human behavior^{53,54,55}. According to SDT, individuals have three fundamental psychological needs: autonomy, competence, and relatedness¹⁰⁴. These needs are crucial for fostering intrinsic motivation, which leads to more self-determined and sustained

engagement in activities. SDT can be applied to understand how the fulfillment of these psychological needs influences teachers' intrinsic motivation to help in human resources management practices and ICT factors, ultimately impacting their involvement in achievement of the objective of business education.

2.2.2.1 Key Concepts of Self-Determination Theory^{56,57,58}:

- **Autonomy:** Autonomy is the need to feel in control of one's own actions and choices. Individuals with a high sense of autonomy are more likely to engage in activities willingly and with a sense of ownership. In the study, understanding how human resources management practices and ICT factors support teachers' autonomy is essential.
- **Competence:** Competence is the need to feel effective and capable in one's actions. When individuals perceive themselves as competent in a particular area, they are more likely to be promote to engage in related activities. Assessing how human resources management practices and ICT factors affects the achievement of the objective of business education is relevant.
- **Relatedness:** Relatedness refers to the need to feel connected to and supported by others. Social relationships and a sense of belonging play a significant role in motivation. The study can explore how human resources management practices and ICT factors affects the achievement of the objective of business education promote relatedness among lecturers.
- **Intrinsic Motivation:** Intrinsic motivation is the internal drive to engage in activities for the inherent satisfaction or interest they provide. SDT posits that

fostering intrinsic motivation is key to achieving sustained engagement and positive outcomes.

- **Extrinsic Motivation:** Extrinsic motivation, on the other hand, involves engaging in activities for external rewards or to avoid negative consequences. SDT distinguishes between autonomous forms of extrinsic motivation (e.g., doing something because it aligns with personal values) and controlled forms (e.g., doing something due to external pressure).
- **Amotivation:** Amotivation represents a lack of motivation or the perception that activities are meaningless. Understanding factors that contribute to a motivation among teachers in the context of human resources management practices and ICT factors is important.

2.2.2.2 Application to the Study:

In the study, Self-Determination Theory can be applied to examine how human resources management practices and ICT factors affect the achievement of the objective of business education. Researchers can explore:

- How the fulfilment of autonomy, competence, and relatedness needs within the context of human resources management practices and ICT factors affects the achievement of the objective of business education.
- The role of extrinsic motivation, especially autonomous forms, in driving teachers' involvement in these activities.
- The impact of social support, peer networks, and interactions with educators on lecturers' relatedness and motivation.

- Whether teachers' perceived competence in human resources management practices and ICT influence their engagement and persistence in achievement of the objectives of business education.

By applying Self-Determination Theory, the study can gain insights into how the satisfaction of basic psychological needs and the promotion of intrinsic motivation contribute to students' willingness to engage in human resources management practices and ICT factors, ultimately affecting their involvement in achievement of the objectives of business education. This understanding can inform the design of more effective educational programs and interventions.

2.2.2.3 The relevance of Self-Determination Theory (SDT)

The relevance of Self-Determination Theory (SDT) to the study, is significant in several ways:

- Human Resources Management Practice and ICT Factors:** SDT provides a valuable framework for understanding the motivational factors that drive human resources management practices and the development of ICT factors⁵⁸. It helps explore why teachers choose to participate in these activities and how their intrinsic motivation, driven by their psychological needs for autonomy, competence, and relatedness, influences their decisions.
- Intrinsic vs. Extrinsic Motivation:** SDT allows researchers to differentiate between intrinsic and extrinsic motivation. Understanding whether lecturers are intrinsically motivated, meaning they engage in human resources management practices and ICT factors development out of personal interest and satisfaction,

or extrinsically motivated, possibly due to external pressures or rewards, can shed light on the authenticity and sustainability of their involvement⁵⁹.

- iii. **Impact on Engagement and Persistence:** The theory helps assess the impact of motivation on human resources management practice and ICT factors. It provides a lens through which researchers can examine the role of information communication technology factors and human resources management practice, which, in turn, can affect the achievement of the objective of business education in Southwest, Nigeria.
- iv. **Psychological Needs Fulfillment:** SDT highlights the importance of fulfilling psychological needs, such as autonomy, competence, and relatedness. The study can explore how human resources management practice and ICT factors development programs address these needs and how the satisfaction of these needs' influences the achievement of objective of business educations⁶⁰.
- v. **Interventions and Program Design:** Understanding the relevance of SDT can inform the design of effective interventions and programs aimed at promoting human resources management practice and ICT competencies. By aligning program elements with the principles of SDT, educators and policymakers can create environments that will support the achievement of the objective of business education.
- vi. **Measuring Outcomes:** Researchers can use SDT to guide the development of measurement instruments that assess motivation and its impact on outcomes related to human resources management practice and ICT competency development. These outcomes may include students' SME development

initiatives, innovative projects, and overall contributions to economic development.

- vii. **Policy Implications:** The study's findings, guided by SDT, can have policy implications. Policymakers can use insights into the achievement of objective of business education to design policies and initiatives that promote human resources management practices and ICT competencies as well as the facilities.

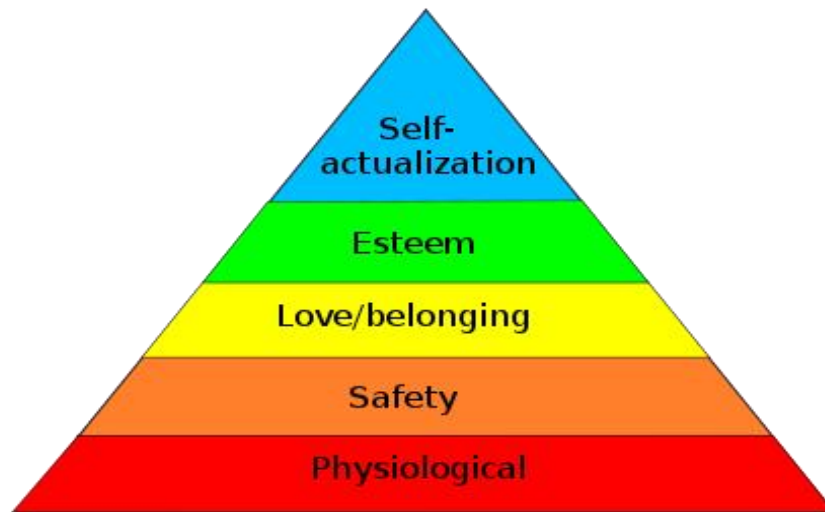
In summary, Self-Determination Theory is highly relevant to the study as it provides a comprehensive framework for understanding the motivational factors influencing achievement of the objective of business education in colleges of education, Southwest, Nigeria. By considering the principles of ICT and human resources management practices, the study can gain valuable insights into how to promote and sustain the achievement of the objective of business education in the Southwest region of Nigeria.

2.2.3 Motivational Theory

Human Resources Management Practices has been significantly found to have a positive influence on performance and thus enable the organizations to be at the competitive edge. The study adopted motivational theory due to Abram Maslow position that human resources need to be motivated at every level of the organizational hierarchy as this will ensure the organizational performance is enhanced hence achieving its objectives. Human beings are motivated by many needs and these depend on many factors as they vary from one person to the other and in every situation. Basic needs are; food, clothing and shelter but workplace needs to acceptance and self-esteem. Each individual will experience these factors in

different offering awards when his job is done as expected. According to Maslow, it is important to be part of social group that will motivate him⁶¹.

According to the theory five basic constructs the human hierarchy of needs. There are physiological needs, security needs, belonging needs, esteem needs and self – actualization needs⁶².



2.2.3.1 Physiological needs

Physiological need is a concept that was derived to explain and cultivate the foundation for motivation. This concept is the basic foundation of Maslow's hierarchy of needs. This term was coined to represent a similar premise as drive. Physiological needs are considered the main physical requirements for human survival. This means that Physiological needs are universal human needs. Physiological needs are considered the first step in internal motivation according to Maslow's hierarchy of needs⁶³.

This theory states that humans are compelled to fulfill these physiological needs first in order to pursue intrinsic satisfaction on a higher level. If these needs are not achieved, it leads to an increase in displeasure within an individual. In return, when individuals feel this increase in displeasure, the motivation to decrease these discrepancies increases.

Physiological needs can be defined as both traits and a state. Physiological needs as traits allude to long-term, unchanging demands that are required of basic human life. Physiological needs as a state allude to the unpleasant decrease in pleasure and the increase for an incentive to fulfill a necessity. In order to pursue intrinsic motivation higher up Maslow's hierarchy, Physiological needs must be met first⁶⁴. This means that if a human is struggling to meet their physiological needs, then they are unlikely to intrinsically pursue safety, belongingness, esteem, and self-actualization. Physiological needs include: 1. Homeostasis, 2. Food, 3. Water, 4. Sleep, 5. Shelter 6. Sex

2.2.3.2 Safety needs

Once a person's physiological needs are relatively satisfied, their safety needs take precedence and dominate behavior. In the absence of physical safety due to war, natural disaster, family violence, childhood abuse, institutional racism etc. people may experience post-traumatic stress disorder or transgenerational trauma. In the absence of economic safety due to an economic crisis and lack of work opportunities these safety needs manifest themselves in ways such as a

preference for job security, grievance procedures for protecting the individual from unilateral authority, savings accounts, insurance policies, disability accommodations, and so on⁶⁵.

This level is more likely to predominate in children as they generally have a greater need to feel safe. Safety and security needs are about keeping us safe from harm. These include shelter, job security, health, and safe environments. If a person does not feel safe in an environment, they will seek to find safety before they attempt to meet any higher level of survival, but the need for safety is not as important as basic physiological needs⁶⁶.

Safety and Security needs include: 1. Personal security, 2. Emotional security, 3. Financial security, 4. Health and well-being, 5. Safety needs against accidents/illness and their adverse impacts.

2.2.3.3 Social Belonging

After physiological and safety needs are fulfilled, the third level of human needs is seen to be interpersonal and involves feelings of belongingness. This need is especially strong in childhood and it can override the need for safety as witnessed in children who cling to abusive parents. Social Belonging needs include: 1. Friendships, 2. Intimacy, 3. Family

According to Maslow, humans need to feel a sense of belonging and acceptance among social groups, regardless of whether these groups are large or small. For example, some large social groups may include clubs, co-workers, religious groups, professional organizations, sports teams, gangs, and online

communities. Some examples of small social connections include family members, intimate partners, mentors, colleagues, and confidants. Humans need to love and be loved both sexually and non-sexually by others. Many people become susceptible to loneliness, social anxiety, and clinical depression in the absence of this love or belonging element. This need for belonging may overcome the physiological and security needs, depending on the strength of the peer pressure⁶⁷.

2.2.3.4 Self-esteem

Esteem needs are ego needs or status needs. People develop a concern with getting recognition, status, importance, and respect from others. Most humans have a need to feel respected; this includes the need to have self-esteem and self-respect. Esteem presents the typical human desire to be accepted and valued by others. People often engage in a profession or hobby to gain recognition. These activities give the person a sense of contribution or value. Low self-esteem or an inferiority complex may result from imbalances during this level in the hierarchy⁶⁸.

People with low self-esteem often need respect from others; they may feel the need to seek fame or glory. However, fame or glory will not help the person to build their self-esteem until they accept who they are internally. Psychological imbalances such as depression can distract the person from obtaining a higher level of self-esteem. Most people have a need for stable self-respect and self-esteem. Maslow noted two versions of esteem needs: a "lower"

version and a "higher" version. The "lower" version of esteem is the need for respect from others. This may include a need for status, recognition, fame, prestige, and attention. The "higher" version manifests itself as the need for self-respect. For example, the person may have a need for strength, competence, mastery, self-confidence, independence, and freedom. This "higher" version takes guidelines, the "hierarchies are interrelated rather than sharply separated". This means that esteem and the subsequent levels are not strictly separated; instead, the levels are closely related⁶⁹.

2.2.3.5 Self-actualization

Maslow believed that to understand this level of need, the person must not only achieve the previous needs but master them. Self-actualization can often be described as a value-based system when discussing its role in motivation. Since all levels of Maslow's hierarchy must have been met in order to acquire this level, seeking to fulfill this form of satisfaction can be defined as an explicit motive. An explicit motive can be defined as a reward-based system that is used to intrinsically pursue certain values or goals. Individuals who are motivated to pursue this level are seeking and understanding how their sense of self-partakes within their human behavior. Self-actualization can include: 1. Mate Acquisition, 2. Parenting, 3. Utilizing Abilities, 4. Utilizing Talents, 5. Pursuing a goal 5. Seeking Happiness Maslow said that, higher level needs like those for self-esteem or self-actualization would not become

salient (even when unfulfilled) until lower needs were satisfied. If Maslow theory is true, those are some very important leadership implications to enhance workplace motivation. These are staff motivation opportunities by motivating each employee through their style of management, compensation plans, role definition, and company activities⁷⁰.

2.2.4 Fredrick Herzerberg's Two-Theory of Motivation



The two-factor theory developed from data collected by Herzberg from interviews with 203 engineers and accountants in the Pittsburgh area, chosen because of their professions' growing importance in the business world. Regarding the collection process: The factors on the right that led to satisfaction (achievement, intrinsic interest in the work, responsibility, and

advancement) are mostly unipolar; that is, they contribute very little to job dissatisfaction. Conversely, the dis-satisfiers (company policy and administrative practices, supervision, interpersonal relationships, working conditions, and salary) contribute very little to job satisfaction⁷¹. From analyzing these interviews, he found that job characteristics related to what an individual *does* that is, to the nature of the work one performs apparently have the capacity to gratify such needs as achievement, competency, status, personal worth, and self-realization, thus making him happy and satisfied. However, the *absence* of such gratifying job characteristics does not appear to lead to unhappiness and dissatisfaction. Instead, dissatisfaction results from unfavorable assessments of such job-related factors as company policies, supervision, technical problems, salary, interpersonal relations on the job, and working conditions⁷². Thus, if management wishes to increase satisfaction on the job, it should be concerned with the nature of the work itself the opportunities it presents for gaining status, assuming responsibility, and for achieving self-realization. If, on the other hand, management wishes to reduce dissatisfaction, then it must focus on the workplace environment policies, procedures, supervision, and working conditions. If management is equally concerned with both, then managers must give attention to both sets of job factors. Two-factor theory distinguishes between:

Motivators (e.g. challenging work, recognition for one's achievement, responsibility, opportunity to do something meaningful, involvement in decision making, and sense of importance to an organization) that gives

positive satisfaction, arising from intrinsic conditions of the job itself, such as recognition, achievement, or personal growth⁷³.

Hygiene factors (e.g. status, job security, salary, fringe benefits, work conditions, good pay, paid insurance, vacations) that do not give positive satisfaction or lead to higher motivation, though dissatisfaction results from their absence. The term "hygiene" is used in the sense that these are maintenance factors. These are extrinsic to the work itself, and include aspects such as company policies, supervisory practices, or wages/salary. Herzberg often referred to hygiene factors as "KITA" factors, which is an acronym for "kick in the ass", the process of providing incentives or threat of punishment to make someone do something⁷⁴.

According to Herzberg, hygiene factors are what cause dissatisfaction among employees in the workplace. In order to remove dissatisfaction in a work environment, these hygiene factors must be eliminated. There are several ways that this can be done but some of the most important ways to decrease dissatisfaction would be to pay reasonable wages, ensure employees job security, and to create a positive culture in the workplace⁷⁵.

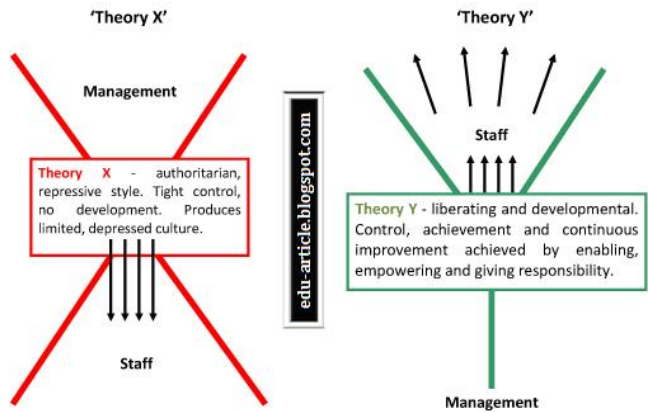
Herzberg considered the following hygiene factors from highest to lowest importance: company policy, supervision, employee's relationship with their boss, work conditions, salary, and relationships with peers eliminating dissatisfaction is only one half of the task of the two factor theory. The other half would be to increase satisfaction in the workplace. This can be done by improving on motivating factors.

Motivation factors are needed to motivate an employee to higher performance. Herzberg also further classified our actions and how and why we do them, for example, if you perform a work related action because you have to then that is classed as "movement", but if you perform a work related action because you want to then that is classed as "motivation". Herzberg thought it was important to eliminate job dissatisfaction before going onto creating conditions for job satisfaction because it would work against each other⁷⁶.

Herzberg's motivation-hygiene theory has a great influence for later theories of Human Resource Management. Job satisfaction is the main theme of this theory and he has found that employees have both satisfying (motivators) and dissatisfying (demotivators). According Herzberg, the hygiene factors are the de-motivators. In his survey he found employees' motivators are achievement, recognition, work itself, responsibility and the advancements. The hygiene factors (demotivators) are company policy, and administration, supervision, salary, status, interpersonal relations, work conditions and security. Motivators are little introvert type of qualities while the demotivators are extrovert type⁷⁷.

The principal rationale behind this theory is that job satisfaction or motivation of employees is totally dependent on mental characteristics and needs and not the physical endowments like salary and other facilities.

2.2.4.1 Douglas McGregor's two-factor theory of motivation



2.2.4.2 Theory X

Theory X is based on assumptions regarding the typical worker. This management style assumes that the typical worker has little ambition, avoids responsibility, and is individual-goal oriented in general; Theory X style managers believe their employees are less intelligent, lazier, and work solely for a sustainable income. Management believes employees' work is based on their own self-interest. Managers who believe employees operate in this manner are more likely to use rewards or punishments as motivation. Due to these assumptions, Theory X concludes the typical workforce operates more efficiently under a hands-on approach to management. Theory X managers believe all actions should be traceable to the individual responsible. This allows the individual to receive either a direct reward or a reprimand, depending on the outcome's positive or negative nature. This managerial style is more effective when used in a workforce that is not essentially motivated to perform⁷⁸.

According to McGregor, there are two opposing approaches to implementing Theory X: the hard approach and the soft approach. The hard approach depends on close supervision, intimidation, and immediate punishment. This approach can potentially yield a hostile, minimally cooperative workforce that may cause resentment towards management. Managers are always looking for mistakes from employees, because they do not trust their work. Theory X is a "we versus they" approach, meaning it is the management versus the employees⁷⁹.

The soft approach is characterized by leniency and less strict rules in hopes for creating high workplace morale and cooperative employees. Implementing a system that is too soft could result in an entitled, low-output workforce. McGregor believes both ends of the spectrum are too extreme for efficient real-world application. Instead, McGregor feels that an approach located in the middle would be the most effective implementation of Theory X. Because managers and supervisors are in almost complete control of the work, this produces a more systematic and uniform product or work flow. Theory X can benefit a work place that utilizes an assembly line or manual labor. Using this theory in these types of work conditions allows employees to specialize in particular work areas which in turn allow the company to mass-produce a higher quantity and quality of work⁸⁰.

2.3.4.3 Theory Y

Theory Y managers assume employees are internally motivated, enjoy their job, and work to better themselves without a direct reward in return. These managers view their employees as one of the most valuable assets to the company, driving the internal workings of the corporation. Employees additionally tend to take full responsibility for their work and do not need close supervision to create a quality product. It is important to note, however, that before an employee carries out their task, they must first obtain the manager's approval. This ensures work stays efficient, productive, and in-line with company standards⁸¹.

Theory Y managers gravitate towards relating to the worker on a more personal level, as opposed to a more conductive and teaching-based relationship. As a result, Theory Y followers may have a better relationship with their boss, creating a healthier atmosphere in the workplace. In comparison to Theory X, Theory Y incorporates a pseudo-democratic environment to the workforce. This allows the employee to design, construct, and publish their work in a timely manner in co-ordinance to their workload and projects⁸¹.

Although Theory Y encompasses creativity and discussion, it does have limitations. While there is a more personal and individualistic feel, this leaves room for error in terms of consistency and uniformity. The workplace lacks unvarying rules and practices, which could potentially be detrimental to the quality standards of the product and strict guidelines of a given company⁸³.

Theory X and theory Y is obviously a mirror which everybody's behaviour could be identified. It is an assumption about the human behaviour. Theory X assumes that employee or employees at certain occasions feel attitudes and behaviours like, lazy to work, bear pale and negative attitudes, reactive, demotivated, ill-treated, stubborn and harassed, ignored and not cared and respected hence the employees become a hindrance to organization and they are not creative and not innovative and these employees are a burden and they never substantially contribute to the organization. Theory Y deduces that employee or employees feel attitudes and behaviours like happier and satisfied, interesting to work, positive, proactive, friendly, cared, equally and well treated, fully motivated, highly respected hence these employees are a valuable asset and they are very creative and innovative and bring new things to organization. Understanding a man and his behaviour and feelings is so laborious hence McGregor's two-factor theory was very helpful for identifying the needs and behaviour of human resources⁸⁴.

2.3 Review of Empirical Studies

2.3.1 Information and Communication Technologies (ICT) and Achievement of the Objectives of Business Education

A Study was carried out to examine integration of modern technology in business education curriculum of college of education for students' self reliance in Kwara State Nigeria. Three (3) research questions guided the study and the descriptive survey design was adopted. The population of the study comprised One hundred and twenty 300level

Business Education students from Colleges of Education of Education in Kwara State Nigeria and the entire population was studied, this is owing to the small number of the subject involved in the study. A structured questionnaire titled: Modern Technology in Business Education Curriculum for Students' self-reliance Questionnaire validated by three (3) experts was used for data collection. The study made use of Kuder-Richards formula (K-R 21) to determine the reliability of the instrument and a reliability coefficient of 0.92 was obtained which was high enough for the instrument to be considered reliable. Mean and standard deviation were used to analyze the research questions. The findings revealed among others that the benefits of modern technology include: Promotion of economic and business activities for self-reliance, enhancing reasoning skills for self-reliance, Enhancing business and marketing research for self-reliance and others among all. Based on the findings it was recommended among others that Business Education students should be encouraged and motivated towards the effective utilization of modern technology for self-reliance⁸⁵.

In addition, a study focused on competencies useful to business educators for effectiveness in ICT related businesses in Olamaboro Local Government Area of Kogi State. There was one research question in carrying out the study. The population for the study comprised 134 business educators drawn from conventional secondary schools and UBE Junior Secondary Schools where business educators teach business subjects. The researcher used a structured questionnaire to elicit information from the respondents. The questionnaire contained 21 items carefully designed to provide answers to the research question. A 4-point rating scale was used to score the responses of the respondents with 2.50 set as the boundary limit. The data collected was analyzed

with the use of mean (\bar{X}) statistical tool. All the items that had mean ratings of 2.50 and above were considered useful while those with mean ratings of below 2.50 were considered not useful to business educators for effectiveness in ICT related businesses in the study area. The result was shown in a single table of findings. Results further indicate that business educators' knowledge of business plan designs, business SWOT Assessment, ability to identify close competitors, ability to provide customers' needs among others were accepted as competences useful to business educators for effectiveness in ICT related businesses in Olamaboro Local Government Area of Kogi State. The researcher recommended that business educators wishing to be effective in ICT related businesses should take their good time to study their business environment as well as the psychology of the customers⁸⁶.

In the same vein, a researcher noted that the usage of information and communication technologies has grown to be so substantial in many nations today, that it is one of the most important indicators of national development. Human communication, learning, and other business talents have been significantly altered by information and communication technology. Information and communication technology, or ICT, refers to the tools used for gathering, preserving, modifying, and disseminating information in a variety of ways³. To enhance knowledge and develop skills, education refers to a process of teaching, training, and learning, particularly in schools or universities. The economy is significantly impacted by information and communication technology (ICT), which is regarded as a general-purpose technology. Information is both produced and transmitted. It involves tools like the telephone,

analog, digital, or GSM, television, radio, fax, computer, and many other new technologies that enable convenient cross-cultural and national communication⁸⁷.

It was recorded by a researcher that the third industrial revolution is the ICT revolution, a purpose revolution. ICT has sparked growth across the board in economic contacts, not the least of which is the emergence of entrepreneurial competencies. The definition of "entrepreneurship" has changed as a result of its position from being a time- and space-limited entity to a more ubiquitous concept incorporating the utilization of intangibles like ideas and experiences in the development of possibilities⁴. ICT has produced a platform that makes it simple for anyone to communicate ideas and information. For instance, the internet has created a favorable atmosphere where anybody interested in starting a business may do so without the burden of looking for a specific site and/or physical infrastructure. ICT's explosive development and growth have now permeated every sphere of human endeavor. With the advent of new technology like satellites, supercomputers, the internet, and communication apps, the globe started to resemble a small hamlet⁸⁸.

Moreover, a study indicated that in a global community when boundaries are adopted on a large scale, it is referred to as "globalization." In other words, it refers to the process by which a business or company starts operating. The influence of the internet on global communication demonstrates how the internet's ability to bridge geographic distances. A new generation of innovators, risk-takers, and business creators is also brought on by this trend⁶. These individuals are referred to as members of the new generation of entrepreneurs, whose deliberate risk-taking is totally based on the ICT revolution. While many enterprises, organizations, and people with higher levels of

education and money now have access to the internet, the Global System for Mobile (GSM) has emerged as the primary means of communication for the great majority of people with low incomes. With the 2001 introduction of the Global System for Mobile (GSM), Nigeria was not excluded from the ICT blitz. ICT manifests in all aspects of human lives, be it engineering, health, education, etc, and it is also a pathway to achieving the Millennium Development Goals. (MDG), which are consistent with Nigeria's National Economic and Empowerment Development strategies (NEEDS) instituted. Entrepreneurship may be defined as the process of seizing a chance to add value, whether or not this opportunity entails the knowledge of a brand-new organization⁸⁹.

A researcher narrated that the education industry has been completely transformed by ICT innovation. The style of teaching and learning has altered as a result of the usage of ICT resources such as computers, video disc players, multimedia projectors, the internet, video conferencing, televisions, etc. These ICT technologies facilitate the communication of knowledge, concepts, and instructors with students. Due to its other capacity to promote the spread and acquisition of knowledge, ICT holds the foundations for a knowledge economy⁷. Students make judgments, evaluate data, and learn new skills in a technological setting using ICT resources. ICTs would give pupils effective tools for textual representation of their knowledge, graphics, pictures, and video⁹⁰.

2.3.2 Information and Communication Technologies (ICT) Facilities and Achievement of the Objectives Business Education

A researcher investigated the impact of information and communication technology (ICT), business education, and national development. The study adopted a

descriptive survey research design. The sample of the study consisted of 200 respondents from the College of Education, Warri. The simple random sampling technique was adopted. Data were collected through the use of a well-structured questionnaire. The data were analyzed using the mean and standard deviation. The study revealed that ICT has a significant impact on business education students' skills. The study further reveals a significant relationship between ICT and national development. Based on the above findings, the study recommends the inclusion of ICT in business education in higher institutions across Nigeria⁹¹.

A researcher examined a study on the significant difficulties and delivers a glimpse into the future of education and ICT. In the introduction, we learn about the so-called "knowledge-based society" and how technological advancements have opened the way for educational progress and spurred the creation of new data. The article tends to discuss the significance of Involvement in the modification of the teaching-learning process by each educational agent (student/teacher). This research over the impact of ICT in education is focused on the doctrinal methodology. It makes use of several research articles from books and journals to formulate the final opinion. The analysis conducted by the researcher prominently makes use of primary sources of information. The teaching and learning processes in Business Education at higher institutions in several countries, including India, are still primitive. Due to the widespread lack of enthusiasm for innovation, both professors and students continue to rely on textbook knowledge and lecturer-led class verbalization. Both academics and students believe that the administration has ignored education. As a result, many Business Education teachers and students have not yet wholly embraced ICT for teaching and learning. As a

result, we are soliciting research in this area. Incorporating ICT into education can aid in developing a new model of learning and teaching in a world reduced to a small village by technology. Every industry and government has been transformed by the widespread use of information and communication technology (ICT) over the past two decades⁹².

A related study paper explored the role of infrastructure facilities in enhancing curriculum implementation in Nigerian tertiary institutions. The paper used secondary data, sourced from print and online publications. The study highlights that infrastructure facilities, including physical and technological resources, is crucial for the effective delivery of curricula. Key findings indicate that well-developed infrastructure significantly enhances teaching, learning, and administrative processes, thereby promoting successful curriculum implementation⁹³. The paper emphasizes the growing importance of modern facilities such as ICT resources, which are integral to advancing education in the 21st century. In light of these findings, it is recommended that the government prioritize the provision of adequate and modern infrastructure across all tertiary institutions. Additionally, tertiary institution management should adopt public-private partnerships to foster infrastructure development, and private organizations should contribute to the enhancement of facilities in Nigerian higher education. Further studies should conduct empirical research on the impact of infrastructure facilities and ICT resources on curriculum implementation in tertiary institutions⁹⁴.

Information and Communication Technologies (ICT) Integration and Achievement of the Objectives Business Education

A related study examined the economic development of every nation lies in its workforce which is as a result of the education and skills received by them. The objective of business and entrepreneurship education is to produce relevant and useful skilled workforce and owner of business for the advancement of the nation. This paper discussed the strategies for the integration of technology into business and entrepreneurship education curriculum. The concepts of technology, technology integration, business, and, entrepreneurship education as well as relevance of technology to business and entrepreneurship education were discussed⁹⁵. In addition, provision of business and entrepreneurial education technological hub (BEETH), and provision of alternative electricity supply (solar supply of electricity) were among the strategies enlisted. The paper concluded that business and entrepreneurship education are crucial and essential aspect of education aimed at producing workforce for the economic development and advancement of the nation and for the practices and operations of the recipients of these programmes to be in tandem with the global practices and trend, technology must be fully and adequately incorporated and integrated into the teaching and learning of the courses in our various higher institutions of learning as this will enable our graduates to be relevant and competent in the world of work. The paper recommended among others that concerted efforts be made by critical stakeholders concerning the provision of business and entrepreneurial education technological hub(BEETH), and provision of alternative electricity supply (solar supply of electricity) thereby ensuring adequate integration and implementation of these technological tools in order to produce workforce who can withstand the test of time⁹⁶.

In the same vein, a study investigates the technology mediated instructions and future academic achievement of NCE business and entrepreneurship education students. Three research objectives, research questions and null hypotheses were raised, asked and tested in order to guide the study. The study adopted descriptive survey research design. The population of the study was three hundred and thirty-two (322); male and female offered NCE business and entrepreneurship education students in business education department 2022/2023 academic session and same number serves as the sample size of this study. The instrument used for data collection is the Available, Levels of Utilisation and Significance of Technology Mediated Instructions and Future Academic Achievement of NCE Business and Entrepreneurship Students' Questionnaire which was designed by the researchers. The instrument was run into face and content validity by three experts in the field of business education. The reliability of the instrument was established using pilot-test and calculation of data using Cronbach method yielded correlation coefficient of 0.937. Regression analysis was used to analyse the data at 0.05 level of significance. It was conclude that technology mediated instructions impacted on the future academic achievement of NCE business and entrepreneurship education students in Sa'adatu Rimi University of Education, Kano State. The findings of this study revealed that this implies that availability of technology tools had significant impact on the future academic achievement of business and entrepreneurship education students in Sa'adatu Rimi University of Education, Kano State. This implies that lecturers' utilization of technology tools had significant influence on the future academic achievement of business and entrepreneurship education students in Sa'adatu Rimi University of Education, Kano State. Based on the

findings, the study was recommended among others that the Kano State government should ensure that adequate funds are budgeted for the provision of technology tools to improve the business and entrepreneurship students' academic achievement in Sa'adatu Rimi University of Education Kumbotso Kano State⁹⁷.

Moreover, a related study was ascertained the level of digital skills acquired by business education lecturers for implementation of business education curriculum in colleges of education in Delta State. Descriptive survey design was adopted for the study. The population comprised 95 business education lecturers from three colleges of education in Delta State. One research question guided the study and a null hypothesis tested. A validated structured questionnaire with 25 items on a five points rating scale was used to collect data. The internal consistency of the instrument was established using Cronbach Alpha statistics, which yielded a reliability coefficient of 0.88. Ninety-five (95) copies of the questionnaire were distributed; only 89 copies representing 94 percent were retrieved and used for analysis. The data collected were analyzed using mean and standard deviation to answer research question while t-test statistics was used to test the null hypothesis at 0.05 level of significance. The findings of the study revealed among others that business education lecturers acquired the ability to locate and use appropriate storage devices (hard-disk, flash drives) for storing and sharing files, use of printing machine and mobile phone for voice, messaging and internet source at a high level. Ability to use zoom for video conferencing and use of google classroom in instructional delivery were acquired at a low level while the ability to use Microsoft Team for conversation with online video call and screen sharing were acquired at a moderate level. In fact, outside the mere computer basic literacy skills, the rest of the

needed and core digital skills were lowly and moderately acquired by the lecturers. It was concluded that business education lecturers have not acquired digital skills at a significant level for effective implementation of business education curriculum in colleges of education in Delta State. It was recommended among others that business education lecturers in colleges of education should be engaged in digital skills' acquisition training and re-training for capacity building, to effectively implement the current business education curriculum in colleges of education⁹⁸.

A researcher examined a study on governments and ICT integration advocates tend to seek infrastructural investments as a panacea for the ICT needs for learning institutions, without proper plans on how they will be utilized and without clear understanding existing capacity deficits that will affect its successful implementation. The mere focus of most studies on availability of technology and what students learn through the technology has left a gap in understanding on the capacity requirements that will ensure effective utilization of the technology in order to improve the quality of educational processes in learning institutions. ICT capacity has been of particular focus by scholars in understanding the influence of teacher characteristics and capabilities on effective utilization of ICT to realize its full potential in improving efficiency and effectiveness of management, teaching and learning processes in learning institutions. This review summarizes the relevant research on the influence of ICT capacity on effective utilization of ICT to improve organizational performance of learning institutions. Specifically, the review summarizes the relevant research on teachers' characteristics and ICT capacity and its effect

on organizational performance in learning institutions. The review also discusses gaps in the literature, directions for future studies to breach the gaps and the research implications on scholars and policy makers in educational technology⁹⁹.

In the same vein, a researcher examined a comprehensive bibliometric analysis of ICT integration in education, investigating trends, author prominence, institutional contributions, and thematic focus within this domain. Through the Dimensions academic research database, 1790 pertinent publications from 2014 to 2023 were identified. VOSviewer, a robust bibliometric analysis tool, was employed to visualize and explore bibliometric networks among these publications. Analyzing data encompassing citations, co-keyword occurrences, and co-citations, we constructed networks to unveil underlying scholarly patterns. The study unveils prolific authors, leading journals, contributing countries, and influential publications. Furthermore, evolving research themes over time are identified, shedding light on ICT integration's research focus. This research's significance extends to both academia and practical application. Scholars gain a comprehensive overview of research themes and trends, while practitioners receive insights for informed educational technology implementation. Uniquely, this study employs bibliometric analysis and knowledge mapping to monitor research growth and development. Our analysis distinguishes itself by offering an extensive, current review, providing a valuable resource for understanding ICT integration's progress. Innovative visualizations through bibliometric analysis facilitate an understanding of keyword network structures and their evolution. This research advances the existing literature by offering an updated review through bibliometric

analysis and knowledge maps, fostering further strides in this critical and evolving field¹⁰⁰.

A researcher applies a scoping review of $k = 16$ empirical studies from nine countries and three continents that aim at an empirical investigation of teachers' ICT integration in lesson plans as part of their professional competence. We summarize the results into four sections: conceptualizations, study design, measurement instruments, and key findings of studies. Although most studies predominantly relate their conceptualizations on the track model, they go beyond in addressing ICT integration in lesson plans as a skill, using various measurement instruments. We therefore link key findings of studies to the teacher competence discourse, highlighting ICT integration in lesson plans as a situation-specific skill of teachers, being predicted by teacher knowledge and beliefs and predicting observable teacher performance in class. Moreover, intervention studies inform about the change of ICT integration in lesson plans affected by learning opportunities both in initial teacher education and in teacher professional development¹⁰¹.

The aim of the study is to assess the effect of Information and Communication Technology (ICT) usage on Second Cycle Schools (SCSs) student academic performance and its associated challenges in a developing country. To give teachers and students the chance to function in the information age, ICT integration in teaching and learning activities is essential. This study employed a mix method approach to assess the effect of ICT usage on SCSs student academic performance and its associated challenges in Ghana. The respondents of this study were chosen using the Yamane formula. A total of one hundred and seventy-two (172) respondents were chosen for this

study. Questionnaire and interview guide was used as data collection tool in this study. The study found that the majority of students use mobile phones, computers, the internet/modem, social media, digital cameras, or printers outside of school. The findings again indicated that, ICT usage has improved students' academic performance. The findings further revealed that students face challenges when using ICT facilities in their learning processes due to limited access to internet connections and the attitude of some teachers when integrating ICT in class. The availability of ICT resources at SCSs and sometimes homes are critical to the success of ICT in SCS education. The study then recommends that parents should make an effort to provide ICT resources for their children. Furthermore, governments of developing countries should make sufficient funds available for providing universal access to ICT to unserved and underprivileged groups¹⁰².

2.3.2 Information and Communication Technologies (ICT) Competent and Achievement of the Objectives Business Education

A related study examined information and communication technology (ICT) and entrepreneurial education are two crucial fields that have a big impact on the development of the abilities and knowledge required for the digital age. Thus, this study evaluated the relevance of ICT competencies to the effectiveness of entrepreneurship education in polytechnics in Nigeria. The study analyzed the collective and individual relevance of ICT competencies to the effectiveness of entrepreneurship education in polytechnics in Nigeria. Two research questions and two hypotheses were formulated for the study. The study adopted a descriptive survey design. A total of 205 HND II students 2022/2023 academic session drawn through

random sampling technique from some departments in Abia state polytechnic, Aba participated in the study. A well structured questionnaire on a 4-point scale was used as instrument for data collection, while the reliability test for the instrument yielded coefficient 0.85 for the clusters using Cronbach Alpha. The data used for the study were computer literacy (X_1), digital communication and cyber security (X_2), web presence and online branding (X_3), data analysis and interpretation (X_4), digital marketing and e-commerce (X_5), and the effectiveness of entrepreneurship education (Y). 190 copies of the questionnaire instruments were retrieved out of 205 copies distributed. Data collected were subjected to multiple regression analysis on the basis which a relationship model was estimated using mainly primary data source. On the basis of the multiple regression output, a relationship model was estimated. The result of the multiple regression analysis revealed that at a significance level of 0.05, all the five ICT competencies (X_1 , X_2 , X_3 , X_4 , and X_5) are as a whole and/or individually has significant relevance on the effectiveness of entrepreneurship education. It was concluded that all the five ICT competencies aspects contribute significantly in predicting the effectiveness of entrepreneurship education by explaining the effectiveness of entrepreneurship education by 51.4%. It was recommended among others that ICT should be integrated into entrepreneurship education as this will help polytechnics to produce graduates who are well-equipped to navigate the digital landscape and support economic growth¹⁰³.

A study was conducted by a researcher in Rivers State to identify ICT competencies required by lecturers for the realization of the objectives of business education. Two research questions and two null hypotheses were developed to guide

the study. Descriptive survey research design was adopted. A total of 71 lecturers of business education in the four tertiary institution offering business education programme in Rivers State constituted the population for the study. Due to the manageable size of the population, the entire 71 business education lecturers for the four tertiary institutions in the State were involved in the study, therefore, there was no sampling. The instrument for data collection for the study was a structured 48-item questionnaire titled: "Information and Communication Technology Competencies Questionnaire (ICTCQ). The questionnaire was structured on 4-point rating scale of: Highly Required (HR), moderately Required (MR), Less Required (LR) and Not Required (NR) with corresponding values of 4, 3, 2, and 1 respectively. The instrument was validated by three experts while the Cronbach alpha reliability coefficient of the instrument yielded 0.86 indicating high reliability of the instrument. Data collected were analyzed using mean for answering the research questions while analysis of variance (ANOVA) was used for testing the null hypotheses at 0.05 level of significance. Based on the data collected and analyzed, the study identified 12 word processing, 13 spreadsheet, 10 and computer graphics and 13 internet competencies required by business education lecturers for realization of the objectives of business education in tertiary institution in Rivers State. Hence, the study among others recommended that the identified ICT competencies in word processing, spreadsheet, graphic and internet should be used for retaining of teachers and lecturers for effective use of ICTs for teaching and learning in Nigerian schools¹⁰⁴.

2.3.3 Human Resources Management Practice on Achievement of the Objectives Business Education

Performance is the assessment of whether a worker has done his or her job well. It's an individual evaluation one measured based on a single person's effort. Your human resource department will usually manage the assessment, but job performance is a hugely important process to the entire sector's success. Human Resources Management Practices is the main pathway to satisfy shareholders, investors, customers, society and organizational members, the author identified the link between Human Resources Management Practices and turnover performance and financial performance when he found a negative relationship of worker skills and organizational structure on turnover, and where employee skills and organizational structure and employee motivation have a positive impact on job performance. Indeed high performance work practices are likely to have an effect on job performance¹⁰⁵.

An author examined that human resources management practices, particularly selection and training, are associated with perceived job performance in profit and non-profit organization. In addition, job competitiveness can be enhanced by a high performance work system, and that it has a positive relationship with organizational effectiveness. Human resource activities are interdependent, and are a whole they generate certain outcomes for the firm. This Human Resources Management Practices elicit some behavioral outcomes in addition to the improvement of skills and abilities of lecturers⁴⁹. Human resource can provide a source of sustained competitive advantage when four basic requirements are met, that is through valuable, rare, inimitable and well organized resources¹⁰⁵.

2.3.2.1 Talent Management and Achievement of Objectives of Business Education in College of Education in Nigeria

Talent management concept is emerging slowly in today's business scenario. The human resources also called as the human capital of the organizations serve as the most important component of achieving competitive edge and now, the organizations that function at a global level have started to realize their value and importance. The research gave a detailed review based on other studies that were conducted in the past and they found out that in the 21st century, the concept of talent management is debatable but it definitely leads to a high performing organization. When an organization is successful in retaining its top/key talent, it definitely has an impact on the profitability of that organization and he also cited that if the organization is able to manage its talent effectively by having the best talent management practices, it will definitely be beneficial in the long term for the company. He also stated that retaining the employees is dependent on having the best talent management practices and for that the organizations need to have a basic understanding of the concept of talent management¹⁰⁶.

A related researcher reviewed a study on relationship between managing the talent and organizational creativity and effectiveness in the banking industry. They took sample of 202 respondents for conducting their research and their study revealed that there is positive relationship between organizational creativity, effectiveness and talent management¹⁰⁷. Employees that possess the required skills, competencies and knowledge appropriate for doing a particular job is known as the talent of the organization. If the talent management processes of the company are efficient and transparent, then, it creates a work culture where the employees can work on developing their competencies and skills which as a result will help them

to prepare themselves for the changing business environment and also the changing roles and responsibilities¹⁰⁸.

In a similar research, a study on talent management and the performance of the organization was carried out. The research showed that it has a positive impact on the overall performance of the organization. It also cited that various multinational and national companies are clearly benefited by the talent management practices but the small and medium sized companies are not gaining any advantage because of these practices in the business environment of Nigeria¹⁰⁹.

In the same vein, a study titled “the impact of talent management on the organizational productivity and success was carried out. For any organization, in order to grow, effective talent management is necessary. It is very essential to hire talented resources because with their help only the organizations are able to gain a competitive edge in the market. In the era of globalization and immense cut throat competition, talent management had become the need of the hour. The organizations therefore should understand their core competencies if they want to overpower their competitors. So, in order to succeed, organizations should focus on hiring the best talent that has the passion and commitment to work to achieve its goals and objectives and strategically deploy them to get the most out of them. It stated that in order to grow fast and to achieve high performance, all the organizations need to incorporate effective talent management strategies. They also showed that the companies that consider talent management as a strategic activity will definitely achieve greater success levels and will also be able to sustain it for long term. The study also concluded that the talent management is not merely an initiative of the

human resource department but it is an integral part of the overall development of the organization. Human resources are the biggest assets for all organizations and hence, they should be well managed and taken care of. It's the employees only that generate value for the company and its success is totally dependent on their skills and competencies. But the business leaders as well the HR managers don't have clarity as to how they can make captive use of these resources for exceptional business results¹¹⁰.

In addition, a researcher examined talent management as a form of a business strategy that helps in making employee recruitment, engagement and retention of the talented employees successful within different organizations. The research identified various factors that are required for the effective implementation of the talent management strategies. They concluded that with the help of talent management, the operational and also the financial performance of the company improves to a great extent. Talent management practices and all the systems and processes related to this should be properly aligned with the corporate goals and objectives to achieve exceptional business growth and profits¹¹¹. Today organizations have realized that the talented employees are the assets to the organizations which need to be developed and retained for long term. HR managers should therefore, focus on benchmarking the best talent management practices in the industry to sustain the success for long term¹¹².

In the same vein, a researcher explains that there is little doubt that the attraction, development, and retention of talent are nowadays one of the most critical challenges faced by companies worldwide. Despite the increasing scholarly attention during the last years many questions remain, particularly, those related to how (and why) talent

management (TM) is conceived, implemented and developed within organizations, not to mention about its outcomes or effectiveness¹¹³. We argue that organizational context has been underappreciated in TM research, which is an omission since context affects the occurrence, meaning and implementation of TM. Therefore, we edited a special issue which seeks to contribute to advance our knowledge of how contextual factors affect the conceptualization, implementation and effectiveness of TM. In this opening article, we offer a brief overview of how context is integrated in previous TM research. We then introduce the four articles in this special issue and their contributions which addresses gap in TM research and, finally, we offer some suggestions on how to improve contextualized TM research¹¹⁴.

A study explained that these days organization's talent is its primary source of competitive advantage. Performance of organization depends upon performance of its employees. If employees of an organization possess unique competence, that will differentiate them from their competitors. In this competitive environment retention of talented workforce is a major task for HR managers along with acquisition. Talent management is a very complex and critical task. Right Talent acquisition makes organization strategy more strong. The current global economic situation has increased overall job-seekers in employment market worldwide, but there is still notable talent shortage in different sectors and different countries, this leads to increase the problem of "Talent Mismatch".As today's corporate world requires a person with multitasking skill, talent acquisition is becoming very difficult. As a result, finding the "right" person for a particular job is becoming more challenging. Not only acquisition even retention of talented workforce has become greatest challenge for organization. Today's changing

landscape of business requires its HR to act more strategically to build employee engagement which is a great tool for talent management. Talent Management focuses on how individuals enter; move up across or out of the organization. Talent Management will succeed with the support of strong organization structure. As better talent can change the future of business, Talent Management has to be given predominant role in organization. If organization implements talent management strategies effectively, that enhances employee's engagement which in turn helps to improve organization performance. Higher the employee engagement higher the productivity in an organization. This present study aims to identify the relationship between talent management and organization performance. This study is based on empirical research evidence build by literature reviews carried out in this direction. Researcher is intended to use different articles, research papers and literature in order to identify the positive relationship between talent management and organization performance. This empirical research paper will provide insights to HR managers to build Talent management as a Strategic tool to build employee engagement and thereby improving organization performance¹¹⁵.

2.3.2.2 Work Place Safety towards Achievement of Objectives of Business Education in Colleges of Education in Nigeria

A study investigated the importance of a school environment that enhances the safety of all stakeholders has been widely promoted. However, the security and safety of Nigerian secondary schools have continued to call for attention. Consequently, this study examined the relationship between school safety measures and teachers' quality of work-life in Lagos State Model Colleges. The study was guided by one research question and two hypotheses. The research design was descriptive survey. The

population of the study was 2082 while the sample size comprised 208 teachers, selected from seven out of the 15 Lagos State Model Colleges, using multi-stage sampling technique. A researcher-constructed and validated instrument entitled “School Safety Measures and Teachers’ Quality of Work Life Questionnaire (SSMTKWLQ)” was used for data collection. The descriptive statistics such as mean was obtained and the ranking was done to answer research questions. Inferential statistics such as Pearson Product Moment Correlation statistical tool was used to test the hypotheses at 0.05 level of significance. Findings showed that the safety equipment/facilities were moderately adequate in Lagos State Model Colleges and that there was a significant relationship between adequacy of safety equipment/facilities and teachers’ quality of work life, and that the level of teachers’ safety awareness was significantly low and had significant relationship with their quality of work life. It was recommended among others that government should ensure adequate provision of safety equipment/facilities such as safety camera, security personnel, and adequate monitoring of movement in and around the school environment. In addition, there should be inculcation of safety culture among staff and students in Model Colleges and finally, there should be constant safety training and awareness programmes for teachers and students¹¹⁶.

In addition, a researcher commented that school safety is a critical factor for the job commitment of secondary school teachers in Nigeria. The study examines the various aspects of school safety and their impact on teachers' job satisfaction and commitment. The study focuses on physical school safety, psychosocial school safety, school transportation safety, background verification checks of staff, and the implementation of a visitor management system. The paper highlights the importance of physical school

safety measures, including building design, emergency planning, security technology, personnel, communication, maintenance, and student supervision. It emphasizes the need for schools to create a supportive and inclusive environment that promotes positive mental health and addresses social and emotional issues, thereby ensuring psychosocial school safety. The study also discusses the significance of school transportation safety, including vehicle design, driver training, and the implementation of laws and regulations. Furthermore, the paper emphasizes the importance of conducting background verification checks for staff to prevent incidents involving students. It explores the role of a visitor management system in enhancing school safety by controlling and monitoring visitor access. The study identifies overcrowding, inadequate security measures, poverty, substance abuse, inadequate teacher training, corruption, and political instability as key problems contributing to poor school safety in Nigerian secondary schools. In conclusion, the study argues that ensuring school safety is crucial for the job commitment of secondary school teachers in Nigeria. It recommends implementing adequate security measures, addressing student behavior management, providing teacher support and professional development opportunities, and promoting a culture of safety in schools. By addressing these challenges, the government can create a safer and more supportive working environment for teachers, leading to improved outcomes for students and the education system as a whole¹¹⁷.

Moreover, a study examined that school safety is essential for children and youth in schools to learn and experience a positive developmental trajectory. School safety research featured herein intentionally draws upon multiple fields of study, including, but not limited to education; special education; school, counseling, clinical

and community psychology; social work; juvenile justice; and sociology. The articles in this special issue draw on many theoretical frameworks, considering developmental theories, social-ecological and cognitive-ecological perspectives, information processing, normative behavior theory, social-identity, social-transactional processes, and social networking models⁹⁹. This overview of the special issue synthesizes and integrates findings from these articles across five areas: (a) conceptual foundations, (b) centering race and ethnicity in school safety, (d) school resource officers' training and roles, (d) discipline and school climate, and (e) bullying and peer victimization. Many of these articles leverage scholarship across topics such as providing beneficial school wide systems of discipline, promoting positive school climates, addressing bullying, fostering authoritative models in schools, facilitating culturally responsive schools, and understanding mental health needs of students¹¹⁸.

A study was carried on the level of psychosocial safety climate (PSC) at fuel stations in Accra and tests the paths via which PSC predicts health and safety of the attendants. We surveyed 876 conveniently sampled attendants from four major Oil Marketing Companies (OMCs). A questionnaire derived from three pre-existing ones (PSC-12, Job Content Questionnaire and Short Form Health Survey) was used for data collection. It yielded composite reliability between 0.91 and 0.95. Partial Least Squared-Structural Equation Model was used for analysis. Results shows a high risk of (36.08) PSC perception among the attendants. PSC directly, and indirectly, via the path of job resources, predict health and safety of the attendants. Job demands have significant direct influence on health and safety with its path being the strongest ($r = -0.66$) and most significant ($t = 39.48, p = 0.00$) compared with PSC ($r = 0.16$) and job resources (r

= -0.12). The health, safety and well-being of the fuel station attendants appears to be preserved where management takes practical steps to raise PSC of the fuel stations and supervisor provides increased support for the attendants. An increase in PSC is most likely to cause increase in supervisor support to the attendants. In such stations, daily productivity is more likely to increase due to well-being of the workers¹¹⁹.

A researcher investigates a study on workplace behavior which refers to behaviour that organization requires or demands of employees at all times which will encourage efficient running of the organization and subsequently lead to the attainment of the goals. Drawing from empirical studies and review of theories, this study examined the relationship between workplace behaviour and staff job performance in private secondary schools in Ilorin West local government, Kwara state, Nigeria. Specifically, the study assessed: (i) the relationship between punctuality and staff job performance in private secondary schools in Ilorin West local government, Kwara state, Nigeria; (ii) the relationship between teamwork and staff job performance in private secondary schools in Ilorin West local government, Kwara state, Nigeria and (iii) the relationship between discipline and staff job performance in private secondary schools in Ilorin West local government, Kwara state, Nigeria. The study was a descriptive research of correlation type, random sampling technique was used to select 50 private secondary schools in Ilorin West local government¹⁰⁴. Random sampling technique was used to select 10 staff per school. Purposive sampling technique was used to select administrative officers (Proprietors, Principals, Vice-Principals and Bursars). Questionnaire was used to collect data for the study, the instruments were validated by the experts and also tested for reliability. The reliability coefficients

realized for WPQ and SJPQ were 0.82 and 0.76, respectively. The main and operational hypotheses were tested using Pearson product-moment correlation statistics respectively at 0.05 level of significance. The results revealed that there was a significant relationship between workplace behaviour and staff job performance ($p > 0.05$). The study concluded that workplace behaviour plays a significant role in enhancing staff job performance which would consequently facilitate the realization of educational goals of secondary schools in Ilorin-West local government, Kwara state, Nigeria. Based on the findings and conclusion, the study recommended that education stakeholders, including state government, should intensify their efforts to ensure that staff maintain workplace behaviour through strict implementation of staff code of conduct, the staff should be sensitized on the importance and consequences of workplace behaviour and ensure that appropriate sanctions are carried out on the defaulters¹²⁰..

A study was carried out to determine the relationship between the physical conditions of school buildings and organizational commitment according to the perceptions of teachers in public primary schools¹²¹. The research population consists of 2450 teachers from 92 primary schools in the central district of Diyarbakır/Turkey in the academic year of 2017-2018. The data collection instrument was applied to randomly selected 534 teachers from 27 schools. "School Buildings Scale" developed by Çağlayan and Yılmaz (2011) and "Organizational Commitment Scale" developed by Meyer, Allen and Smith (1993), and adapted into Turkish by Dağlı, Elçiçek and Han (2017) were used in this study. Some important findings of the study are listed below: According to teachers' perceptions, the highest item that is associated with the school buildings was found in the dimension of "General view (M=3,58; Quite adequate), the

item with the lowest level was found in the dimension of “Fields reserved for students” (M=2,44; insufficient). The mean of the whole scale was found as (M=2.99) “Partially adequate”. It was determined that the highest mean of teachers' perceptions about organizational commitment (M=3.50; Agree) was in “affective commitment” dimension and the lowest mean (M=2,94; Undecided) in the dimension of “normative commitment”. Teachers participated in the total mean of the organizational commitment scale at the level of (M=3.19; Undecided). Generally, it was found that there was a moderate and positive relationship between the school building scale and organizational commitment scale ($r=,561$, p ($r=,561$, $p < 001$) This shows that, as the physical conditions of the school buildings are improved, the organizational commitment of the teachers is increased. The perimeter fences should contain barriers, alarm systems, and lighting mostly at night. The environment of the school should be improved upon to discourage truancy and absenteeism and provide a good drainage system, large classrooms, and functional facilities/equipment. Damage roofs, windows, floors, and nonfacilities be immediately put in order¹²¹.

A study examined the effect of occupational health and safety (OHS) practices on public sector commitment with reference to Lagos State Health Service Commission¹⁰⁷. The objective was to investigate the relationship between health and safety practices and public sector commitment and to examine if absence of health and safety policy affects the performance of employees in Lagos State Health Service Commission (LSHSC) among others. Consequently, data were sourced from both primary (that is, primary data involved the use of questionnaire and informal interview methods) and secondary methods (this also involved the use of the library including journal articles,

workplace health and safety related texts and other publications including government gazette, newspapers, monographs amongst others). A survey descriptive design was employed to select one hundred copies of questionnaire. Data were subjected to simple regression method using the Statistical Package for the Social Sciences (SPSS). The findings revealed that there was significant effect of health and safety practices on public sector commitment. Results obtained also showed that there was significant effect of health and safety policy on commitment of employees. The study therefore recommended that getting assessment goals and relative successes in areas of health, safety practices, strategies and policies should be stressed while effectively managing safety¹²².

Another researcher aimed at investigating the direct effect of civil servant teacher job satisfaction on their absenteeism. Quantitative approach with survey method was employed. The sample involved was 198 civil servant teachers from public senior high schools in Bekasi, West Java, Indonesia. The result signified that $t_{count} < t_{table}$ ($-2.84 < -1.97$) leading to the acceptance of H_0 and the rejection of H_1 . This explicitly stated that civil servant job satisfaction has a negative direct effect on their absenteeism. For job satisfaction predictors, positive attitude places the highest position followed by comfort in work and certainty in work. While the highest predictors of absenteeism from the highest to the lowest are: punctual task completion failure, absenteeism style, and no explanation absence. The study is predicted to provide recommendation for schools to promote teacher job satisfaction and suppress their absenteeism rate. Providing comfort and creating positive working atmosphere for teachers either has significant consequence to endeavor job satisfaction promotion and absenteeism rate

decrease. Besides, leaders and school management board assertiveness in the mechanism of decreasing absenteeism is unarguably decisive to create fairness in policy and procedure obedience¹²³.

In addition, a researcher investigated some guidelines needed to support research and action on sustainable transitions towards more resilient and adaptable agro ecosystems. Here I present an operational and simple framework with theoretical underpinning to assess to what extent agro ecological transitions propend to greater resilience and adaptability¹⁰⁹. Ecosystems may transition between alternative states defined by their structural and functional characteristics. Agro ecological transitions are a special type of human-mediated transitions in which the various components of the agro ecosystem and their interactions are reconfigured through a process of design. The concept of the complex adaptive cycle of social-ecological systems is used to propose a set of 10 criteria to monitor resilience and adaptability in agro ecological transitions using a system of scores. They comprise: self-regulation, connectivity, redundancy, response diversity, space and time heterogeneity, building of natural capital, social self-organization, reflective learning and human capital, autonomy and local interdependency, and capitalising on local knowledge¹⁰⁹. The framework is illustrated with an example from Brazil, where national and local level socio-political drivers have supported a 30-year process of agroecological transition. Implications for policy monitoring, research for development and political discourses are discussed¹²⁴.

Another researcher investigated utilization of global workplace adaptations for enhanced academic staff productivity in Rivers State Universities. Four objectives, four research questions and three hypotheses guided the study. The descriptive survey design

was adopted for the study with a population of 186 academic staff from the Faculties of Education in Rivers State University and Ignatius Ajuru University of Education. The entirety of the population was used as sample which infers census sampling technique. An instrument titled, "Adaptive Workplace Questionnaire" was used to elicit responses. It was validated by experts and had reliability coefficients of 0.85, 0.80, 0.90, and 0.95 respectively using Cronbach Alpha statistics. The research questions were answered using percentage, mean and standard deviation while the hypotheses were tested using z-test. Findings amongst others unraveled that most lecturers suffer from stress related ill health such as gastric ulcers, migraine headaches, heart palpitations, hypertension, diabetes, back and waist pains, hypoglycemia, hepatitis, cancer etcetera as a result of work overload emanating from several academic programmes. The researchers recommended that lecturers should adopt flextime and flex place in enhancing their productivity and have some leisure time with their families outside the home in green parks, game reserves and gymnasiums¹²⁵.

A researcher investigated an extensive review of the safety culture literature how to identify three key themes (a) role of new employees, (b) absence of a pro-active approach, and (c) need for a 'No-blame' culture, and explores their impact on the occupational health and safety culture (OHS). We use a qualitative study with a constructivist phenomenological approach consisting of 55 in-depth interviews with a diverse range of participants, including business owners, line managers and supervisors, OHS advisors, workers, and union representatives in Western Australia. A workplace vignette was used to elicit cultural norms derived from the participants' attitudes and beliefs, which were analyzed using NVivo software to conduct a thematic analysis to

classify the interview text into specific concepts and phrases. Findings confirm the three themes identified from our literature review and provide useful insights into the challenges faced by the participants in the implementation of safety policies. Besides extending the occupational health and safety literature, these findings have important managerial implications in view of the evolving nature of work and workplaces¹²⁶.

In addition, a related study reviewed occupational safety and health (OSH) management has expanded inside companies, and research is now indicating that it yields benefits for both workers' safety and health and for business performance. However, in daily operations, OSH management tends to end up in a 'sidecar' to operations management (OM). We argue that the division between the two fields can be explained by conflicts between the dominant logics of risk for OSH management and efficiency for OM. These conflicts are translated into differences in goals, rationales behind practices, and the organisation of the OSH and operations tasks, respectively. We argue that the future of safety science requires research in the relations between the two fields to increase the impact of the OSH field. By investigating competitive and cooperative constellations of the two logics, we identified potentials for additive constellations amplifying both productive and safety capabilities in companies, and potentials for facilitative cooperation where a new overarching institutional logic of responsible and sustainable business can create a need for synergy between the two logics. Furthermore, a broader understanding of the need for worker well-being and commitment for both OSH and OM opens the possibility for a closer integration of the two fields¹²⁷.

Moreover, a researcher focuses on assessing occupational risk for the health hazards encountered during maintenance works (MW) in semiconductor fabrication (FAB) facilities. The objectives of this study include: 1) identifying the primary health hazards during MW in semiconductor FAB facilities; 2) reviewing the methods used in evaluating the likelihood and severity of health hazards through occupational health risk assessment (OHRA); and 3) suggesting variables for the categorization of likelihood of exposures to health hazards and the severity of health effects associated with MW in FAB facilities. A literature review was undertaken on OHRA methodology and health hazards resulting from MW in FAB facilities. Based on this review, approaches for categorizing the exposure to health hazards and the severity of health effects related to MW were recommended. Maintenance workers in FAB facilities face exposure to hazards such as debris, machinery entanglement, and airborne particles laden with various chemical components. The level of engineering and administrative control measures is suggested to assess the likelihood of simultaneous chemical and dust exposure. Qualitative key factors for mixed exposure estimation during MW include the presence of safe operational protocols, the use of air-jet machines, the presence and effectiveness of local exhaust ventilation system, chamber post-purge and cooling, and proper respirator use. Using the risk (R) and hazard (H) codes of the Globally Harmonized System alongside carcinogenic, mutagenic, or reprotoxic classifications aid in categorizing health effect severity for OHRA. Further research is needed to apply our proposed variables in OHRA for MW in FAB facilities and subsequently validate the findings¹²⁸.

A closely similar study was undertaken to assess replacement drivers represent a significant portion of platform labor in the Republic of Korea, often facing night shifts and the demands of emotional labor. Research on replacement drivers is limited due to their widespread nature. This study examined the levels of presenteeism and absenteeism among replacement drivers in comparison to those of paid male workers in the Republic of Korea. This study collected data for replacement drivers and used data from the 6th Korean Working Conditions Survey for paid male workers over the age of 20 years¹²⁹. Propensity score matching was performed to balance the differences between paid workers and replacement drivers. Multivariable logistic regression was used to estimate the adjusted odds ratio (OR) and 95% confidence intervals for presenteeism and absenteeism by replacement drivers. Stratified analysis was conducted for age groups, educational levels, income levels, and working hours. The analysis was adjusted for variables including age, education, income, working hours, working days per week, and working duration. Among the 1,417 participants, the prevalence of presenteeism and absenteeism among replacement drivers was 53.6% ($n = 210$) and 51.3% ($n = 201$), respectively. The association of presenteeism and absenteeism (adjusted OR [95% CI] = 8.42 [6.36–11.16] and 20.80 [95% CI = 14.60–29.62], respectively) with replacement drivers being significant, with a prominent association among the young age group, high educational, and medium income levels. The results demonstrated that replacement drivers were more significantly associated with presenteeism and absenteeism than paid workers. Further studies are necessary to establish a strategy to decrease the risk factors among replacement drivers¹³⁰.

In the same vein, a researcher examined a study on theoretical contribution towards a better understanding of the nature and impact of weak signals within the occupational safety and Health (OSH) domain, and to provide potential directions, regarding the introduction of weak signals management within established occupational health and safety management systems (OHSMS), based on a proactive approach. For the purpose of this study, a Delphi method with two iterations was utilized, supplemented by an experts' focus group discussion, aiming to explore experts' opinion regarding the potential impact of weak signals management in OSH. The findings of this research reveal the existence of weak signals prior occupational accidents and other unwanted incidents at workplace, as well as the importance of its on-time management. The outcomes, enhance the development of a clearer definition of weak signals in the OSH domain, the development of a comprehensive weak signals management framework and concurrently, and provide directions for the introduction of weak signals management into existing traditional OHSMS¹³¹.

2.3.2.3 Training and Development Programme towards Achievement of Objectives of Business Education in Colleges of Education in Nigeria

Training and Development is a vital part of human resource management practices. It is assuming an ever important role in the wake of advancement of technology which has resulted in an ever increasing competition, rise in customer's expectation of quality and service and a subsequent need to lower costs. It has also become more important globally as a way of preparing workers for new jobs. In this chapter, we will focus more on the emerging need for learning and development, its implications upon individuals and the employers. Notable management author said that the fastest growing industry would be training and development as a result of

replacement of industrial workers with knowledge workers. In Japan for example, with increasing number of women joining traditionally male jobs, learning/training is required not only to impart necessary job skills but also for preparing them for the physically demanding jobs. They are trained in everything from sexual harassment policies to the necessary job skills. There is a distinction between Learning/Training and development. It is observed that people conceptualize them to be the same¹³².

Training is more of a learning activity to acquire better skills and knowledge needed to perform a task. The idea of training is the need for a greater productivity and safety in the operation of specific equipment or the need for an effective sales force, to mention a few. To come up with the desired knowledge, skills and abilities from employees to perform well at their job side, requires proper training programs that may likewise have an impact on employee motivation and commitment. Employees can either build or break their company's reputation as well as profitability. Moreover, they oversee most of the activities which can influence customer fulfillment, the nature of the product and event¹³³.

A study noted that the future of work is being redesigned by the world's largest telework experiment as a consequence of the global pandemic. The research objective was to analyse and debate actual organizational needs in terms of telework and its implications for organizational performance, behaviour, and culture within the context of digital technology. This article challenges the results of previous research on factors related to telework and its outcomes, contributing to the literature through an advanced analysis of employees' perceptions, for the Business Services industry. Quantitative research is conducted based on a questionnaire. The research hypotheses were tested

through Kruskal–Wallis test, Spearman’s correlations, and linear regression, complemented by robustness tests. Findings indicate that the business professionals with pre-pandemic telework experience assigned a higher importance to all organisational dimensions, as compared with the employees having pandemic telework experience, only. The results also show significant relationships between telework and the organisational dimensions, with positive impact for factors contributing to achieving goals while teleworking. The results are mixed in the case of negative factors affecting telework, with a positive impact on organisational performance, and a negative impact on organisational behaviour. Significant changes were found when the digital technology dimension was considered¹³².

An identical study was implementing to investigate training and the use of a common improvement method has been promoted as important mechanisms to facilitate continuous improvement. As a result, organizations invested heavily in purchasing standard, off-the-shelf improvement methods and massive training of employees in these types of methods and the associated tools and techniques¹³³. In practice, however, many improvement programmes are not as successful as initially expected. The question is whether training of all employees in the common improvement method leads to more employee involvement and participation and hence higher levels of continuous improvement? Based on a sample of 208 respondents from different organizations, this study shows that training for continuous improvement and the use of a common improvement method are indeed positively related to employee involvement, but it also shows that there is a negative interaction effect between training and the use of a common improvement method such that the higher (the adherence to) the use of a

common improvement method the more reduced the positive effect of training on employee involvement is. This study also shows that employee involvement partly mediates the impact of training on continuous improvement. However, the higher the adherence to a common improvement method, the lower the indirect effect of training via employee involvement on continuous improvement is. Training should therefore not only be given about the common improvement method, but especially broad in the field of continuous improvement¹³⁴.

An author reviewed a systematic literature on the impact of employee training and development on organizational efficiency and effectiveness. The review identifies and analyzes a wide range of studies conducted in various contexts, industries, and organizational settings. The paper discusses the theoretical foundations that underpin the relationship between employee training and development, and organizational efficiency and effectiveness. It examines the different dimensions of training and development, including training methods, training content, and training delivery. The paper also highlights the key factors that influence the effectiveness of training and development, such as the role of management support, employee motivation, and training evaluation. Overall, the review findings suggest that employee training and development can have a significant impact on organizational efficiency and effectiveness, and that organizations should invest in these activities to improve their performance and competitive advantage. The paper concludes by discussing the implications of the review findings for research and practice, and highlighting the key areas for future research¹³⁵.

Similarly, a research work was to examined on how can we increase the level of innovation in Small and Medium-sized Enterprises (SMEs)? Can improving internal organizational culture through Human Resource Management (HRM) methods boost the innovativeness of SMEs? These are some of the questions that currently preoccupy us. The aim of this paper is to measure the effect of three HRM strategies such as, training and development (T&D), internal communication and information sharing (C&I), and job design (JD) on SMEs innovation. To realize this study, a quantitative approach was employed, utilizing self-administered questionnaires. The data collected from 153 manufacturing SMEs that operate in Kosovo underwent hierarchical linear regression analysis to test, examine, and refine the relationship between T&D, C&I, JD, and SME innovation. The findings reveal a clear and direct relationship between each of these three practices and innovation in SMEs. The findings highlight the significance of fostering creative employees through specific HRM strategies. This study makes a substantial contribution to the current knowledge by providing insights into the intricate relationship between T&D, C&I, and JD (considered from both bundle and single perspectives) and innovation within SMS_s¹³⁶.

A similar study was carried out to investigate the Egyptian economy which has been facing challenges due to the COVID-19 pandemic and global conflicts. This study, conducted from a macroeconomic perspective, has highlighted the importance of mandating audits for Egyptian SMEs, which primarily operate in the informal economy. This study draws on the 2013 COSO Framework, a widely accepted standard for internal control, to define IC and its features. The research utilized a comprehensive mixed methodology, combining qualitative and quantitative research methods and

relevant theory to examine the impact of mandatory audits on the Internal Control Quality (ICQ) of Small and Medium-sized Enterprises (SMEs). Data was gathered through questionnaires and NILEX financial reports spanning from 2010 to 2023. Questionnaires resulted in 803 responses from auditors, owners, and managers of SMEs, as well as 217 academics/economists in Egypt. The study employed various analyses, such as ANOVA, Scheffe's post hoc test, Wilcoxon signed rank test, and Cohen's d, to assess the effect of mandatory audits on SMEs' ICQ and identify any discrepancies, ensuring the thoroughness and reliability of the conclusions. The research indicates statistically significant differences in perceptions among SME management, auditors, and academics/economists. This study plays a crucial role in supporting the Egyptian national economy by creating a standardized and concise scale for measuring ICQ among SMEs, which aligns with their unique attributes and features. This customized scale facilitates comparisons among SMEs and opens doors for further scholarly investigations, instilling a sense of optimism for the future of the Egyptian SME sector. The findings of this study are significant. They reveal an apparent enhancement in internal control quality following the implementation of mandatory audits for Egyptian SMEs. This evidence was derived from an analysis of ICQ before and after the mandatory audit requirement among a substantial sample of 56 SMEs in Egypt, covering the period from 2010 to 2023¹³⁷.

A related study was undertaken to explore a topic on State-Owned Enterprises (BUMNs) in Indonesia which are faced with challenges due to the weak prevention of fraudulent financial statements. The prevention of fraudulent financial statements has long been a subject of discussion. Therefore, this study aimed to investigate the

relationship between internal auditor competence, internal control, and internal audit quality in efforts to prevent fraudulent financial statements. Respondents in this research were 475 people from 33 BUMN in Indonesia. Data were then collected through online surveys using Google Forms and direct visits to several BUMNs, and subsequently analyzed using SEM-PLS. The results showed that internal auditor competence had an impact on internal audit quality and the prevention of fraudulent financial statements. Internal control influenced both internal audit quality and the prevention of fraudulent financial statements. Moreover, internal audit quality affected the prevention of fraudulent financial statements, while mediating the effects of internal control on preventing fraudulent financial statements. This research provides a practical contribution, which can contribute to BUMN in Indonesia in improving the prevention of fraudulent financial statements. Furthermore, it contributes to increasing the confidence of investors and other stakeholders in investing in BUMN in Indonesia¹³⁸.

A related study narrated that a series of trends shaping the current workplace has changed the nature of human capital development practice to be more employee-driven. However, existing development research does not fully account for this shift and the anticipated benefits of employee-driven development. In this review we reflect on the current state of the employee development literature and propose a new, broader conceptualization of employee development characterized by a partnership between the employer and employee. In doing so, we offer three recommendations for how research needs to evolve to align employee development scholarship with current practices: (1) incorporate proactivity in the definition of employee development, (2) update the context for learning, and, (3) think differently about how human capital is valued. We


suggest ways in which theory can be extended for increasing our understanding of several commonly used employee-driven development methods. Finally, we provide future research questions and practical suggestions based on our new conceptualization of employee development¹³⁹.

A similar author pointed out that human resources (HR) is an important aspect in supporting the sustainability of business activities in the company. A company can increase work productivity if there is good cooperation and a reciprocal relationship between the company's management and its employees. One way is to conduct training and development programs for employees. The achievement of an organization's goals depends on the performance of its employees. If a company wants the advantage of competing through human resources (HR), then it must contain the concept of training and development of human resources on an ongoing basis. Based on several journals and research studied, it can be concluded that training and development conducted by organizations or companies have a positive influence on improving employee performance¹⁴⁰.

In addition, a related study narrated that the purpose of this research was to examine the impact of training on employee performance as predicted by a training needs assessment, the availability of resources for training, and employee perceptions towards training. The result indicates that training needs assessment and training resource availability have a significant effect on employee performance. However, employees' perception of training is not the major determinant of employee levels of performance. The HRM department of the Tigray Regional Education Bureau (TREB) should train employees to make training programs effective that will improve employee

performance. The availability of training resources and their management should be improved¹⁴¹.

A study revealed that Emirati teachers, particularly those teaching in early years classrooms, encounter significant obstacles with 21st century pedagogy in support of the United Arab Emirates' (UAE) goal of moving towards a more knowledge-based economy. As improving students' problem solving-skills development takes precedence, policy makers' need to understand how best to support teachers becomes a priority. Through survey responses and interviews, this exploratory study aims to better understand Emirati teachers' pedagogical content knowledge, teacher self-efficacy beliefs, and to gain insight on how to best support teachers in acquiring the kind of child-centered instructional practices needed to foster problem-solving skills development in their students. Results showed low teacher self-efficacy and teachers lack of proper exposure to pre-service training as well as professional training on problem-solving skills development pedagogy. Participants indicated their willingness to learn about how to best foster problem-solving abilities of their students to support the aspirations of the UAE education reform policy. A focused social cognitive-oriented professional development model for instruction grounded in the educationally relevant research from the cognitive sciences is recommended¹⁴².

 In addition, a study revealed that an employee is a blood stream of any business. The accomplishment or disaster of the firm depends on its employee performance. Hence, top management realized the importance of investing in training and development for the sake of improving employee performance. This conceptual paper aimed at studying the effect of training on employee performance and to provide

suggestion as to how firm can improve its employee performance through effective training programs. The research approach adopted for the study conforms to qualitative research, as it reviews the literature and multiple case studies on the importance of training in enhancing the performance of the workforce. Further the paper goes on to analyse and understand the theoretical framework and models related to employee development through training and development programs, and its effect on employee performance and on the basis of the review of the current evidence of such a relationship, offers suggestions for the top management in form of a checklist, appropriate for all businesses, to assess the employee performance and to find out the true cause(s) of the performance problem so the problem could be solved in time through desired training program. The study in hand faces the limitations as there are no adequate indications to correlate directly the relationship between training and employee performance. Hence, there is a need for conducting an empirical research in future to test the proposition discussed in the study. The study in hand provides brief overview of the literature about training effectiveness and how it contributes in enhancing the employee performance and ultimately concludes along with recommendation to give directions for future research by applying different level of analysis on exploring the impact of training practices on employee performance¹⁴³.

Compensation and Employee Benefit towards Achievement of Objectives of Business Education in Colleges of Education in Nigeria

In a study by a researcher, remuneration was found to be the most important factor contributing to employee satisfaction and turnover intention¹⁴⁴. In the actual fact, remuneration has proved to be a very important and valuable tool and it acts as a major motivation for employees who want to stay and committed to the organization in turn

enhancing the attraction as well as the retention. That particular survey aimed at describing the different job characteristics and how they were ranked by the employees. The results, not so surprisingly, showed that the number one factor for employee satisfaction was found to be compensation (which is money). It also tends to motivate an employee who is committed to the organization and enhances either attraction or retention. When given to an employee for his services, it shows the employee that they are important in the organization and that their existence matters¹⁴⁴.

Moreover, there is a study on the effect of remuneration, job satisfaction and organizational citizenship behavior on the employees' performance¹⁴⁵. The study aims was to analyze the effect of remuneration, job satisfaction and organizational citizenship behavior on employees' performance; to analyze the job satisfaction as a mediating variable of the effect of remuneration on employees' performance; and to analyze organizational citizenship behavior's role in mediating the effect of remuneration and job satisfaction on employees' performance¹⁴⁶. Data was collected using saturated sampling method. The study's findings showed that remuneration and satisfaction positively and significantly has effects on satisfaction and OCB respectively, but remuneration does not significantly has effect OCB. The results of this study indicate that the concept of the higher the remuneration received by employees, the higher their performance will be, only occurs in normal conditions. If there are obstacles in the work implementation process, then this concept does not apply¹⁴⁷.

Additionally, another study on the effect of remuneration on employee job satisfaction in Nigeria Oil firms recommended that employees' wages should be reviewed upward on annual basis. However, the study was undertaken in Oil companies

and therefore the findings may not portray the effect of remuneration on employees' job satisfaction in public service, hence, a study on factors affecting employees' job satisfaction in Kenya public institutions was carried out. The study employed a descriptive design and sample population was obtained from public institutions. However, the study failed to show how employees' remuneration affected employee job satisfaction in terms of financial and non-financial compensation and wage increase to this effect, another study was carried out on factors affecting employee job satisfaction in USA government organizations, the study findings indicated that employees' remuneration and rewards were the major factors affecting employees' job. However, the study was undertaken in different organizations in a developed country and thus the findings may not be applied to examine the effect of remuneration on job satisfaction in Public Service in developing countries. On the other hand, another study on effects of employees' remuneration on employees' job satisfaction in UK firms and found out that remuneration was not the only factor that affected employee job satisfaction since other factors like working conditions affected job satisfaction. The study however also failed to examine the effect of remuneration on job satisfaction within the local context and hence the findings are short in explaining the effect of remuneration on employee job satisfaction in local organizations like Public Service in developing countries¹⁴⁸.

On the contrary, a study conducted to establish that employee remuneration was major factor leading to low level of employees' job satisfaction in many public organizations in Kenya¹²⁹. Similarly, findings from another study on employees' remuneration in Ghana identified that remuneration is an important factor contributing to employees' job satisfaction for retention and for turnover since it acts as a major

motivating factors for employees who want to stay committed to the organization. When an employee is paid well for the services offered to the employer, it shows the employee that their existence in the organization matters ¹⁴⁹. Employees are more satisfied when they feel they are being paid fairly for the work they do. The importance of money in employees' job satisfaction should not be underestimated since everybody needs money and all employees work so that they can earn money. The main purpose behind all of this is nothing but money. So, compensation plays an important role in the job satisfaction of the employees. For them, the service quality, organizational performance and job satisfaction can all be increased if the employees are given good salaries, which are a great motivator ¹⁴⁹.

Money remains the most significant motivational strategy of employees' job satisfaction and job retention; it was also described as the most important factor in motivating the industrial workers to achieve greater productivity, little wonder when the establishment of incentive wage systems as a mean of stimulating workers for higher performance, commitment, and success was advocated for¹⁵⁰. The motivational power of money through the process of job choice was demonstrated and it was further explained that money has the power to attract, retain, and motivate individuals towards higher performance. This was confirmed when the earliest strategy of using wage increases to link job satisfaction, motivation and organizational commitment. Since this covers only an aspect of personnel management, a holistic approach emerged which was targeted at the development of a certain quality of employment life that covers fair wages, benefits, other employment conditions and career development to support the facilitation of motivation and job satisfaction directed towards organizational

commitment¹⁵¹. By and large, compensation (money) is a very valuable tool for employees' retention and turnover in an organization. It also works as communicator when it is given to employee against his or her services which shows how much an employee is valuable in the organization. Probably the most influential factor in job satisfaction is the remuneration one gets for his/her services in the organization, a reasonable pay, which will compensate for many hitches, for example work overload, overtime or even a stressful job. Achievement of objective of business education is directly related to remuneration packages and dissatisfaction mostly comes up when a worker feels that he or she is not being appropriately compensated for the work he/she is doing for the organization¹⁵¹.

A researcher examined compensation as one of the core functions of human resources management that every employee gains in exchange of his services provided in the organization. It is defined as monetary and non-monetary cash paid by organization to its staff for organizational tasks performed. A study conducted revealed that compensation is positively associated with employees' retention, commitment and better performance. The study agreed that eighty percent employees accept willingly extra responsibilities due to high and fair compensation and about eighty-seven percent of employees approved compensation highly influenced their achievement of objective of business education positively¹⁵².

Salary is the amount of pay that constitutes the rate of the job in the organization. It also serves the benchmarks against which bonuses and benefits are calculated. It may vary according to the grade of the job or the level of the skills required to the job. In addition to this, level of salary may be agreed upon through collective bargaining as well. It was

identified that basic salary as a hygiene factor that could cause employee dissatisfaction if workers needs are not recognized. It was further revealed that salary which workers receive for satisfying their economic and societal needs, were the key elements that significantly influence job satisfaction. Other key elements that synonymously relate to compensation and which also significantly influence employees' job satisfaction and retention are rewards, incentives, bonuses and allowances. Further still, a recent research conducted revealed that organizations should distinguish via pay structure in order to motivate and keep skillful workforce for a long-term in the organization because of such reasons, businesses ought to have high competitive market-related salary and benefits to retain quality employees and stay committed in the enterprise¹⁵³. Promotion is a Shifting of employee for a job of higher significance and higher compensation. It could also be described as the movement of an employee upward in the hierarchy of the organization, typically that leads to enhancement of responsibility and rank and an improved compensation package.

A researcher gave their opinion that lecturer satisfaction and retention are strongly correlated with promotion opportunities, which means that there is a direct and positive association between promotional opportunities and their job satisfaction. The reliance of the positive correlation between promotion and job satisfaction is on perceived justice by workers. A significant facet of career of an employee is promotion that affects other aspects of experience of work. They make up of a vital facet of mobility of labor related to workers, most frequently having considerable increment of wages. Pay satisfaction and satisfaction related to achievement of objective of business education are most significant categories of job satisfaction for ascertaining give-ups

regarding future, whereas satisfaction with regard to promotion opportunities is not a major factor. Dissatisfaction in regard to opportunities for training and promotion is strongly influenced by the purposes for give-up as compared to dissatisfaction regarding workload or pay by employing data of cross-sectional nature. Few numbers of managers makes estimation about the impact of promotions on satisfaction of workers, by concentrating on satisfaction regarding promotion. Managers who have been promoted feel more satisfaction with opportunities regarding promotion and have more expectations for future promotion¹⁵⁴.

Promotions are also an important aspect of a worker's career and life, affecting other facets of the work experience. They constitute an important aspect of workers' labor mobility, most often carrying substantial wage increases and can have a significant impact on other job characteristics such as responsibilities and subsequent job attachment¹⁵⁵. Firms can use promotions as a reward for highly productive workers, creating an incentive for workers to exert greater effort. Promotions will only be an effective mechanism for eliciting greater effort if workers place significant value on the promotion itself. Otherwise, firms would simply use pay increases to reward effort and productivity. Given all of the dimensions in which promotions can affect workers' careers and compensation, relatively little attention has been paid to the importance of promotions as a determinant of job satisfaction and retention in an organization ¹⁵⁵.

Moreover, a study reported that promotion expectations also affect job satisfaction in the sense that workers who believe a promotion is possible in the next two years are more likely to be highly committed. Furthermore, it was revealed, from

various studies conducted, that past promotions continue to have an impact on job satisfaction and retention of employees, however, the effect fades over time. Finally, it does not appear that expectations can explain the gender premium in job commitment (women report higher job commitment, *ceteris paribus*). Promotion receipt had the same effect on job satisfaction for workers who believed a promotion was possible in the next two years as for those who did not believe a promotion was possible. These results are robust under various cuts of the data and when dynamic panel estimation is used to control for the potential endogeneity of the promotion and promotion expectations variables¹⁵⁶.

Lack of an employee growth in an organizations leads to career plateau resulting to rise in turnover intention because such employees want to advance their career elsewhere in the environment¹⁵⁷. The aim of promotional procedures of an organization should enable employers to get the best available talent in an organization to occupy positions in the organization. This provides employees with a chance to progress within the organization hence more motivated reducing turnover intentions ¹⁵⁸.

Moreover, a study postulated that promotion opportunities in an organization stimulate personal development among employees leading to enhancement of interest in the job. On the other hand, when such employees stagnate in their current positions, their motivation to stay in such positions usually nosedive and would most certainly not remain in such unfulfilling positions. This is because as postulated in those studies, promotion usually comes with increased remuneration, higher status, boosted self-esteem leading to more authority, responsibility, independence as well as higher job commitment¹⁵⁹. It was also revealed that workers value the promotion itself, above and

beyond the wage increase that normally accompanies a promotion. It was also argued further that promotion of employees provides incentives to initiate enterprises and ambition as well as minimizing discontent and industrial unrest, leads to attraction of capable individuals, necessitates logical training for advancement which results to an effective reward loyalty, cooperation and long service in one's career¹⁵⁹.

A researcher examined the application of reward as determinant of teacher's job commitment in public secondary schools in Delta State, Nigeria. Three research questions and three hypotheses were formulated for the study. Correlational design was adopted for the study. The population of the study was the 453 public secondary schools in Delta State. The population of the study was the 453 public secondary school principals in the State out of which 212 principles were sampled as sample respondents through a stratified random sampling technique. The instrument used for the study was "Application of reward Questionnaire" (ARQ) and "Teachers Job Commitment Questionnaire" (TJCQ). The first instrument had 15 questionnaire items while the second instrument had 10 questionnaire items⁸⁷. The instrument was validated by two experts in the Department of Educational Management, Faculty of Education, University of Port Harcourt. The reliability index was determined using Cronbach Alpha statistic with an index of 0.64, 0.72 and 0.71 respectively. The research questions and hypotheses were answered and tested using Pearson Product Moment Correlation Co-efficient. The findings of the study revealed that there is a significant relationship between application of reward and teachers job commitment. It was recommended that principals and other educational administrators should make provision for reward packages that can boost commitment on the job for teachers¹⁶⁰.

Another researcher investigated the reward and recognition policies and its influence on the performance among employees of different categories in Pakistan. Based on previous studies and literature reviews organizations facilitate their employees with different reward and recognition systems to encourage employees' motivation level and performance¹⁶¹. The main objective is to identify which rewards are the most influence on employee performance. The methodology of this research paper is based on a quantitative study. More than 200 employees from various sectors participated in the research by filling out the questionnaire. The questionnaire in this research used the WEIMS scale and another performance scale. It is evident that there is a positive relationship between reward and recognition and employees' motivation and job performance. Hence if organizations work on their reward and recognition policies then there would be a corresponding change in work motivation, performance, and employee engagement¹⁶¹.

In addition, a study investigated reward system and employee performance in three selected companies such as Nestle Plc, Mumudia Integrated services and Bucebal ventures limited in Port Harcourt, Rivers State. The study also shows how employees improve its performances in a reward system¹⁴². Questionnaire was used as instrument and 60 questionnaires were issued and while 50 questionnaires were retrieved to check the respondent's opinion. The reward system is more important in any nature of business, company, institutions, and schools, very beneficial for the employee's job performance. It is natural process that human performance is based on motivation and motivation can be concerned in reward on this increased with rewards. A regression analysis was done using the Pearson product correlation to determine the

relationship between reward system and employee performance. This study proves reward system and performance of employee has a positive impact in any companies system. From the study it was observed that there is positive benefit on rewards system which leads to employee's performances. Organizational reward system implement in a work place are result motivating employees for effective work performance. Rewards should be given to employees such as car loan, increase in salaries and promotion as a result of increase in job performance¹⁶².

A researcher analyzed an effect remuneration and achievement motivation on lecturer performance in the Management Department, Faculty of Economics and Business, Universitas Pattimura, Ambon City. The type of approach that the researcher uses is a quantitative descriptive analysis approach with explanatory research¹⁴³. The population in this study are lecturers who active in the Management Department, Faculty of Economics and Business, Universitas Pattimura, Ambon City, amounting to 37 people. Determination of the number of samples used by the author in this study is based on the Slovin method as a measuring tool to calculate sample size because the number of known population is more than 37 respondents, so the author only takes a sample with the number of employees, which is 33 lecturers in the Management Department, Faculty of Economics and Business, Universitas Pattimura, Ambon City. The test in this study uses multiple linear regression analysis. The results of the study show that remuneration has a positive and significant effect on lecturer performance in the Management Department, Faculty of Economics and Business, Universitas Pattimura, Ambon City. Achievement motivation has a positive and significant effect on lecturer performance in the

Management Department, Faculty of Economics and Business, Universitas Pattimura, Ambon City¹⁶³.

Moreover, a researcher examines the effect of leadership style, work incentives and work motivation on employee performance at the Banyuwangi Regency Revenue Agency. The population in this study was employees of the Banyuwangi Regency Regional Revenue Agency, which totaled 101 employees. The sampling method used is a saturated sampling technique or census. The measuring instrument in the form of a questionnaire was used to conduct this research. Validity test and reliability test are used to test whether the measuring instrument is feasible to use or not. The data analysis method in this study uses PLS (Partial Least Square) using the Smart PLS application program. The results of the statistical test of this study state that leadership style has a significant effect on employee performance. Work incentives have a significant effect on employee performance. Work motivation has a significant effect on employee performance. Employee performance is something that needs to get the attention of an organization in order to achieve the goals that have been proclaimed¹⁶⁴.

Similarly, a paper examined the Policy Framework for skill Acquisition and entrepreneurship training programmes in The Gambia. This was with a view to analysing policy documents within the National Entrepreneurship Policy environment. These include the National Entrepreneurship Policy and Strategy (2017- 2021); the Gambia Technical and Vocational Education and Training (TVET) (Roadmap 2020-2024); the Gambia TVET Policy (2021-2030); National Youth Policy (2019-2028); National Micro, Small and Medium Enterprises (MSMEs) Policy (2019-2024); and the National Development Plan (2018-2021). Attempt was made to evaluate the various

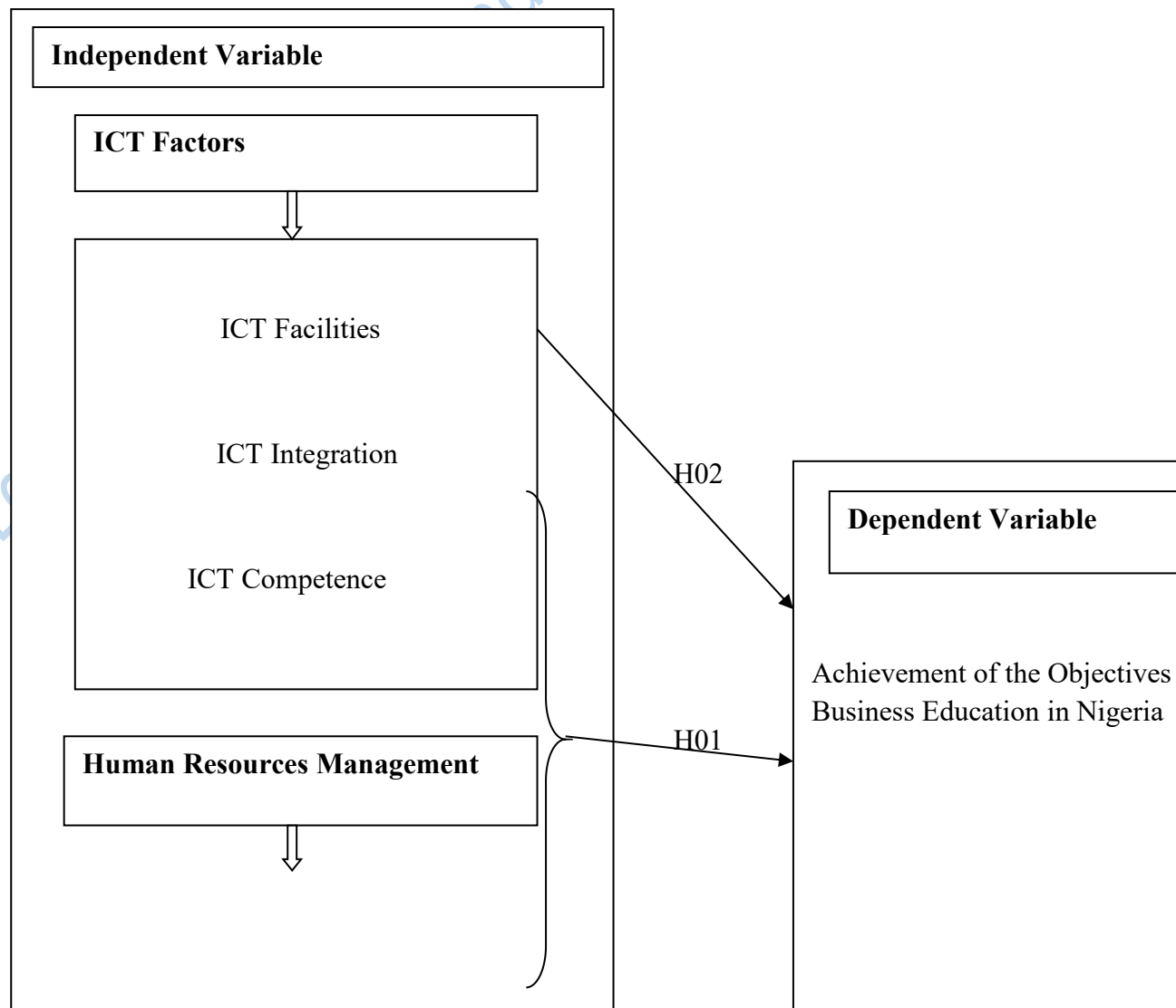
policy objectives and implementation strategies; the relationship between the stated national entrepreneurship and MSME goals and the actual impact on the target group (the youth). The results showed that there has been consistent weak performance in all entrepreneurship development indicators, and which have contributed to youth unemployment that has since remained at all-time high¹⁶⁵.

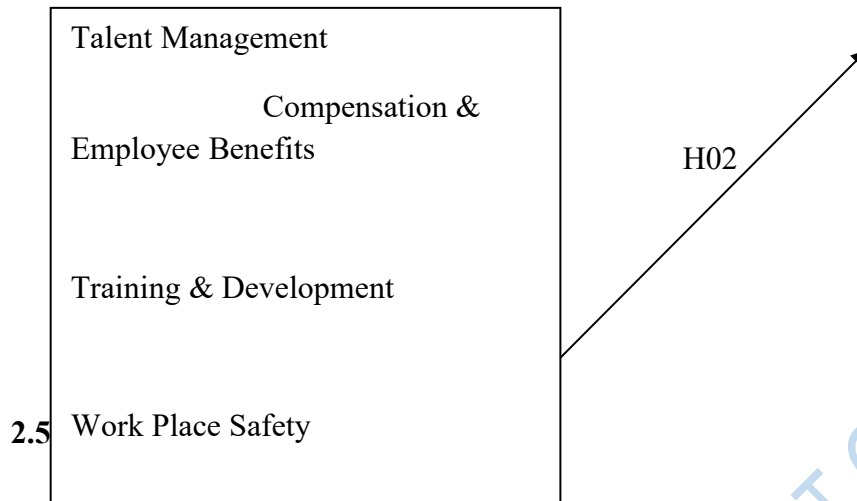
A researcher examined work motivation is a set of energetic forces that originate both within as well as beyond an individual's being, to initiate work-related behavior, and to determine its form, direction, intensity, and duration. Emmons states, "Behavior is a discrepancy-reduction process, whereby individuals act to minimize the discrepancy between their present condition and a desired standard or goal. If we look at this from the standpoint of how leaders can motivate their followers to enhance their performance, participation in any organization involves exercising choice; a person chooses among alternatives, responding to the motivation to perform or ignore what is offered. This suggests that a follower's consideration of personal interests and the desire to expand knowledge and skill has significant motivational impact, requiring the leader to consider motivating strategies to enhance performance. It has been commonly assumed that the business education sector organizations are more likely to employ business education lecturers whose values and needs are consistent with the mission of the sector¹⁶⁶.

A researcher explained that the composition of the workforce has been expected to reflect the nature of the work in the business education department by attracting employees who desire greater opportunities to fulfill higher-order needs and altruistic motives by performing sector. It is these individual characteristics that are often touted

as the key to motivating behaviour because “understanding the values and reward preferences of lecturers is essential in structuring academic environments and incentive systems to satisfy those preferences. It is believed that the importance business education lecturers place on the opportunities thought to be more readily available in the sector, such as performing altruistic acts or receiving intrinsic rewards, compensates for the low levels of extrinsic rewards associated with the academic sector and explains why no differences have been found between public and private employee work motivation¹⁶⁷.

2.4 Conceptual Framework





This study has provided some evidence influence of Information Communication Technologies Factors, Human Resource Management on Achievement of Business Education Objectives in Colleges of Education in Southwest, Nigeria as illustrated under the following themes of the study; recruitment and selection, if the business education sector intend to succeed in achieving their goals and objectives, then it is important that they focus on the skilled and knowledgeable manpower since the human resource is the backbone of the organization's best performance. If the business education sector recruits the right lecturers, it will be able to minimize on cost and maximizing on output as there will be as well, effective and efficient utilization of organizations resources. Business education sector which rewards their lecturers encourages them to perform with little supervision since they are motivated and hence they will put more effort leading to a higher performance. Training and development is a practice that the organization must undertake to remain relevant to the market due to the dynamism in the global business. Training enables lecturers to acquire new skills and knowledge which will help them to perform their duties as expected. For example, technological changes had adverse effect to the organizations that do not embrace it

and thus, they don't survive the wave. Therefore, it is necessary that the business education sector to develop its asset the human resource for the greater achievement of the business education sector objectives.

Endnotes

1. S. Kumar & H. Pallathadka & L. Pallathadka: *The Implication of ICT on Business Education*. **Integrated Journal for Research in Arts and Humanities** 2(6), November, 2022, 86-91
2. J.O.C. Orah,& T.A Umoru. *Business Education Graduate Entrepreneurs' Rating of Financial Management and Innovative Thinking Skills Utilization in Entrepreneurial Ventures in North Central States*. **Nigeria Journal of Technology & Vocational Education**, 3(1): 2018. 191-204.
3. M. Rathbone, *Understanding Business and Ethics in the South African Context*. Pretoria: **Van Schaik Publishers**. 2020.
4. A. *Effectiveness of Teleconferencing in Nigerian Universities: A Descriptive Approach*. **International Journal of u- and e- Service, Science and Technology**, 11(3), 2018. 27-38.
5. A. S. Jameel, &A. Ahmad, *The Role of Information and Communication Technology on Knowledge Sharing among the Academic Staff during COVID-19 Pandemic*. Paper Presented at the 2020 2nd Annual International Conference on Information and Sciences (AiCIS), Fallujah, Iraq, 2020. 141-147
6. I. U. Duru, M. A. Eze, A. Yusuf, A. A.Udo, & A. S. Saleh. *Effect of Reward Systems on Workers' Performance at the University of Abuja*. **Asian Journal of Social Sciences and Management Studies**, 10(1), 2023, 9–18. 10.20448/ajssms.v10i1.4391

7. A. Y. Adisa, Y. Suleiman, M. A. Ishola & E. H. Muchilwa: *Relationship Between Workplace Behaviour and Staff Job Performance in Private Secondary Schools in Ilorin West Local Government, Kwara State, Nigeria*. **Journal of Education in Black Sea Region**, 7 (1) 2021, DOI: <https://doi.org/10.31578/jeps.v7i1.247>
8. Daghi, G. Gencdal & Z. Gokalp: *The Relationship between Physical Conditions of School Buildings and Organizational Commitment According to Teachers' Perceptions*. **World Journal of Education** 9, (2); 2019, doi:10.5430/wje.v9n2p166 URL: <https://doi.org/10.5430/wje.v9n2p166>, ISSN 1925-0746 E-ISSN 1925-0754
9. D. Ma'rifah, & I. M. Soenhadji. *The Effect of Remuneration and JOB Satisfaction on Teacher Performance with Organizational Citizenship Behavior (OCB) as Mediating Variable*. **Dinamika Pendidikan**, 17 (2), 2022, p-ISSN 1907-3720, e-ISSN 2502-5074
10. G. A. Orimba: *Institutional Based Factors Influencing Teachers' Job Commitment in Public Primary Schools in Nyando Sub- County, Kenya*. **University of Nairobi Research Archive**. 2019. <http://erepository.uonbi.ac.ke/handle/11295/109263>
11. J. Rotich, J. Manduku & V. Ngeno. *Nexus Between Teachers' Remuneration and Teachers' Job Satisfaction*. **East African Journal of Education Studies**. 6(3), 2023, 85 -94. <https://doi.org/10.37284/eajes.6.3.1481>. Print ISSN: 2707-3939 Online ISSN: 2707-3947
12. H. E. A. Acquah, N. A. Sakodie, B. Enoch, L. Adams, B. N. A. Djanie & J. Nunoo: *Influence of Organizational Culture on Employee Commitment: Evidence from Environmental Protection Agency in Ghana*. **International Journal of Technology and Management Research** 5(3), 2020, 45-57 <https://doi.org/10.47127/ijtmr.v5i3.100>
13. F. Saputra, M. R. Mahaputra. *Effect of Job Satisfaction , Employee Loyalty and Employee Commitment on Leadership Style (Human Resources Literature Study)*. **Dinasti International Journal of Management Science** 3 (4), 2022, 762-772. <https://doi.org/10.31933/dijms.v3i4.1324>
14. N. T. Marewo, C. Mutongi, T. Nyoni., & S. P. Nyoni: *The Impact of Employee Motivation on Employee Performance*. **International Journal of Advance**

Research and Innovative Ideas in Education 6(6), 2020, 1487 -1502, ISSN (0)- 2395-4396.

15. H. Park, J. Sim, J. Oh, J. Lee , C. Lee , Y. Kim, B. Yun , J. H. Yoon: *Comparison of the Association between Presenteeism and Absenteeism among Replacement Workers and Paid Workers: Cross-sectional Studies and Machine Learning Techniques.* **Safety and Health at Work** 15(2) September 2024, 151 -157 <https://doi.org/10.1016/j.shaw.2024.03.001>
16. O. Nicolaidou, C. Dimopoulos, C. V. Mikellidou, N. Mikellides & G. Boustras: *Weak Signals Management in Occupational Safety and Health: A Delphi Study.* **Safety Science** 146, february 2022, 105558, <https://doi.org/10.1016/j.ssci.2021.105558>
17. J., Ashraf, S., Ali & S., A. Abbasi. *Impact of Reward on Employee Performance in the Workplace.* **International Review of Management and Business Research.** 12 Issue.1, 2023, 53 – 60 www.irnbrjournal.com
18. N., P. Ikechukwu, B. S Tonyikere, R. N. E. Okoro & O. M. Frank. *Reward System and Employee Performance in Three Selected Companies in Port Harcourt* **International Journal of Business Marketing and Management (IJBMM).** 4 Issue 11, 2019, 62 -69 ISSN: 2456-4559 www.ijbmm.com
19. F. Leuhery,. & H. Nahumury. *Effect of Remuneration and Achievement Motivation on Lecturer Performance in the Management Department, Faculty of Economics and Business Universitas Pattimura, Ambon City.* **International Journal of Research and Review.** 9, Issue 9; September 2022. E-ISSN: 2349-9788; P-ISSN: 2454-2237 DOI: <https://doi.org/10.52403/ijrr.20220922>
20. N., Qomariah, Estiningari & N. N. P. Martini. *The Influence of Leadership Style, Work Incentives and Work Motivation on the Employees Performance of Regional Revenue Agency.* **Journal of Economics, Finance and Management Studies** 5 Issue 07, July 2022, 1942 - 1954 DOI: 10.47191/jefms/v5-i7-12, ISSN (print): 2644-0490, ISSN (online): 2644-0504
21. L. Mushinzimana & A. Faisal *The Contribution of Umwarimu Sacco to the Welfare of Teachers in Rwanda: A Socio-welfare Study/Assessment.* **International Journal of Economics, Business and Accounting Research (IJEBAR)** 8 (2), 2024, 322-335, E-ISSN: 2614-1280 P-ISSN 2622-4771 <https://jurnal.stie-ass.ac.id/index.php/IJEBAR>
22. K.,Eric & R. Claude : *Internal Organizational Factors and Financial Performance of Cooperatives in Rwanda: A Case of Zigama CSS;* **International Journal of Scientific and Research Publications (IJSRP)** 10 (07), 2020, 902-

23. T. O. Kuja , U. Achieng & D. Matula. *Trade Union Strategy of Teachers' Benefits and its Influence on Teachers Welfare in Public Secondary Schools in Nairobi City County Kenya*. **African Journal of Business and Management (AJBUMA)** 7 (2) 2022, 295-312 ISSN 2079-410X <http://alburnaorg.uonbi.ac.ke/content/journal>
24. A. B. J Lintanga, B. Rathakrishnan. *The Impact Of Psychosocial Safety Climate On Public Sector Job Satisfaction: The Moderating Role Of Organizational Climate*. **Bmc Psychol** 12, 38 (2024).<https://doi.org/10.1186/S40359-023-01513-8>
25. M. Prabhu, N. N. Abdullah, &G. Madan Mohan, *An Empirical Study on the Satisfaction Level of National and International Tourists towards Natural Attractions in Kurdistan*.**African Journal of Hospitality, Tourism and Leisure**, 8(2), 2019. 1-8
26. G. Wood, &C. Bischoff, *Human resource management in Africa: current research and future directions—evidence from South Africa and across the continent*. **The International Journal of Human Resource Management**, 2020. 1-28.
27. H. Collins, &Y. McNulty, *Insider Status:(Re) framing Researcher Positionality in International Human Resource Management Studies*. **German Journal of Human Resource Management**, 34(2), 2020. 202-227.
28. A. Beinicke & T. Bipp: *Evaluating Training Outcomes Incorporate e learning and Classroom Training*. 11 (3), 2018, 501 -528
29. H. Zhao, &Q. Zhou, *Socially Responsible Human Resource Management and Hotel Employee Organizational Citizenship Behavior for the Environment: A Social Cognitive Perspective*. **International Journal of Hospitality Management**, 102749. 2020.
30. J. M. M.Guerra, I. Danvila-del-Valle , M. Méndez-Suárez: *The Impact of Digital Transformation on Talent Management: Technological Forecasting and Social Change*. 188, March 2023,122291 <https://doi.org/10.1016/j.techfore.2022.122291>
31. A. N., Karimi, B., Bamiwera, & J., Miluwi, *Financial Planning Services and Access to Credit by Micro Enterprises in the Formal Sector in Kenya*. **Journal of International Business, Innovation and Strategic Management**, 7(2), 2023. 48-61, <https://doi.org/10.61426/sjbcm.v10i4.2748>.

32. T., Munyuki, & C. M. P., Jonah, *The nexus between financial literacy and entrepreneurial success among young entrepreneurs from a low-income community in Cape Town: a mixed-method analysis*. **Journal of Entrepreneurship in Emerging Economies**, 14(1), 2022. 137-157, <https://doi.org/10.1108/jeee-01-2020-0020>.
33. E., Chukwu, A., Adu-Baah, M., Niaz, U., Nwagwu, & M. U., Chukwu, *Navigating Ethical Supply Chains: The Intersection of Diplomatic Management and Theological Ethics*. **International Journal of Multidisciplinary Sciences and Arts**, 2(1), 2023. 127-139, <https://doi.org/10.46799/ajesh.v2i9.118>.
34. G. K., Stahl, C. J., Brewster, D. G., Collings, & A., Hajro, *Enhancing the Role of Human Resource Management in Corporate Sustainability and Social Responsibility: A Multi-stakeholder, Multidimensional Approach to HRM*. **Human Resource Management Review**, 30(3), 2020. 100708, <https://doi.org/10.1016/j.hrmr.2019.100708>
35. R.F.Putri & S. Sopiah: *Human Resources Training and Development: A Systematic Literature Review and Bibliometric Analysis*. **Jurnal Ekonomi Kreatif dan Manajemen Bisnis Digital**. 1 (2), 2022, 207-214 T.
36. A. Whitehead. *Training and Development: Investing in Employees Through Assessment* **Scholar Chatter**, Volume 3, Issue 1, 2022, 1-6 <http://doi.org/10.47036/SC.3.1.1-6.2022ISSN 2692-8426> (online)
37. A. Hughes, S. Zajac, A. L. Wood & E. Salas. *The role of Work Environment in Training Sustainment: A Metanalysis*. **Human Factors**. 62 (1) 2019, 1-18
38. L. Birou, K. Green & R. Inman. *Sustainability Knowledge and Training: Outcome and Firm Performance*. **Journal of Manufacturing Technology Management**. 30 (2)2019, 294 – 311
39. Y. Jung & N. Takeuchi. *Testing Mediation Effects of Social and Economic Exchange in Linking Organizational Training Investment to Employee Outcomes*. **Personnel Review**. 48 (2) 2019, 306-323
40. N. K. A. Y. Pertiwi, & I. W. G. Supartha: *The Effect of Compensation and Organizational Commitment on Employee Satisfaction and Retention*. **American Journal of Humanities and Social Sciences Research (AJHSSR)**, 5 (3), 2021, 333 -342, e-ISSN: 2378-703X, www.ajhssr.com.

41. F. Otoo. *Human Resources Development (HRD) Practices and Banking Industry Effectiveness: The Mediating Role of Employee Competences*. **European Journal of Training and Development**, 43(3/4) 2019. 250-271
42. X. Guan & S. Frenkel. *How HR Practice, Work Engagement and Job Crafting Influence Employee Performance*. **Chinese Management Studies**. 12, 2018, 591 -607
43. C. J. Collins, *Expanding the resource based view model of strategic human resource management*. **The International Journal of Human Resource Management**, 32(2), 2021. 331-358.
44. M. Sadikova, *Theoretical Basics of the Human Resource Management*. *Архивнаучныхисследований*, (3), 2020. 1-11.
45. K. Anwar, *Leading Construction Project Teams: The Effectiveness of Transformational Leadership in Dynamic Work Environments in Kurdistan*. **International Journal of Advanced Engineering, Management and Science**, 3(10), 239925. 2017.
46. M., Guidolin, & P., Manfredi, *Innovation diffusion processes: Concepts, models, and predictions*. **Annual Review of Statistics and Its Application**, 10, 2023. 451-473, <https://doi.org/10.1146/annurev-statistics-040220-091526>.
47. D., De Zayas, & J., Matusitz, *Understanding the Dissemination of ISIS Beheading Videos through the Diffusion of Innovations (DoI) theory*. **Journal of Policing, Intelligence and Counter Terrorism**, 16(3), 2021. 205-222, <https://doi.org/10.1080/18335330.2021.1892168>.
48. A., Fernández-Zubieta, *Diffusion of innovation, innovation studies, and innovation policies: cross-fertilisation to improve smart specialisation strategies (S3)*. **Innovation: The European Journal of Social Science Research**, 2023.1-30, <https://doi.org/10.1080/13511610.2023.2208295>.
49. M., Standage, & R. M., Ryan, *Self-determination theory in sport and exercise*. **Handbook of sport psychology**, 37-56, 2020, <https://doi.org/10.1002/9781119568124.ch3>.
50. Y., Luo, J., Lin, & Y., Yang, *Students' motivation and continued intention with online self-regulated learning: A self-determination theory*

perspective. Zeitschrift für Erziehungswissenschaft, 24(6), 2021. 1379-1399, <https://doi.org/10.1007/s11618-021-01042-3>.

51. M., Brière, J., Le Roy, & O., Meier, *Linking servant leadership to positive deviant behavior: The mediating role of self-determination theory. Journal of Applied Social Psychology*, 51(2), 2021. 65-78, <https://doi.org/10.1111/jasp.12716>.

52. M., Tang, D., Wang, & A., Guerrien, *A systematic review and meta-analysis on basic psychological need satisfaction, motivation, and well-being in later life: Contributions of self-determination theory. PsyCh journal*, 9(1), 2020. 5-33, <https://doi.org/10.1002/pchj.293>.

53. B., Orazbayeva, P., van der Sijde, & T., Baaken, *Autonomy, competence and relatedness—the facilitators of academic engagement in education-driven university-business cooperation. Studies in Higher Education*, 46(7), 2021. 1406-1420, <https://doi.org/10.1080/03075079.2019.1679764>.

48. I., Karsten, K., Steenekamp, & M., Van der Merwe, *Empowering accounting students to enhance the self-determination skills demanded by the fourth industrial revolution. South African Journal of Higher Education*, 34(2), 2020. 36-58, <https://doi.org/10.20853/34-2-3487>.

49. J., Ferrer, A., Ringer, K., Saville, M., A Parris, & K., Kashi, *Students' motivation and engagement in higher education: The importance of attitude to online learning. Higher Education*, 1-22, 2020, <https://doi.org/10.1007/s10734-020-00657-5>.

50. A., Kaur, & M., Noman, *Investigating students' experiences of Students as Partners (SaP) for basic need fulfilment: A self-determination theory perspective. Journal of University Teaching & Learning Practice*, 17(1), 2020. 8, <https://doi.org/10.53761/1.17.1.8>.

51. A. A., Iyke, & B. C., Onuoha, *Entrepreneurial Networking and resilience of SMES in Abia State, Nigeria. International Academic Journal of Business School Research*, 8(7), 2023. 32-49, <https://doi.org/10.6007/ijarbss/v13-i3/16218>.

52. A. O., Adeniyi, E., Derera, & V., Gamede, *Entrepreneurial self-efficacy for entrepreneurial readiness in a developing context: A survey of exit level students at TVET Institutions in Nigeria*. **SAGE Open**, 12(2), 2022. 21582440221095059, <https://doi.org/10.1177/21582440221095059>.
53. B. I., Gumel, *Mitigating the challenges of small and medium enterprises in Nigeria*. Gumel, BI (2019). *Mitigating the challenges of small and medium enterprises in Nigeria*. **SEISENSE Journal of Management**, 2(3), 2019. 82-99, <https://doi.org/10.33215/sjom.v2i3.129>.
54. R. O., Owenvbiugie, *Influence of resilience on survival of small and medium enterprises*. **International Business Education Journal**, 13(1), 2020. 127-132, <https://doi.org/10.37134/ibej.vol13.1.10.2020>.
55. G. K., Amegayibor, *The effect of demographic factors on employees' performance: A case of an owner-manager manufacturing firm*. **Annals of Human Resource Management Research**, 1(2), 2021. 127-143, <https://doi.org/10.35912/ahrmr.v1i2.853>.
56. H., Miço, & J., Cungu, *Entrepreneurship Education, a Challenging Learning Process towards Entrepreneurial Competence in Education*. **Administrative Sciences**, 13(1), 2023. 22, <https://doi.org/10.3390/admsci13010022>.
57. C. A., Stella, *Perceived influence of drug abuse on undergraduates' suicidal tendencies in the University Of Lagos*. **International Journal of Educational Research**, 10(1), 2022. 131-138, <https://doi.org/10.48028/iiprds/ijarssest.v7.i1.05>.
58. C., Akwei, & C., Nwachukwu, *An exploration of contextual factors affecting the nexus of competitive strategy and human resource management practices in Nigeria emerging economy context*. **The International Journal of Human Resource Management**, 34(16), 2023. 3079-3122, <https://doi.org/10.1080/09585192.2022.2104128>.
59. P., Anosike, & S., Oluwatobi, *Higher education contexts of entrepreneurship education outcomes in sub-Saharan Africa*. 2021, <https://doi.org/10.33423/jhftp.v21i3.4151>.

60. A. N., Ngele, *Entrepreneurial Development and Employment Creation: A Focus on Education and Financial Aid as a Sustainable Option for Youths in Nigeria*. **Journal of Global Economics and Business**, 1(3), 2020. 19-39, <https://doi.org/10.31039/jgeb.v1i3.84>.

61. D. B. P., Ilori, & T. A., Ayedun, *Assessment of entrepreneurship education and entrepreneurial skills on unemployment reduction among young Nigerian graduates*. **Education**, 1(2), 2022, <https://doi.org/10.14293/s2199-1006.1.sor-ppb7v8t.v1>.

62. B. I., Gumel, & B. B., Bardai, *Barriers to accessing financial institutions funding for Nigerian SMEs. Babandi Ibrahim Gumel, Barjoyal Bin Bardai. Barriers to Accessing Financial Institutions Funding for Nigerian SMEs*. **International Journal of Business and Economics Research**, 10(6), 2021. 219-226, <https://doi.org/10.11648/j.ijber.20211006.12>.

63. B. A., Brimah, R. O., Rabiou, A. G., Bamidele, & M. O., Sheu, *Fostering Entrepreneurial Mentoring Culture for Sustainable Leadership Performance in Nigeria: Evidence from Selected SMEs in Ilorin Metropolis*. 2020, [https://doi.org/10.21272/bel.4\(3\).73-80.2020](https://doi.org/10.21272/bel.4(3).73-80.2020).

64. A., Adedeji, O., Opeyemi, & O., Rapheal, *Business Climate Factors affecting Economic Growth of Small Scale Construpreneurs in Nigeria*. **International Journal of Innovative Technology and Exploring Engineering**, 9(4), 2020.1597-1606, <https://doi.org/10.35940/ijitee.a4635.029420>.

65. O., Asikhia, & V., Naidoo, *Assessment of the moderating effects of Nigerian market environment on the relationship between management success determinants and SMEs' performance*. **Problems and Perspectives in Management**, 18(4), 2021. 388, [https://doi.org/10.21511/ppm.18\(4\).2020.31](https://doi.org/10.21511/ppm.18(4).2020.31).

66. K. C., Agbim, *Determining the contributory factors to successful succession and post-succession performance of family-owned SMEs in South Eastern Nigeria*. **International Entrepreneurship Review**, 5(2), 2019. 53, <https://doi.org/10.15678/ier.2019.0502.04>.

67. H. A., Bazkiaei, L. H., Heng, N. U., Khan, R. B. A., Saufi, & R. S. R., Kasim, *Do entrepreneurial education and big-five personality traits predict entrepreneurial intention among universities students?.* **Cogent Business &**

Management, 7(1), 2020. 1801217,
<https://doi.org/10.1080/23311975.2020.1801217>.

68. T. O., Akenroye, J. D., Owens, J., Elbaz, & O. A., Durowoju, *Dynamic capabilities for SME participation in public procurement*. **Business Process Management Journal**, 26(4), 2020. 857-888,
<https://doi.org/10.1108/bpmj-10-2019-0447>.

69. X., Hu & X., Mai, *Social Value Orientation Modulates Fairness Processing During Social Decision-Making: Evidence From Behavior and Brain Potentials*. **Social Cognitive and Affective Neuroscience**, 16(7), 2021, 670-682. <https://doi.org/10.1093/scan/nsab032>.

70. A., Tyack, & E. D., Mekler, *Self-Determination Theory in HCI Games Research: Current Uses and Open Questions*. **In Proceedings of the 2020 CHI Conference on Human Factors in Computing Systems**, 2020, 1-22.
<https://doi.org/10.1145/3313831.3376723>.

71. A. E. M., Halvari, *Self-Determination Theory—Autonomy Support and Improving Oral Health*. *In Oral Health Psychology: Psychological Aspects Related to Dentistry*. Cham: Springer International Publishing. 2022, 113-126.
https://doi.org/10.1007/978-3-031-04248-5_8.

72. I., Rubic, & D., Matijević, *Autonomy and Motivation: a Self-Determination Theory Perspective on ESP Motivation*. **Journal of Teaching English for Specific and Academic Purposes**, 2019, 147-158.
<https://doi.org/10.22190/jtesap1902147r>.

73. M., Shin, & S., Bolkan, *Intellectually Stimulating Students' Intrinsic Motivation: the Mediating Influence of Student Engagement, Self-Efficacy, and Student Academic Support*. **Communication Education**, 70(2), 2021, 146-164. <https://doi.org/10.1080/03634523.2020.1828959>.

74. R. K., Malinauskas, & J., Pozeriene, *Academic Motivation Among Traditional and Online University Students*. **European Journal of Contemporary Education**, 9(3), 2020, 584-591.
<https://doi.org/10.13187/ejced.2020.3.584>.

75. H., Alamri, V., Lowell, W., Watson, & S. L., Watson, *Using Personalized Learning as an Instructional Approach to Motivate Learners in*

Online Higher Education: Learner Self-Determination and Intrinsic Motivation. Journal of Research on Technology in Education, 52(3), 2020, 322-352. <https://doi.org/10.1080/15391523.2020.1728449>.

76. T. B. Ntorukiri, J. M. Kirugua & F. Kirimi .*Policy and Infrastructure Challenges Influencing ICT Implementation in Universities: A Literature Review. Springer Nature Link*.1 (19), 2022

77. G. Ajie-Uche: *Information and Communication Technology Competencies Required by Lecturers for the Realization of the Objectives of Business Education in Nigeria .Nigerian Journal of Business Education (NIGJBED)* 3 (1), 2016

78. K. G. Fomunyan, *The Role of Information and Communication Technology in Tertiary Education in Africa. International Journal of Civil Engineering and Technology*, 10(12), 2019. 60-69.

79. I.S. Owoyale-Abdulganii, &O.J. Ayuba, *The Use of Information and Communication Technology for Teaching Islamic Studies. Amidst of Covid-19 Pandemic in Kwara State. International Journal of Management, Social Sciences, Peace and Conflict Studies*, 4(2), 2021. 271-280

80. E.N. Ajuluchukwu, &R.I. Osakwe, *Information and Communication Technology and Employability Potentials among Undergraduate Business Education Students: Towards preparing Students for Global Competitiveness. Nigerian Journal of Business Education*, 6(1) 2019. 256-264.

81. K. Alshare, &M.F. Sewailem, *A Gap Analysis of Business Students' Skills in the 21st century: A Case Study of Qatar. Academy of Educational Leadership Journal*, 22(1) 2018. 1-22.

82. A.F. Ademiluyi & O.O. Olawuyi: *Utilization of ICT Resources for Learning by Business Education Students in Colleges of Education. KWASU Journal of the Business of Education*, 3 (1) 2020

91. O. I. Abdulraham, "*Information and Communication Technology Utilization, Quality Assurance Practices and Academic Staff Effectiveness in South-west Nigerian Polytechnics,*" *Postgraduate Thesis, University of Ilorin, Nigeria*, 2018.

92. J. I. Ezenwafor and G. M.Soneye, "*Adequacy and Utilization of ICT Resources for Quality Instructional Delivery in Business Education in Universities in South-West Nigeria*," **International Journal of Innovative Information Systems and Technology Research**, 6(1), 2018, 28-37
93. E. F. Idele and V. Paul-Mgbeafulik, "*Strategies for Improving Quality Use of ICT Tools in Office Technology and Management Programme in Polytechnics in Delta State for National Development*," **Nigerian Journal of Business Education**, 5(2), 2019, 77-85.
94. A. A. Oluwadare, B. M. Adekunle, and O. O. Ebiniyi, "*Availability and Utilization of New Technology Infrastructures for Teaching Business Education Courses in Ondo State Tertiary Institution*," **Nigerian Journal of Business Education**, 6 (2), 2019, 392-404.
96. I.Baako & W. K. Abroampa: *Research Trends on ICT Integration in Education: A Bibliometric Analysis*. **Cogent Education** 10 (2) 2023 <https://doi.org/10.1080/2331186X.2023.2281162>
97. J. Konig, S. Heine, D. Jager-Biela & M.Rothland: *ICT Integration in Teachers' Lesson Plans: A Scoping Review of Empirical Studies*. **European Journal of Teacher Education**. 47 (4) 2024, 821-849 <https://doi.org/10.1080/02619768.2022.2138323>
98. J. U. Ifeakor, *Effect of Using Information and Communications Technology (ICT) in Teaching and Learning English Language in Tertiary Institutions in Nigeria during COVID -19 Pandemic Eras*. **Journal of Educational Research and Development**, 4 (2), 2021. 130-143.
99. T. M. Ijov, &R. N. Wombu, *Impact of Information and Communication Technology on Tertiary Institutions*. **BSUJEM**, I (2), 2019. 28- 34.
100. J. C., Acosta-Prado, O. H López-Montoya, C. SanchísPedregosa, &R. A. Zárate-Torres, *Human Resource Management and Innovative Performance in Nonprofit Hospitals: The Mediating Effect of Organizational Culture*. **Frontiers in Psychology**, 11, 2020, 1422.

101. Z. Önür, &I. Kozikoğlu, *The Relationship between 21st century Learning Skills and Educational Technology Competencies of Secondary School Students*. **Journal of Theoretical Educational Science**, 13(1): 2020. 65-77.
102. D. L. Lowther, F. A. Inan, J. D. Strahl, and S. M. Ross. *Does Technology Integration Work When Key Barriers are Removed?*. **Educational Media International**, 45, 2018, 195-213.
103. F. K. Oluwalola, "ICT Skills Acquired by Office Technology and Management Students for Self-sustenance and National Development in Tertiary Institutions in Kwara State," **Al-Hikmah Journal of Education**. 7(1), June 2020, 183-194.
104. R. A. Novatiani, R. W. R. Kusumah, W, Yadiati, R. A. H. Rachmat & A. A. Rachman: Internal Auditor Competence and Internal Control: Improving Internal Audit Quality to prevent Fraudulent Financial Statements. **Cogent Business & Management** Vol 11, Issues1, 2024 <https://doi.org/10.1080/23311975.2024.2409339>
105. A.M.Dachner, J.E. Ellingson, R.A.Noë & B.,M.Saxton: The Future of Employee Development **Human Resource Management Review** 31, Issue 2, June 2021, 100732 <https://doi.org/10.1016/j.hrmr.2019.100732>
106. E.Gallardo-Gallardo, M. Thunnissenb & H.Scullion: *Talent management: Context Matters: The International Journal of Human Resources Management*, 31 (4), 2020, 457-473 <https://doi.org/10.1080/09585192.2019.164264>
107. H. Pushpa & K. Uttamkumar, *A Study on Talent Management and its Impact on Organization Performance - An Empirical Review*. **International Journal of Engineering and Management Research**, 10(1), February 2020, Available at SSRN: <https://ssrn.com/abstract=3559991>
108. C. Caraianni, C. I. Lungu, C. Dascalu & C. A. Stoian: *The Impact of Telework on Organizational Performance, Behaviour and Culture: Evidence from Business Services Industry Based on Employees' Perceptions* **Economic Research- Ekonomska istrazivanja**. 36 (2) 2023 <https://doi.org/10.1080/1331677X.2022.2142815>

109. M. Prabhu, N. N Abdullah, R. R Ahmed, T. Nambirajan, & S. Pandiyan, *Segmenting the Manufacturing Industries and Measuring the Performance: Using Intervalvalued Triangular fuzzy TOPSIS method*. **Complex & Intelligent Systems**, 6, 2020. 591-606.
110. Y. M. Yusoff, M. Nejati, D. M. H., Kee, & A. Amran, *Linking Green Human Resource Management Practices to Environmental Performance in Hotel Industry*. **Global Business Review**, 21(3), 2020. 663-680.
111. S. Vincent, G. J., Bamber, R., Delbridge, V. Doellgast, J. Grady & G I. Rugulis. *Situating Human Resource Management in the Political Economy: Multilevel Theorising and Opportunities for Kaleidoscopic Imagination*. **Human Resource Management Journal**, 30(4), 2020. 461-477.
112. S. Magrizos, & D. Roumpi, *Doing the Right Thing or Doing Things Right? The Role of Ethics of Care and Ethics of Justice in Human Resource Management of Social Enterprises*. **Strategic Change**, 29(4), 2020. 485-496.
113. S., Mahinthan, & V . Sivalogathansan, *Influence of Institutional Factors on the Employees; Frustration in Public Sector and the Moderating Effect of Gender – A Study in Eastern Province of Sri Lanka*. **Sri Lanka Journal of Management Studies** 3 (1), June, 2021, 106-126
<https://doi.org/10.4038/sljms.v3il.67>
114. C. P. Hus & C-F. KLa. *Does a Leader's Motivating Language Enhance the Customer-oriented Prosocial Behavior of Frontline Service Employees?* **Asia Pacific Management Review**. 29 (1), 2024, 1-16. <https://doi.org/j.apmrv.2023.05.002>
115. A. A. Adeleke, and A. A. Ambail: *School Safety Measures and Teachers' Quality of Work Life in Lagos State Model Colleges, Nigeria*, **Islamic University Multidisciplinary Journal IUMJ**, 6 (2), 2019, 70, <https://iuiu.ac.ug/journaladmin/iumi/ArticleFiles/75683.pdf>
116. M. J. Mayer, A. B. Nickerson & S. R. Jimerson. *Preventing School Violence and Promoting School Safety: Contemporary Scholarship*

Advancing Science, Practice, and Policy. School Psychology Review, 50 (Issue 2-3), 2021, 131-142, <https://doi.org/10.1080/2372966X.2021.1949933>

117. E. W. Ansah, J. K. Mintah & J. K. Ogah. *Psychosocial Safety Climate Predicts Health and Safety Status of Ghanaian Fuel Attendants. Universal Journal of Public Health*. 6 (2), 2018, 63-72. DOI:10.13189/ujph.2018.060205
118. A. Y. Adisa, Y. Suleiman, M. A. Ishola & E. H. Muchilwa: *Relationship Between Workplace Behaviour and Staff Job Performance in Private Secondary Schools in Ilorin West Local Government, Kwara State, Nigeria. Journal of Education in Black Sea Region*, 7 (1) 2021, DOI: <https://doi.org/10.31578/jebs.v7i1.247>
119. A. Daghi, G. Gencdal & Z. Gokalp: *The Relationship between Physical Conditions of School Buildings and Organizational Commitment According to Teachers' Perceptions. World Journal of Education* 9, (2); 2019, doi:10.5430/wje.v9n2p166 URL: <https://doi.org/10.5430/wje.v9n2p166>, ISSN 1925-0746 E-ISSN 1925-0754
120. A. B. J Lintanga, B. Rathakrishnan. *The Impact Of Psychosocial Safety Climate On Public Sector Job Satisfaction: The Moderating Role Of Organizational Climate. BMC Psychol* 12, 38 (2024). <https://doi.org/10.1186/S40359-023-01513-8> .
121. O. S. Akparorue, O. A-R. Omotayo & A. A. Ajala. *Occupational Health and Safety Practices and Public Sector Commitment of Lagos State Health Service Commission [LSHSC], Lagos State, Nigeria. International Journal of Development and Management Review*. 16 (1) (2021)
122. G. Claxton , P. Hosie & P. Sharma: *Toward an Effective Occupational Health and Safety Culture: A Multiple Stakeholder Perspective. Journal of Safety Research*. 82, September 2022, 57-67. <https://doi.org/10.1016/j.jsr.2022.04.006>
123. P. Hasle , C. U. Madsen & D. Hansen: *Integrating Operations Management and Occupational Health and Safety: A Necessary Part of Safety Science! Safety Science*, 139, July 2021, 105247 <https://doi.org/10.1016/j.ssci.2021.105247>

124. D. U. Park, K. E. Zoh, E. K. Jeong, D. H. Koh, K. H. Lee, N. Lee & K. Ha : *Assessment of Occupational Health Risks for Maintenance Work in Fabrication Facilities: Brief Review and Recommendations*. **Safety and Health at Work** 15 (1) March 2024, 87-95
<https://doi.org/10.1016/j.shaw.2023.11.010>
125. O. T. Amie-Ogan, V. J. Epelle, & O. C. Oguru. *Utilization of Global Workplace Adaptations for Enhanced Academic Staff Productivity in Rivers State Universities*. **International Journal of Social Sciences and Management Studies**. 2(1), Jan-March Edition, 2023, 24-40; ISSN- 2971-5679 130.
126. L. Hye-Lin, k. Ji-Hwan, k. Taesun, H. Lee, H.W. Kim & K. Seung-Sup : *Disparities in Workplace Hazards and Organizational Protection Resources by Enterprise Size: A National Representative Study of South Korean Manufacturing Workers* . **Safety and Health at Work**. 15(3)2024,284-291
<https://doi.org/10.1016/j.shaw.2024.06.001>
127. N. Salari, A. Fattah, A. Hosseinian-Far, M. Larti & M. Mohammadi: *Prevalence of Workplace Microaggressions and Racial Discrimination: A Systematic Review and Metaanalysis*. **Safety and Health at Work**. 15(3) 2024, 245-254
128. G. Vitrano, D. Urso, G. J.L. Micheli, A. Guglielmi, D. DeMerich & M. Pellicci: *Enabling Effective Implementation of Occupational Safety and Health Interventions* **Safety and Health at Work**. 15(2)2024, 213-219
<https://doi.org/10.1016/j.shaw.2024.04.003>
129. G. Vitrano, G.J.L. Micheli, A. Guglielmi, D. DeMerich, M. Pellicci, D. Urso & C. Ipsen. *Sustainable Occupational Safety and Health interventions: A study on the Factors for an Effective Design*. **Saf Sci**, 166, 2023, 106249, [10.1016/J.SSCI.2023.106249](https://doi.org/10.1016/J.SSCI.2023.106249)
130. P. Manu, A. Poghosyan, A.M. Mahamadu, L. Mahdjoubi, A. Gibb, M. Behm, O.O. Akinade. *Design for Occupational Safety and Health: Key Attributes for Organisational Capability*. **Eng Construction Architectural Manage**, 26, 2019, 2614-2636, [10.1108/ECAM-09-2018-0389](https://doi.org/10.1108/ECAM-09-2018-0389)
132. D.G. Giday & P. Elantheraiyan: *A Study on the Effect of Training on Employees Performance in the Case of Mekelle City, Tigray, Ethiopia*,

- Social Sciences & Humanities Open** 8, issues 1, 2023, 100567, <https://doi.org/10.1016/j.ssaha.2023.100567>
- 133.H. A. Mizyed & C. U. Eccles: *Understanding Emirati Teachers' Challenges in Fostering Problem-solving Skills Development in Early Years – A Preliminary Study.* **Social Sciences & Humanities Open** 8 (Issues 1), 2023, 100567 <https://doi.org/10.1016/j.ssaho.2023.100561>
- 134.A. Elnagal & A. Imran: *The Effect of Training on Employee Performance,* **European Journal of Business and Management**, 5, (4), 2013, ISSN 2222-1905 (Paper) ISSN 2222-2839 (Online)
- 135.K. Moon : *Effect of a Safety Leadership Training Including Coaching on Safety Performance and Climate in Wood-processing Companies* **Safety and Health at Work** 15 (3) September 2024, 310-316, <https://doi.org/10.1016/j.shaw.2024.05.005>
- 136.**M. H. Yimam** *Impact of Training on Employees Performance: A Case Study of Bahir Dar University, Ethiopia* **Cogent Education**. 9(1), 2022 <https://doi.org/10.1080/2331186X.2022.2107301>
- 137.M. F. V Assen *Training, Employee Involvement and Continuous Improvement – the Moderating Effect of a Common Improvement Method.* **Production Planning control, The Management of Operation** 32 (2) 2021, 132-144 <https://doi.org/10.1080/09537287.2020.1716405>
138. X. Islami & E. Mulolli: *Do Training and Development, Internal Communication and Information sharing, and Job design Boost the Innovation of SMEs?* **Cogent Business & Management**, Vol <https://doi.org/10.1080/23311975.2024.2413912>
- 139.M. Sinaga & S. Riyanto: *Training and Development to Improve Employee Performance,* **ECOBISMA (JURNAL EKONOMI BISNIS DAN MANAJEMEN)**, 8 (2): 2021, 66-71, DOI: 10.36987/ecobi.v8i2.2153
- 140.O. Abatan. *Examining the Policy Framework for Skill Acquisition and Entrepreneurship Training Programmes in the Gambia.* **International Journal of Development Strategies in Humanities, Management and Social Sciences. (JDSHMSS)** 13(2) 2023, 302 – 334, p-ISSN: 2360-90361/e-ISSN: 2360-9044

141. N. N. Abdullah, & M. B. Othman, *Examining the Effects of Intellectual Capital on the Performance of Malaysian Food and Beverage Small and Medium-sized Enterprises*. **Technology (IJCIET)**, 10(2), 2019. 135-143
142. H. Alserhan, & M. Shbail, *The role of organizational Commitment in the Relationship between Human Resource Management Practices and Competitive Advantage in Jordanian Private Universities*. **Management Science Letters**, 10(16), 2020. 3757-3766.
143. J. Suyono, A. Eliyana, D. Ratmawati, D. R. Elizabeth: *Organization Commitment and Work Environment on Job Satisfaction: The Mediating Role of Work Motivation*. **Systematic Reviews in Pharmacy** 12 (02), 2021, 681-688.
144. M. A. Ashraf. *Demographic Factors, Compensation, Job Satisfaction and Organizational Commitment in Private University: An Analysis using SEM*. **Journal of Global Responsibility, Ahead-of-p (ahead-of-print)**. <https://doi.org/10.1108/jgr-01-2020-0010>
145. A. Setiawan, & J. Sutarto: *The Effect of Leadership, Salary and Service on Commitment and Satisfaction Teacher Work*. **Educational Administration: Theory and Practice**, 30 (4), 2024, 3184-3195 <https://doi.org/10.53555/kuey.v30i4.1217>
146. C. P. Mackenzie, & S.O Nwafor: *Promotion and Recognition as Predictor of Teachers' Commitment in Public Senior Secondary Schools in Abia*. **Journal of Education in Developing Areas** 27 (2), 2020, 170-184
147. N. I. Okeke & C. Okaforcha: *Extent of Principals' Support Services for Teachers' Job Commitment in Public and Private Secondary Schools in Anambra State*. **African Research Review** 13 (2), 2019, 156-168. DOI: 10.4314/afrev.v13i2.14, eISSN:2070-0083, Print ISSN: 1994-9057
148. K. Khalid: *The Impact of Managerial support on the Association between Job Satisfaction, Continuance and Affective Commitment and Employee task performance*. **Sage Open**. 10 (1), 2020, 215824402091
149. J.A Ogini. *Job Promotion and Employee Commitment of Public Hospitals in Rivers State, Nigeria*. **International Journal of Economics and Business Management** 6 (1), 10, 2020.
150. A. A Houssein, J. S. K. Singh & T. Arumugam. *Retention of Employees through Career Development, Employee Engagement and Work-like*

Balance: An Empirical Study among Employees in the Financial Sector in Djibouti, East Africa. **Global Business and Management Research: An International Journal**. 12 (3), 2020, 17-32

151. C. M. Mabaso & B. I. Dlamini. *Recent Study on the Impact of Compensation and Benefits on Job Satisfaction.* **Insights into Economics and Management**. 7 (1), 2021, 55 – 68. ISBN 978-93-90888-88-7 (Print) , ISBN 978-93-90888-89-4 (eBook) DOI: 10.9734/bpi/ieam/v7
152. A. Sahibzada & H. Pandya. *Impact of Promotion and Interpersonal Communication on Job Satisfaction of University Lecturers: A Study in Nangarhar University, Afghanistan.* **Gap Interdisciplinarity – A Global Journal of Interdisciplinary Studies**, 5 (4), 2022, 25-29.
153. C. M. Mabaso & B. I. Dlamini. *Recent Study on the Impact of Compensation and Benefits on Job Satisfaction.* **Insights into Economics and Management**. 7 (1), 2021, 55 – 68. ISBN 978-93-90888-88-7 (Print) , ISBN 978-93-90888-89-4 (eBook) DOI: 10.9734/bpi/ieam/v7
154. A. A. Houssein, J. S. K. Singh & T. Arumugam. *Rentation of Employees through Career Development, Employee Engagement and Work-like Balance: An Empirical Study among Employees in the Financial Sector in Djibouti, East Africa.* **Global Business and Management Research: An International Journal**. 12 (3), 2020, 17-32
155. L., Xie, & L. Yang. *Influence of Perceptions of Promotion Opportunities on Job Performance and Its Mechanisms: A Case Study of Chinese Junior Civil Servants.* **Journal of Contemporart China**, 30 (127), 2021, 118 – 135. <https://doi.org/10.1080/10670564.2020.1766913>
156. S. K. Sinaha & P. Verma. *Impact of Sales Promotion's Benefits on Perceived Value: Does Product Category Moderate the Result?.* **Jornal of Retailing and Consumer Services**, 52, 2020, 101887. <https://doi.org/10.1016/j.jretconser.2019.101887>
157. R. Adjeikwame. *The Impact that Fringe Benficts have on Job Satisfaction and Employee Engagement at Sinapi Aba Savings and Loans Limited (SASL).* **International Journal of Advanced Engineering Research and Science**, 6 (7), 2019, 558 – 576 <https://doi.org/10.22161/ijaers.6763>
158. D. F. Rahmadi., & S. G. Partiw. *The Effect of Financial Incentives, Organizational Commitment, and Job Satisfaction on Employee Performance.* **IPTEK Journal of Preceedings**, 0 (3), 2021, 153 -159 <https://doi.org/10.12962/j23546026.y2020i3.11195>

159. J. M. Nyaboga & S. M. Muathe: *Employees Motivation and Health Workers Performance in Public Hospitals in Kenya*. **Journal of Business and Management Sciences**. 10 (4), 2022, 180-191. Doi:10.12691/jbens-10-4-2
160. H. J. Mpume. *The Effects of Employees' Motivation on the Organizational Performance: A Case Study of Igunga District Council Hospital*. The Open University of Tanzania. 2017. <http://repository.out.ac.tz/id/eprint/1949>
161. M –J. Kim, & B –J. Kim: *The Performance Implications of Job Insecurity: The Sequential Mediating Effect of Job Stress and Organizational Commitment, and the Buffering Role of Ethical Leadership*. **International Journal of Environmental Research and Public Health** 17 (21), 2020, 7837 <https://doi.org/10.3390/ijerph17217837>
162. A. Sahibzada & H. Pandya. *Perception of Employees' Toward The Impact of Promotion and Training and Development on Job Performance: A Study of University Lecturers, Afghanistan*, **International Journal of Management, Public Policy and Research**: 1 (4) 2022, <https://doi.org/10.55829/ijmpr.v1i4.88>
163. L. Kyangwe, D. O. Onyango & J. M. Allioph. *Strategies to Enhance Teachers' Job Satisfaction in Secondary Schools in Butiama District, Mara, Tanzania*. **East African Journal of Education Studies**, 6 (1), 2023, 120-132. <https://doi.org/10.37284/eajes.6.1.1078>, Print ISSN: 2707-3939, Online ISSN: 2707-3947
164. H. A-B. Mohamed, M- S. Hishamuddin, S. H. Norashikin & M. M. Hamran. *Perceived Career Planning and Job Satisfaction in Malaysian Armed Forces: The Role of Career Development as A Mediator*. **International Journal of Management Studies (IJMS)**, 30 (2), 2023, 337 -372. ISSN 2232 -1608
165. O. T. Amie-Ogan, V. J. Epelle, & O. C. Oguru. *Utilization of Global Workplace Adaptations for Enhanced Academic Staff Productivity in Rivers State Universities*. **International Journal of Social Sciences and Management studies**. 2(1), Jan-March Edition, 2023, 24-40; ISSN- 2971-5679
166. K., Mubita. *Understanding School Safety and Security: Conceptualization*. **Journal of Lexicography and Terminology** 5, Issue 1, 2021, 76-86, Print ISSN: 2517-9306; Online ISSN: 2664-0899 <https://journals.unza.zm/index.php/jlt>
167. E. M. Loughlin, & A. Priyadarshini. *Adaptability in the Workplace: Investigating the Adaptive Performance Job Requirements for a Project Manager*. **Project Leadership and Society**, 2, December 2021, 100012, <https://doi.org/10.1016/j.plas.2021.100012>

Chapter Three

Methodology

3.1 Research Design

This study will adopt descriptive research design of the survey type. The descriptive survey design ensures collection of factual information that best describes the existing phenomena without any form of variable manipulation.

3.2 Population of the Study

The target population of this study consists of all principals (two thousand one hundred and ninety two(2192), and Male and Female NCE Business studies teachers(four thousand five hundred and twenty four(4524) in Southwest Nigeria. As at the time of this study, there were (two thousand one hundred and ninety

two(2192), public secondary schools in Southwest Nigeria. The schools are distributed over the eighteens (18) senatorial districts in all the Southwest Nigeria. The distribution of schools by state and senatorial district are presented in theTable 3.1

Table 3.1: Population of the Study (N=4524 Teachers and 2192 principals)

| S\N | South West States | Senatorial District | Number of Public Secondary Schools | Number of Public Secondary Schools Principals | NCE Business Studies Teachers | | |
|-----|-------------------|---------------------|------------------------------------|---|-------------------------------|------------|------------|
| | | | | | Male | Female | Total |
| 1 | Lagos | Lagos central | 74 | 74 | 50 | 98 | 148 |
| | | Lagos East | 88 | 88 | 60 | 116 | 176 |
| | | Lagos West | 160 | 160 | 107 | 213 | 320 |
| | | Sub Total | 322 | 322 | 217 | 427 | 644 |
| 2 | Ogun | Ogun central | 100 | 100 | 80 | 120 | 200 |
| | | Ogun East | 134 | 134 | 101 | 167 | 268 |
| | | Ogun West | 108 | 108 | 92 | 124 | 216 |
| | | Sub Total | 342 | 342 | 273 | 411 | 684 |
| 3 | Oyo | Oyo central | 244 | 244 | 128 | 360 | 488 |
| | | OyoNorth | 171 | 171 | 102 | 240 | 342 |

| | | | | | | | |
|---|-------|--------------------|-------------|-------------|-------------|-------------|-------------|
| | | Oyo South | 210 | 210 | 128 | 292 | 420 |
| | | Sub Total | 625 | 625 | 358 | 892 | 1250 |
| 4 | Osun | Osun central | 112 | 112 | 102 | 122 | 224 |
| | | Osun East | 159 | 159 | 98 | 220 | 318 |
| | | Osun West | 123 | 123 | 66 | 180 | 246 |
| | | Sub Total | 394 | 394 | 266 | 522 | 788 |
| 5 | Ondo | Ondocentral | 103 | 103 | 100 | 106 | 206 |
| | | OndoNorth | 89 | 89 | 78 | 100 | 178 |
| | | OndoSouth | 107 | 107 | 101 | 113 | 214 |
| | | Sub Total | 229 | 229 | 279 | 319 | 598 |
| 6 | Ekiti | Ekiticentral | 159 | 159 | 118 | 200 | 318 |
| | | Ekiti East | 57 | 57 | 36 | 78 | 114 |
| | | Ekiti West | 64 | 64 | 43 | 85 | 128 |
| | | Sub Total | 280 | 280 | 197 | 363 | 560 |
| | | Grand Total | 2192 | 2192 | 1590 | 2934 | 4524 |

Source¹:

3.3 Sample and Sampling Techniques

Since the study's population is relatively small, intact sampling was used. All Principals in Southwest Nigeria were chosen for this reason. The selection of NCE Business studies Teachers in public secondary schools Southwest Nigeria were qualified to offer meaningful information for the study. Multistage Sampling procedure involving several sampling method were used to select the sample size for the study. The first sampling method to use was be 'systematic sampling techniques' which is arranging the study population based on the order given (in this case it is based on the senatorial districts and Southwest States as showed in table 3.1 above) it also involves selecting sample at regular interval using the order list which involves a random start and then proceed to selection of every Kth element

$$K = \frac{\text{Population size (N)}}{\text{Sample size (n)}}$$

To get the interval for the study, the population represent N number of elements that need a Sample of n size. The researcher divide N by n. k represent the interval size to produce a representative sample. From this study 18 senatorial districts which represent (N), the researcher select a sample size of nine (9) senatorial districts. The interval is calculated

$$K = \frac{18}{2} = 9$$

The selected number of senatorial districts (with their number of public schools) based on the systematic random sampling method is shown on table 3.2

Table 3.2: Sampled Senatorial District for the Study (n=9)

| | South West States | Senatorial District | Number of Public Secondary Schools | Number of Public Secondary Schools Principals | NCE Male | Business Studies Female | Teachers Total |
|---|--------------------------|----------------------------|---|--|-----------------|--------------------------------|-----------------------|
| 1 | Lagos | Lagos East | 88 | 88 | 60 | 116 | 176 |
| | | Sub Total | 88 | 88 | 60 | 116 | 176 |
| 2 | Ogun | Ogun East | 134 | 134 | 101 | 167 | 268 |
| | | Sub Total | 134 | 134 | 101 | 167 | 268 |
| | Oyo | OyoNorth | 171 | 171 | 102 | 240 | 342 |

| | | | | | | | |
|---|-------|--------------------|-------------|-------------|------------|-------------|-------------|
| 3 | | Sub Total | 171 | 171 | 102 | 240 | 342 |
| | Osun | Osun central | 112 | 112 | 102 | 122 | 224 |
| 4 | | Osun West | 123 | 123 | 66 | 180 | 246 |
| | | Sub Total | 235 | 235 | 168 | 302 | 470 |
| | Ondo | Ondocentral | 103 | 103 | 100 | 106 | 206 |
| 5 | | OndoSouth | 107 | 107 | 101 | 113 | 214 |
| | | Sub Total | 210 | 210 | 201 | 219 | 420 |
| | Ekiti | Ekiticentral | 159 | 159 | 118 | 200 | 318 |
| 6 | | Ekiti West | 64 | 64 | 43 | 85 | 128 |
| | | Sub Total | 223 | 223 | 161 | 285 | 446 |
| | | Grant Total | 1061 | 1061 | 793 | 1329 | 2122 |

Source: Systematic Random Sampling Technique, 2023

Table 3.2 shows a selected nine (9) senatorial district from a total number of eighteen (18) senatorial districts in southwest Nigeria. The number of public secondary school principals and NCE Business studies Teachers are one thousand and sixty one(1061) and Two thousand one hundred and twenty two (2122, Male 793, Female 1329).

In Table 3.3, sampling technique adopted is ‘total enumeration technique’ in which all the population are used for the research (1061) public secondary school principals and the sampling method adopted for the third type was ‘yamane or slovin formular sampling size, this was use to derive the sample size for male and female NCE Business studies teachers for the study².

$$\text{Formular: } n = \frac{N}{1+N(e)^2}$$

This is when n represent sample size and population represent N, while e is the level of precision which is also the level of significant which is 0.05. According to the

formular selected numbers of NCE Business studies teachers in nine (9) senatorial district are selected in table 3.3

Table 3.3 Sampled Number of Teachers for the Study using Yamane’s formula

(n=1593, 643 male and 950 female)

| S/N | South West States | Senatorial District | Number of Public Secondary Schools Principals | NCE Male | Business Studies Female | Teachers Total |
|-----|-------------------|---------------------|---|------------|-------------------------|----------------|
| 1 | Lagos | Lagos East | 88 | 52 | 90 | 142 |
| | | Sub Total | 88 | 52 | 90 | 142 |
| 2 | Ogun | Ogun East | 134 | 81 | 118 | 199 |
| | | Sub Total | 134 | 81 | 118 | 199 |
| 3 | Oyo | Oyo North | 171 | 81 | 150 | 231 |
| | | Sub Total | 171 | 81 | 150 | 231 |
| 4 | Osun | Osun central | 112 | 81 | 93 | 174 |
| | | Osun West | 123 | 57 | 124 | 181 |
| | | Sub Total | 235 | 138 | 217 | 355 |
| 5 | Ondo | Ondo Central | 103 | 80 | 84 | 164 |
| | | Ondo South | 107 | 81 | 88 | 169 |
| | | Sub Total | 210 | 161 | 172 | 333 |
| 6 | Ekiti | Ekiti Central | 159 | 91 | 133 | 224 |
| | | Ekiti West | 64 | 39 | 70 | 109 |
| | | Sub Total | 223 | 130 | 203 | 333 |
| | | Grand Total | 1061 | 643 | 950 | 1593 |

Source: Total Enumeration Sampling Technique, 2023

The 3.3 showed the sampled number of NCE Business studies Teachers using the formula given in the sampled senatorial district in Southwest Nigeria.

In this type of sampling technique the number of principals are acceptable fraction for the population for the study. The sampled number of principals are one thousand and sixty one as shown in table 3.4

Table 3.4 Sampled Number of Principals for the study using Total Enumeration technique (n=1061)

| S\N | South West States | Senatorial District | Number of Public Secondary Schools | Number of Public Secondary Schools Principals |
|-----|-------------------|---------------------|------------------------------------|---|
| 1 | Lagos | Lagos East | 88 | 88 |
| | | Sub Total | 88 | 88 |
| 2 | Ogun | Ogun East | 134 | 134 |
| | | Sub Total | 134 | 134 |
| 3 | Oyo | OyoNorth | 171 | 171 |
| | | Sub Total | 171 | 171 |
| 4 | Osun | Osun central | 112 | 112 |
| | | Osun West | 123 | 123 |
| | | Sub Total | 235 | 235 |
| 5 | Ondo | Ondo Central | 103 | 103 |
| | | Ondo South | 107 | 107 |
| | | Sub Total | 210 | 210 |
| 6 | Ekiti | Ekiti Central | 159 | 159 |
| | | Ekiti West | 64 | 64 |
| | | Sub Total | 223 | 223 |
| | | Grand Total | 1061 | 1061 |

Source: Total Enumeration Sampling Technique, 2024

Summary of the Sampled and the Sample Size for the Study is presented in Table

3.5

Table 3.5 Summary of the Sample and Sample Size for the Study

| S\N | Sampled Senatorial District (Systematic Sampling Technique) | Number of Public Secondary Schools Principals (Total Enumeration Technique) | NCE Business Studies Teachers (Yamane's Formula) | | |
|-----|---|---|--|--------|-------|
| | | | Male | Female | Total |
| 9 | | 1061 | 643 | 950 | 1593 |

3.4 Description of the Research Instruments

A self developed instrument was designed to gather instrument for the study. This instrument was carefully designed to gather information from the NCE Business studies teachers and Principals of public secondary school in Southwest Nigeria. The instrument is carefully sectionalized into six (5) parts tagged Sections: A-E.

Section A contained items to determine the demographic characteristics of the respondents such as type of institution, gender, age range, academic qualifications, years of experience, marital status.

Section B contained five items carefully structured to determine the level of achievement of the objectives of business education in colleges of education in Southwest, Nigeria. All these responses will be measured on a four likert scale of Strongly Agree (4 points), Agree (3 Points) Disagree (2 Points) and strongly disagree (1 Point).

Section C contained twelve (12) items carefully structured to determine level of ICT factors on the achievement of objective of business education in colleges of education. In this section, the first four items were carefully structured to determine the level of ICT competence among business education lecturers in colleges of education in Southwest, Nigeria, four items to determine the level of ICT facilities while the following four items were to determine the level of ICT integration into achievement of objectives business education in colleges of education in Southwest, Nigeria.

Section D contained twenty (20) items to determine the level of human resource management in the study area. In this section, items 1-6 will be used to determine level of talent management, items 7-12 was used to determined the level of compensation/employee benefits, while items 13-17 was used to determine the level of work place safety and 18-20 was used to determine training& development program in colleges of education in Southwest, Nigeria.

3.5 Validity of the Research Instrument

The questionnaire used in this study was subjected to face and content validity. For this purpose, the research instrument was scrutinized by the supervisor who equally vet the structuring, adequacy and the content. Also, experts in the Faculty of Education, Lead City University and University of Ibadan were consulted. All corrections were effected before administration.

3.6 Reliability of the Instrument

An instrument is reliable if it measures under the same circumstances consistently from one time to the other what it is designed to measure. Therefore, for the purpose of the reliability of the instrument used in this study, a pilot study was carried out by administering samples the questionnaire to a group of fifty (20) business studies teachers in Oyo South Senatorial which were exempted deliberately from the actual study. Result was analyzed and cronbach's alpha coefficient $r = 0.87$ and 0.81 were generated meaning the instrument was highly reliable. The result was obtained for "Achievement of Objectives of Business Education Questionnair (AOBEQ)" and Information Communication Technology (ICT) Factors and Human Resources

Management Practic Questionnaire (ICTFHRMPQ)” respectively which make them good for usage in the final study.

3.7 Administration of Research Instructment and Method of Data Collection

Copies of the instrument were administered by the researcher with the help of five (5) trained research assistants to the selected respondents. This was done to ensure that the instruments were attended to by the actual respondents and to reduce missing data or data mortality to the minimum. A letter of recommendation was received from the Department of Arts and Social Science Education to the study area.

3.8 Method of Data Analysis

Data collected were analyzed using descriptive and inferential statistics. Descriptive statistics of frequency counts, simple percentages, mean and standard deviation were used to analyze respondent’s opinion on research questions 1-3, inferential statistics of Multiple Regression analysis (ANOVA) was used to test hypotheses 1 and 2 at 0.05 level of significance.

Endnotes

1. Teaching Service Commission TESCOM, 2024
2. T. Yamane, *Statistics, an Introductory Analysis*. Harper and Row: New York , (2nd ed). ASIN: B0000CNPXC, gbv.de/dms/zbw/252560191.pdf.1967,8

Lead City University Ibadan DO NOT COPY

Chapter Four

Results and Discussion of Findings

The purpose of this research was to investigate Information Communication Technology Factors (ICT facilities, ICT integration, ICT competence) and Human Resource Management Practice (Talent management, compensation, employee benefits, work place safety and Training & Development) on achievement of business education objectives in Colleges of Education in Southwest, Nigeria. In this chapter, primary data collected from the questionnaires distributed during the course of the study were analysed using descriptive and inferential statistics and are presented and interpreted based on the following sub-headings

4.2 Presentation of Data

4.2.1 Demographic Data Presentation

4.2.2 Answers to Research Questions

4.3 Test of Hypotheses

4.4 Discussion of Findings

4.2 Presentation of Data

4.2.1 Demographic Data Presentation

Table 4.2: Frequency Distribution of Demographic Characteristics of Teachers (n= 1593)

| Demographic Variables | Categories | Frequency (F) | Percentage (%) |
|-------------------------------------|------------------------|---------------|----------------|
| Gender | Male | 611 | 38.4 |
| | Female | 982 | 61.6 |
| Age (Years) | 20-30 | 229 | 14.4 |
| | 31-40 | 375 | 23.5 |
| | 41-50 | 603 | 37.8 |
| | 51-60 | 284 | 17.8 |
| | 61 and above | 102 | 06.4 |
| Highest Qualification | Academic NCE | 41 | 02.6 |
| | Diploma | 60 | 03.8 |
| | Bachelor's Degree | 815 | 51.2 |
| | PGD | 55 | 03.4 |
| | Master's Degree | 543 | 34.1 |
| | MPhil/Doctorate Degree | 79 | 05.0 |
| | | | |
| Years of Teaching Experience | 1-5 | 48 | 03.0 |
| | 6-10 | 389 | 24.4 |
| | 11-15 | 388 | 24.4 |
| | 16-20 | 628 | 39.4 |
| | 21-25 | 100 | 06.3 |
| | 26-30 | 30 | 01.9 |
| | 31 and above | 10 | 0.6 |

Source: Fieldwork, 2024

Table 4.2 showed that 611 (38.4%) of the teachers are males while 982 (61.6%) are females. This showed a higher number of female to male teachers in public secondary schools in Southwest, Nigeria which could imply that females are more interested, willing or readily available to teach than males in the region. In terms of their age, 229 (14.4%) of the teachers are within 20-30 years of age, 375 (23.5%) are within 31-40 years of age, 603 (37.8%) are within 41-50 years of age, 284 (17.8%) are within 51-60 years of age, while the remaining 102 (06.4%) are 61 years of age and above. This could imply that majority of the teachers are in their mid-age which could imply they still have the strength to teach. Results also showed that 41 (02.6%) have NCE as their highest academic qualification, 60 (03.8%) have Diploma as their highest academic qualification, 815 (51.2%) have Bachelor's degree as their highest academic qualification, 55 (03.4%) have Post Graduate Diploma (PGD) as their highest academic qualification, 543 (34.1%) have Master's degree as their highest academic qualification, while the remaining 79 (05.0%) have MPhil/ Doctorate degrees as their highest academic qualification. This result implies that majority of the teachers are not only university graduates but also educated to the post graduate level. Lastly, results showed that 48 (03.0%) have 1-5 years of teaching experience, 389 (24.4%) have within 6-10 years of experience, 388 (24.4%) have within 11-15 years of teaching experience, 628 (39.4%) have within 16-20 years of teaching experience, 100 (06.3%) have within 21-25 years of teaching experience, 30 (01.9%) have within 26-30 years of teaching experience, while the remaining 10 (0.6%) have within 31 years and above teaching experience. This result implies that majority of the teachers have at least 11 years of teaching experience which is good for secondary school education.

Table 4.3: Frequency Distribution of Demographic Characteristics of Principals (n= 1061)

| Demographic Variables | | Categories | Frequency (F) | Percentage (%) |
|------------------------------|--------------------|------------------------|---------------|----------------|
| Gender | | Male | 453 | 42.7 |
| | | Female | 608 | 57.3 |
| Age (Years) | | 31-40 years | 40 | 03.8 |
| | | 41-50 years | 311 | 29.3 |
| | | 51-60 years | 568 | 53.5 |
| | | 61 years and above | 242 | 22.8 |
| Highest Qualification | Academic | Bachelor's degree | 489 | 46.1 |
| | | PGD | 171 | 16.1 |
| | | Master's degree | 318 | 29.9 |
| | | MPhil/Doctorate Degree | 83 | 07.8 |
| Years of Experience | Educational | 11-15 years | 15 | 01.4 |
| | | 16-20 years | 55 | 05.2 |
| | | 21-25 years | 380 | 35.8 |
| | | 26-30 years | 523 | 49.3 |
| | | 31 years and above | 88 | 08.3 |

Source: Fieldwork, 2024

Table 4.2 showed that 453 (42.7%) of the principals are males while 608 (57.3%) are females. This showed a higher number of female to male principals in public secondary schools in Southwest, Nigeria. Since there are more female to male teachers then there is every likelihood of more female to male principals since its teachers that eventually get promoted to the post of principal ship. In terms of their age, 40 (3.8%) of

the principals are within 31-40 years of age, 311 (29.3%) are within 41-50 years of age, 568 (53.8%) are within 51-60 years of age while the remaining 242 (22.8%) are 61 years of age and above. This could imply that majority of the principals are in well advanced in age which may suggest they are matured and hugely experienced. Results also showed that 489 (46.1%) have Bachelor's degree as their highest academic qualification, 171 (16.1%) have Post Graduate Diploma (PGD) as their highest academic qualification, 318 (29.9%) have Master's degree as their highest academic qualification, while the remaining 83 (07.8%) have MPhil/ Doctorate degrees as their highest academic qualification. This result implies that majority of the principals are not only university graduates but also educated to the post graduate level. Lastly, results also showed that 15 (01.4%) have within 11-15 years of educational experience, 55 (05.2%) have within 16-20 years of educational experience, 380 (35.8%) have within 21-25 years of educational experience, 523 (49.3%) have within 26-30 years of educational experience, while the remaining 88 (08.3%) have within 31 years and above teaching experience. This result implies that majority of the principals have at least 21 years of educational experience which is very good for principal ship in secondary school education.

4.2.2 Answer to Research Questions

Research Question One: What is the level of Achievement of the Objectives Business Education in Colleges of Education in Southwest, Nigeria?

Table 4.4: Level of Achievement of the Objectives Business Education in Colleges of Education in Southwest, Nigeria (n = 1061)

| S/N | Items | SA | A | D | SD | Mean \bar{x} | Std.De v. | Decision |
|-----|---|----------------|----------------|----------------|----------------|-------------------|--------------|----------|
| 1 | To produce well qualified and competent NCE graduate in business subjects. | 126 (12.0%) | 459 (43.2%) | 348 (32.8%) | 128 (12.0%) | 2.549 | 0.858 | Agree |
| 2 | To produce NCE business teachers who will be able to inculcate the vocational aspects of Business Education. | 245 (23.1%) | 95 (09.0%) | 257 (24.2%) | 464 (43.7%) | 2.359 | 0.909 | Disagree |
| 3 | To produce NCE business teachers who will start with so much desired revolution of vocational development | 150 (14.1%) | 101 (09.5%) | 323 (30.4%) | 487 (45.9%) | 2.114 | 0.761 | Disagree |
| 4 | To prepare students in Business Education with necessary competence | 203 (19.1%) | 234 (23.1%) | 375 (35.3%) | 249 (23.5%) | 2.368 | 0.923 | Disagree |
| 5 | To equip graduates with the right skills to engage in a life of work in the office as well as for self-employment | 100 (09.4%) | 399 (37.6%) | 487 (46.0%) | 75 (07.0%) | 2.493 | 0.851 | Disagree |
| 6 | To produce NCE business teachers who will be able to inculcate the entrepreneurial aspects of Business Education | 462 (43.5%) | 331 (31.2%) | 122 (11.5%) | 146 (13.8%) | 3.045 | 0.920 | Agree |

Criterion Mean = 2.500; Weighted Mean = 2.488; S.D = .870; Overall Decision = Disagree (Low)

Source: Field Work, 2024

KEY: Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2, and Strongly Disagree (SD) = 1; S.D = Standard Deviation; \bar{x} = Mean

*****Threshold:** mean value of 1.000-1.750 = Very Low; 1.751-2.500 = Low; 2.501-3.250 = Moderate; 3.251 - 4.000 = High

Table 4.4 showed the level of Achievement of the Objectives Business Education in Colleges of Education in Southwest, Nigeria using descriptive statistics such as means, standard deviation, frequencies and percentages. The Likert rating scale of Strongly Disagree (1), Disagree (2), Agree (3) and Strongly Agree (4) was used with the criterion mean set at 2.500. Six positive items were used to ascertain the level of Achievement of the Objectives Business Education in Colleges of Education in Southwest, Nigeria. The findings revealed that majority of the teachers “agreed” that to produce well qualified and competent NCE graduate in business subjects ($\bar{x} = 2.549$) and to produce NCE business teachers who will be able to inculcate the entrepreneurial aspects of Business Education ($\bar{x} = 3.045$). They however “disagreed” that to produce NCE business teachers who will start with so much desired revolution of vocational development ($\bar{x} = 2.114$), to prepare students in Business Education with necessary competence feel ($\bar{x} = 2.368$) to equip graduates with the right skills to engage in a life of work in the office as well as for self-employment ($\bar{x} = 2.493$) and to produce NCE business teachers who will be able to inculcate the entrepreneurial aspects of Business Education ($\bar{x} = 2.359$). The weighted mean ($\bar{x} = 2.471$) and standard deviation (.870) clearly indicates that the level of Achievement of the Objectives Business Education in Colleges of Education in Southwest, Nigeria is low as generally “disagreed” by the principals.

Research Question Two: What is the level of ICT Factors (ICT Facilities, ICT Integration & ICT Competence) on the achievement of objectives of Business Education in Colleges of Education in Southwest, Nigeria?

Table 4.7: Level of ICT Facilities on the Objectives of Business Education in Colleges of Education in Southwest, Nigeria? (n = 1593)

| S/N | Items | VHL | HL | LL | VLL | Mean \bar{x} | Std. Dev. | Decision |
|-----|---|----------------|----------------|----------------|----------------|----------------|-----------|----------|
| 1 | Provision of a well equipped facilities such as lecture theatre, library, halls, workshop, laboratories etc | 182 (11.4%) | 344 (21.6%) | 583 (36.6%) | 484 (30.4%) | 2.141 | .664 | Low |
| 2 | Regular supply of power for usage of ICT gadget in school. | 171 (10.7%) | 286 (17.9%) | 582 (36.5%) | 554 (34.8%) | 2.046 | .756 | Low |
| 3 | Availability of office assistance for the resources centres in school. | 294 (18.5%) | 520 (32.6%) | 452 (28.4%) | 327 (20.5%) | 2.490 | .670 | Low |
| 4 | Provision of ICT gadgets in school | 179 (11.2%) | 403 (25.3%) | 510 (32.0%) | 501 (31.5%) | 2.163 | .706 | Low |
| 5 | Availability of computerized gadget that are relevant to the school system | 184 (11.5%) | 542 (34.0%) | 677 (42.5%) | 190 (12.0%) | 2.451 | .704 | Low |
| 6 | Actual/real objects on ICT equipment to make a lesson visibly practical to the students | 418 (26.2%) | 634 (39.8%) | 293 (18.4%) | 248 (15.6%) | 2.767 | .699 | High |

Criterion Mean = 2.500; Weighted Mean = 2.343; S.D = .699; Overall Decision = Low Level

Source: Field Work, 2024

KEY: Very High Level (VHL) = 4, High Level (HL) = 3, Low Level (LL) = 2, and Very Low Level (VLL) = 1; S.D = Standard Deviation; \bar{x} = Mean

*****Threshold:** mean value of 1.000-1.750 = Very Low; 1.751-2.500 = Low; 2.501-3.250 = High; 3.251 - 4.000 = Very High

Table 4.7 showed the level of ICT facilities on the objectives of business education in Colleges of Education in Southwest, Nigeria using descriptive statistics

such as means, standard deviation, frequencies and percentages. The Likert rating scale of Very Low Level (1), Level (2), High (3) and Very High Level (4) was used with the criterion mean set at 2.500. Six positive items were used to ascertain the level of ICT Facilities on the Objectives of Business Education in Colleges of Education in Southwest, Nigeria as perceived by the teachers whom they lead. The findings revealed that majority of the teachers “disagreed” that there is provision of a well equipped facilities such as lecture theatre, library, halls, workshop, laboratories ($\bar{x} = 2.141$), regular supply of power for usage of ICT gadget in school ($\bar{x} = 2.046$), availability of office assistance for the resources centers in school ($\bar{x} = 2.490$), provision of ICT gadgets in school ($\bar{x} = 2.163$) and availability of computerized gadget that are relevant to the school system ($\bar{x} = 2.451$) However, majority of the teachers “agreed” that there are actual/real objects on ICT equipment to make a lesson visibly practical to the students ($\bar{x} = 2.767$). The weighted mean ($\bar{x} = 2.343$) and standard deviation (.699) clearly indicates that the level of ICT facilities on the objectives of Business Education in Colleges of Education in Southwest, Nigeria is at a low level as perceived and disagreed by majority of their teachers in public secondary schools, Southwest, Nigeria.

Table 4.8: Level of ICT Integration on the Objectives of Business Education in Colleges of Education in Southwest, Nigeria? (n = 1593)

| S/N | Items (My principal) | VHL | HL | LL | VLL | Mean \bar{x} | Std. Dev. | Decision |
|-----|--|----------------|----------------|----------------|----------------|----------------|-----------|----------|
| 1 | ICT tools are used to teach Business Subjects | 183 (11.5%) | 327 (20.5%) | 594 (37.3%) | 489 (30.7%) | 2.128 | .703 | Low |
| 2 | Sending materials through email address, telegram and other forms of media to teach the student. | 274 (17.2%) | 340 (21.3%) | 544 (34.2%) | 435 (27.3%) | 2.284 | .831 | Low |

| | | | | | | | | |
|---|---|----------------|----------------|----------------|----------------|-------|------|------|
| 3 | Holding online classes through the use of Google meet, zoom, Google classroom etc. | 192 (12.1%) | 298 (18.7%) | 618 (38.8%) | 485 (30.4%) | 2.124 | .762 | Low |
| 4 | Over head projectors usage to large classes | 271 (17.0%) | 290 (18.2%) | 584 (36.7%) | 448 (28.1%) | 2.241 | .727 | Low |
| 5 | The usage of slide in teaching the business education students. | 209 (13.1%) | 373 (23.4%) | 572 (35.9%) | 439 (27.6%) | 2.221 | .744 | Low |
| 6 | The usage of voice message as a means of passing information to the business studies to the students. | 360 (22.6%) | 652 (41.0%) | 398 (25.0%) | 183 (11.4%) | 2.746 | .743 | High |

Criterion Mean = 2.500; Weighted Mean = 2.290; S.D = .752; Overall Decision = Low

Source: Field Work, 2024

KEY: Very High Level (VHL) = 4, High Level (HL) = 3, Low Level (LL) = 2, and Very Low Level (VLL) = 1; S.D = Standard Deviation; \bar{x} = Mean

*****Threshold:** mean value of 1.000-1.750 = Very Low; 1.751-2.500 = Low; 2.501-3.250 = High; 3.251 - 4.000 = Very High

Table 4.8 showed the level of ICT Integration on the Objectives of Business Education in Colleges of Education in Southwest, Nigeria using descriptive statistics such as means, standard deviation, frequencies and percentages. The Likert rating scale of Very Low (1), Low (2), High (3) and Very High (4) was used with the criterion mean set at 2.500. Six positive items were also used to ascertain the level of ICT Integration on the Objectives of Business Education in Colleges of Education in Southwest, Nigeria as perceived by the secondary school business studies teachers. The findings revealed that majority of the teachers disagreed that ICT tools are used to teach Business courses (\bar{x} = 2.128), sending materials through email address, telegram and other forms of media to teach the student (\bar{x} = 2.284), holding online classes through the use of Google meet, zoom, Google classroom (\bar{x} = 2.124), over head projectors usage to large classes (\bar{x} = 2.241) and the usage of slide in teaching the business education students (\bar{x} = 2.221).

However, a handful of the teachers agreed that the usage of voice message as a means of passing information to the business studies students ($\bar{x} = 2.746$) which is at a high level. The weighted mean ($\bar{x} = 2.290$) and standard deviation (.752) clearly indicates that the level of ICT Integration on the Objectives of Business Education in Colleges of Education in Southwest, Nigeria is at a low level as perceived and disagreed by majority of their business studies teachers in public secondary schools, Southwest, Nigeria.

Table 4.9: Level of ICT Competence on the Objectives of Business Education in Colleges of Education in Southwest, Nigeria? (n = 1593)

| S/N | Items | VHL | HL | LL | VLL | Mean \bar{x} | Std. Dev. | Decision |
|-----|---|----------------|----------------|----------------|----------------|----------------|-----------|----------|
| 1 | Availability of internet services on campus | 243 (15.3%) | 566 (35.5%) | 518 (32.5%) | 266 (16.7%) | 2.493 | .775 | Low |
| 2 | ICT app such as email, telegram, Whatsapp etc. to teach and give information to students | 222 (14.0%) | 630 (39.5%) | 496 (31.1%) | 245 (15.4%) | 2.520 | .755 | High |
| 3 | Usage of projectors to teach large classes as a mean of passing the subject matter to the business education students | 181 (11.4%) | 340 (21.3%) | 600 (37.7%) | 472 (29.6%) | 2.144 | .812 | Low |
| 4 | Usage of online platforms such as Google meet, zoom, Google spreadsheet to teach | 209 (13.1%) | 322 (20.2%) | 607 (38.1%) | 455 (28.6%) | 2.178 | .803 | Low |
| 5 | Access to the use of e-book, Google classroom, Microsoft team etc. to teach | 371 (23.3%) | 369 (23.1%) | 614 (38.5%) | 239 (15.0%) | 2.315 | .811 | Low |
| 6 | Audio aids such as cassettes recorder, radio, microphone, public address system and podcasts for teaching/learning purposes | 471 (29.6%) | 607 (38.1%) | 200 (12.6%) | 315 (19.7%) | 2.774 | .726 | High |

Criterion Mean = 2.500; Weighted Mean = 2.404; S.D = .780; Overall Decision = Low

Source: Field Work, 2024

KEY: Very High Level (VHL) = 4, High Level (HL) = 3, Low Level (LL) = 2, and Very Low Level (VLL) = 1; S.D = Standard Deviation; \bar{x} = Mean

***Threshold: mean value of 1.000-1.750 = Very Low; 1.751-2.500 = Low; 2.501-3.250 = High; 3.251 - 4.000 = Very High

Table 4.9 showed the level of ICT competence on the objectives of business education in Colleges of Education in Southwest, Nigeria perceived by the teachers using descriptive statistics such as means, standard deviation, frequencies and percentages. The Likert rating scale of Very Low (1), Low (2), High (3) and Very High (4) was used with the criterion mean set at 2.500. Six positive items were also used to ascertain the level of ICT competence on the Objectives of Business Education in Colleges of Education in Southwest, Nigeria as perceived by the secondary school business studies teachers. Six positive items were also used to ascertain the level of ICT competence on the Objectives of business education in Colleges of Education in Southwest, Nigeria as perceived by the secondary school business studies teachers in public secondary schools. The findings revealed that majority of the teachers “agreed” that ICT app such as email, telegram, Whatsapp etc. to teach and give information to students ($\bar{x} = 2.520$), and Audio aids such as cassettes recorder, radio, microphone, public address system and podcasts for teaching/learning purposes ($\bar{x} = 2.774$) **are at high level**. However, majority of the teachers “disagreed” that there is availability of internet services on campus ($\bar{x} = 2.493$), usage of projectors to teach large classes as a mean of passing the subject matter to the business education students ($\bar{x} = 2.144$), usage of online platforms such as Google meet, zoom, Google spreadsheet to teach ($\bar{x} = 2.178$) and access to the use of e-book, Google classroom, Microsoft team etc. to teach ($\bar{x} = 2.315$) **are all at low level**. The weighted mean ($\bar{x} = 2.404$) and standard deviation (.780) clearly indicates that the level of ICT competence on the Objectives of Business Education in Colleges of Education in Southwest, Nigeria as perceived by the secondary school business studies teachers in public secondary schools at a low level.

Research Question Three: What is the Status of Human Resource Management Practice (Talent Management, Compensation/Employee Benefits, Workplace Safety and Training & Development) in achievement of objectives of business education in Colleges of Education in Southwest, Nigeria?

Table 4.10: Status of Talent Management in Colleges of Education in Southwest, Nigeria (n = 1593)

| S/N | Items | SA | A | D | SD | Mean \bar{x} | Std. Dev. | Decision |
|-----|--|----------------|----------------|----------------|----------------|----------------|-----------|----------|
| 1 | Planning according to needs of lecturers | 389 (24.4%) | 396 (24.8%) | 401 (25.3%) | 407 (25.5%) | 2.481 | .775 | Low |
| 2 | Attracting the best talented lecturer | 319 (20.0%) | 469 (29.4%) | 519 (32.6%) | 286 (18.0%) | 2.515 | .985 | Moderate |
| 3 | Selecting the suitable candidates to teach | 488 (30.6%) | 569 (35.7%) | 298 (18.7%) | 234 (15.0%) | 2.818 | .809 | Moderate |
| 4 | Provision of development programs for its academic staff | 561 (35.2%) | 629 (39.5%) | 133 (08.3%) | 270 (17.0%) | 2.929 | .889 | Moderate |
| 5 | Working out means to retains valued lecturers | 631 (39.6%) | 640 (40.2%) | 220 (13.8%) | 102 (06.4%) | 3.130 | .881 | Moderate |
| 6 | Conducting lecturer's assessment through students views | 401 (25.3%) | 651 (40.8%) | 241 (15.1%) | 300 (18.8%) | 2.723 | .769 | Moderate |

Criterion Mean = 2.500; Weighted Mean = 2.766; S.D = .851; Overall Decision = Moderate

Source: Field Work, 2024

KEY: Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2, Strongly Disagree (SD) = 1; Std. Dev. = Standard Deviation; \bar{x} = Mean

*****Threshold:** mean value of 1.000-1.750 = Very Low; 1.751-2.500 = Low; 2.501-3.250 = Moderate; 3.251 - 4.000 = High

Table 4.10 showed the status of talent management in Colleges of Education in Southwest, Nigeria using descriptive statistics such as means, standard deviation,

frequencies and percentages. The Likert rating scale of Strongly disagree (1), Disagree (2), Agree (3) and Strongly Agree (4) was used with the criterion mean set at 2.500. Six positive items were used to ascertain the status of talent management in Colleges of Education in Southwest, Nigeria as perceived by the business studies teachers. Results showed that according to majority of the business studies teachers “disagree”, that there is planning according to needs of lecturers ($\bar{x} = 2.481$) at a low level. Furthermore, attracting the best talented lecturers ($\bar{x} = 2.515$), selecting the suitable candidates to teach conducive staff rooms for teachers ($\bar{x} = 2.818$), provision of development programs for its academic staff ($\bar{x} = 2.929$), working out means to retains valued lecturers ($\bar{x} = 3.130$) and conducting lecturer’s assessment through students views ($\bar{x} = 3.130$) are at “moderate level”. The weighted mean ($\bar{x} = 2.766$) and standard deviation (.851) clearly indicates that talent management of lecturers are at “moderate level” to improve objectives of business education in Colleges of Education in Southwest, Nigeria.

Table 4.11: Status of Compensation/Employee Benefits in Colleges of Education in Southwest, Nigeria (n = 1593)

| S/N | Items | SA | A | D | SD | Mean \bar{x} | Std. Dev. | Decision |
|-----|---|----------------|----------------|----------------|----------------|----------------|-----------|----------|
| 1 | Payment of overtime allowances | 351 (22.0%) | 550 (34.5%) | 446 (28.0%) | 246 (15.4%) | 2.631 | .776 | Moderate |
| 2 | Payment of leave bonuses | 432 (27.1%) | 593 (37.2%) | 294 (18.5%) | 274 (17.2%) | 2.743 | .776 | Moderate |
| 3 | Payment of study allowances | 216 (13.5%) | 157 (10.0%) | 656 (41.1%) | 564 (35.4%) | 2.016 | .628 | Low |
| 4 | Provision of insurance (HMO) | 239 (15.0%) | 285 (18.0%) | 549 (34.5%) | 549 (34.5%) | 2.171 | .809 | Low |
| 5 | Provision of incentives for outstanding performance | 632 (39.7%) | 562 (35.3%) | 213 (13.3%) | 186 (11.7%) | 3.029 | .737 | Moderate |

Criterion Mean = 2.500; Weighted Mean = 2.518; S.D = .745; Overall Decision = Moderate Level

Source: Field Work, 2024

KEY: Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2, Strongly Disagree (SD) = 1; Std. Dev. = Standard Deviation; \bar{x} = Mean

*****Threshold:** mean value of 1.000-1.750 = Very Low; 1.751-2.500 = Low; 2.501-3.250 = Moderate; 3.251 - 4.000 = High

Table 4.10 showed the status of compensation/employee benefits in Colleges of Education in Southwest, Nigeria using descriptive statistics such as means, standard deviation, frequencies and percentages. The Likert rating scale of Strongly disagree (1), Disagree (2), Agree (3) and Strongly Agree (4) was used with the criterion mean set at 2.500. Five positive items were used to ascertain the status of compensation/employee benefits in Colleges of Education in Southwest, Nigeria as perceived by the business studies teachers. Results showed that according to majority of the teachers “agree”, that payment of overtime allowances ($\bar{x} = 2.631$), payment of leave bonuses ($\bar{x} = 2.743$) and provision of incentives for outstanding performance ($\bar{x} = 3.029$) are at “moderate level”. Furthermore, payment of study allowances ($\bar{x} = 2.016$) and provision of insurance (HMO) ($\bar{x} = 2.171$) are at “low level”. The weighted mean ($\bar{x} = 2.518$) and standard deviation (.745) clearly indicates that compensation/employee benefits of lecturers are at “moderate level” to improve objectives of business education in Colleges of Education in Southwest, Nigeria.

Table 4.12: Status of Workplace Safety in Colleges of Education in Southwest, Nigeria (n = 1593)

| S/N | Items | SA | A | D | SD | Mean \bar{x} | Std. Dev. | Decision |
|-----|--|----------------|----------------|----------------|----------------|-------------------|--------------|----------|
| 1 | Creating a safe and hazard-free environment | 571 (35.8%) | 511 (32.1%) | 337 (21.1%) | 174 (11.0%) | 2.928 | .928 | Moderate |
| 2 | Provision of environment devoid of health-related risks | 540 (33.8%) | 622 (39.0%) | 283 (17.8%) | 148 (09.3%) | 2.976 | .703 | Moderate |
| 3 | Sensitization of staff and student on necessary safety measure | 459 (28.8%) | 576 (36.2%) | 228 (14.3%) | 330 (20.7%) | 2.731 | .963 | Moderate |
| 4 | Provision of a well equipped health facilities such as first aid equipment, clinic, ambulance etc. | 413 (25.9%) | 651 (40.9%) | 304 (19.1%) | 207 (13.0%) | 2.775 | .716 | Moderate |
| 5 | Provision of night and day security personnel | 278 (17.5%) | 434 (27.2%) | 425 (26.7%) | 456 (28.6%) | 2.333 | .608 | Low |

Criterion Mean = 2.500; Weighted Mean = 2.748; S.D = .783; Overall Decision = Moderate Level

Source: Field Work, 2024

KEY: Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2, Strongly Disagree (SD) = 1; Std. Dev. = Standard Deviation; \bar{x} = Mean

*****Threshold:** mean value of 1.000-1.750 = Very Low; 1.751-2.500 = Low; 2.501-3.250 = Moderate; 3.251 - 4.000 = High

Table 4.10 showed the status of workplace safety in Colleges of Education in Southwest, Nigeria using descriptive statistics such as means, standard deviation, frequencies and percentages. The Likert rating scale of Strongly disagree (1), Disagree (2), Agree (3) and Strongly Agree (4) was used with the criterion mean set at 2.500. Five positive

items were used to ascertain the Status of workplace safety in Colleges of Education in Southwest, Nigeria as perceived by the business studies teachers. Results showed that according to majority of the teachers “agree”, that creating a safe and hazard-free environment ($\bar{x} = 2.928$), provision of environment devoid of health-related risks ($\bar{x} = 2.976$), sensitization of staff and student on necessary safety measure ($\bar{x} = 2.731$) and provision of a well equipped health facilities such as first aid equipment, clinic, ambulance etc. ($\bar{x} = 2.775$) are at “moderate level”. Furthermore, provision of night and day security personnel ($\bar{x} = 2.333$), was at “low level”. The weighted mean ($\bar{x} = 2.748$) and standard deviation (.783) clearly indicates that workplace safety of lecturers are at “moderate level” to improve objectives of business education in Colleges of Education in Southwest, Nigeria.

Table 4.13: Status of Training & Development program in Colleges of Education in Southwest, Nigeria (n = 1593)

| S/N | Items | SA | A | D | SD | Mean \bar{x} | Std. Dev. | Decision |
|-----|---|----------------|----------------|----------------|----------------|----------------|-----------|----------|
| 1 | Engaging lecturers in on-the-job training | 474 (29.7%) | 557 (35.0%) | 311 (19.5%) | 251 (15.8%) | 2.787 | .818 | Moderate |
| 2 | Organising conferences, seminar, and workshop for lecturers periodically. | 500 (31.4%) | 453 (28.4%) | 400 (25.1%) | 235 (14.7%) | 2.758 | .623 | Moderate |
| 3 | Provision of development programme for the lecturer as needs arises | 330 (20.7%) | 576 (36.1%) | 429 (27.0%) | 258 (16.2%) | 2.614 | .751 | Moderate |
| 4 | Organizing hybrid symposium for lecturers in the college | 413 (26.0%) | 651 (40.8%) | 331 (20.8%) | 198 (12.4%) | 2.802 | .696 | Moderate |
| 5 | Opportunities of enaging in job rotation and coaching from senior colleaguage | 220 (13.8%) | 733 (46.0%) | 224 (14.1%) | 416 (26.1%) | 2.475 | .638 | Low |

Criterion Mean = 2.500; Weighted Mean = 2.687; S.D = .705; Overall Decision = Moderate Level

Source: Field Work, 2024

KEY: Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2, Strongly Disagree (SD) = 1; Std. Dev. = Standard Deviation; \bar{x} = Mean

*****Threshold:** mean value of 1.000-1.750 = Very Low; 1.751-2.500 = Low; 2.501-3.250 = Moderate; 3.251 - 4.000 = High

Table 4.10 showed the status of training & development in Colleges of Education in Southwest, Nigeria using descriptive statistics such as means, standard deviation, frequencies and percentages. The Likert rating scale of Strongly disagree (1), Disagree (2), Agree (3) and Strongly Agree (4) was used with the criterion mean set at 2.500. Five positive items were used to ascertain the status of training & development in Colleges of Education in Southwest, Nigeria as perceived by the business studies teachers. Results showed that according to majority of the teachers “agree”, that engaging lecturers in on-the-job training ($\bar{x} = 2.787$), organising conferences, seminar, and workshop for lecturers periodically. ($\bar{x} = 2.758$), provision of development programme for the lecturer as needs arises ($\bar{x} = 2.614$) and organizing hybrid symposium for lecturers in the college ($\bar{x} = 2.802$) are at “moderate level”. Furthermore, opportunities of enaging in job rotation and coaching from senior colleguage ($\bar{x} = 2.475$) is at “low level”. The weighted mean ($\bar{x} = 2.687$)and standard deviation (.705)clearly indicates that training & development programme of lecturers are at “moderate level” to improve objectives of business education in Colleges of Education in Southwest, Nigeria

4.3 Test of Hypotheses

H₀₁: There will be no significant combined contribution of Information Communication Technology Factors (ICT facilities, ICT integration, ICT competence)

and Human Resource Management Practice (Talent management, compensation/employee benefits, work place safety and Training & Development) on achievement of Business Education Objectives in Colleges of Education in Southwest, Nigeria.

Table 4.14: Multiple Regression Analysis and Model Summary for the Combined contribution of Information Communication Technology Factors (ICT Facilities, ICT Integration, ICT Competence) and Human Resource Management Practice (Talent Management, Compensation/Employee Benefits, Work Place Safety and Training & Development) on Achievement of Business Education Objectives in Colleges of Education in Southwest, Nigeria.

| | | ANOVA | | | | | |
|-------|------------|----------------|------|-------------|-------|------|-------------|
| Model | | Sum of Squares | Df | Mean Square | F | Sig. | Decision |
| 1 | Regression | 314.909 | 8 | 39.363 | 6.599 | .001 | Significant |
| | Residual | 9455.157 | 1585 | 5.965 | | | |
| | Total | 9770.066 | 1593 | | | | |

Model Summary

R = .680

R Square = .532

Adjusted R Square = .534

Standard Error of the Estimate = 3.63648

Dependent Variable: Achievement of Business Education Objectives

Predictors: (Constant), ICT Facilities, ICT Integration, ICT Competence, Talent Management, Compensation, Employee Benefits, Work Place Safety and Training & Development

NB: Anova value is significant at P<0.05

Field Work, 2024

Table 4.13 revealed a significant combined contribution of Information Communication Technology Factors (ICT facilities, ICT integration, ICT competence) and Human Resource Management Practice (Talent management, compensation/employee benefits, work place safety and Training & Development) on

achievement of Business Education Objectives in Colleges of Education in Southwest, Nigeria ($F_{8,1593} = 6.599, P < 0.05$). This result showed that the model is a good fit of the data. The null hypothesis which states that there is no significant combined contribution of Information Communication Technology Factors (ICT facilities, ICT integration, ICT competence) and Human Resource Management Practice (Talent management, compensation/employee benefits, work place safety and Training & Development) on achievement of Business Education Objectives in Colleges of Education in Southwest, Nigeria was therefore rejected. The model summary ($R = .680$; R Square = $.532$; Adjusted R Square = $.524$; standard error of the estimate = 3.63648) showed that the R value of $.680$ indicates a good level of prediction (good correlation between the observed and predicted values of dependent variable). The R square value (coefficient of determination) of $.532$ indicates that the proportion of variance in achievement of Business Education Objectives in Colleges of Education that can be explained by the independent variables (information communication technology factors and human resource management Practice) is 53.2% . However, the adjusted R square value gives a more accurate report. The adjusted R square value of $.524$ indicates that the independent variables (information communication technology factors and human resource management Practice) explain 52.4% variation on achievement of Business Education Objectives in Colleges of Education in Southwest, Nigeria. Therefore, the other 47.6% could be caused by errors or predictors other than those included in the model 1. The sum of squares further confirms the result of the model. It indicates that variance which can be explained by the independent variables (Regression) is summed up to 314.909 while the variance which is not explained by the independent variables (Residual,

sometimes called Error) is summed up to 9455.157 which is higher. Both variances sum up to a total of 9770.06

H₀₂: There will be no significant relative influence of Information Communication Technology Factors (ICT facilities, ICT integration, ICT competence) and Human Resource Management Practice (Talent management, compensation, employee benefits, work place safety and Training & Development) on achievement of Business Education Objectives in Colleges of Education in Southwest, Nigeria.

Table 4.14: Coefficients of Multiple Regression Analysis for the relative influence of Information Communication Technology Factors (ICT facilities, ICT integration, ICT competence) and Human Resource Management Practice (Talent management, Compensation, Employee benefits, Work place safety and Training & Development) on achievement of Business Education Objectives in Colleges of Education in Southwest, Nigeria

| Model | Coefficients | | | T | Sig. |
|--------------------------------|-----------------------------|----------------|---------------------------|--------|------|
| | Unstandardized Coefficients | | Standardized Coefficients | | |
| | B | Standard Error | Beta | | |
| 1 (Constant) | 41.040 | 2.468 | | 16.632 | .000 |
| ICT facilities | .101 | .084 | .065 | 1.207 | .005 |
| ICT integration | .282 | .074 | .241 | 1.816 | .000 |
| ICT competence | .022 | .072 | .211 | 1.201 | .001 |
| Talent management | .081 | .064 | .147 | 1.256 | .005 |
| Compensation/Employee benefits | .231 | .065 | .375 | 1.076 | .005 |
| Work place safety | .531 | .051 | .123 | .987 | .005 |
| Training & Development | .187 | .090 | .277 | 2.087 | .005 |

Dependent Variable: Achievement of Business Education Objectives

Source: Fieldwork, 2024;

*t-value significant at P<0.05

Table 4.14 showed that the regression analysis in Table 4.14b reveals the relative influence of information communication technology factors **and** human resource management practice on the achievement of Business Education Objectives in Colleges of Education in Southwest, Nigeria. The intercept term (Constant) indicates that when both information communication technology factors **and** human resource management practice are zero, the predicted achievement of Business Education Objectives is approximately 41.040 units. This intercept provides a baseline achievement of Business Education Objectives in the absence of any influence from the predictor variables. The coefficients for Independent Variables (information communication technology factors **and** human resource management practice) represent the change in the dependent variable (achievement of Business Education Objectives) associated with a one-unit change in each predictor variable while holding the other variable constant. Table 4.16 b shows the coefficients of multiple regression analysis for the relative influence of Information Communication Technology Factors (ICT facilities, ICT integration, and ICT competence) and Human Resource Management Practice (Talent management, Compensation/Employee benefits, Work place safety and Training & Development) on achievement of Business Education Objectives in Colleges of Education in Southwest, Nigeria.

The table shows that the beta coefficient (β) and t-values for ICT facilities ($\beta = .101$; $t = 1.207$; Significance = .005), ICT integration ($\beta = .282$; $t = 1.816$; Significance = .000), ICT Competence ($\beta = .022$; $t = 1.201$; Significance = .005), Talent management ($\beta = .081$; $t = 1.256$; Significance = .005), Compensation/Employee benefits ($\beta = .231$; $t = 1.076$; Significant = .000), Work place safety ($\beta = .531$; $t = .987$; Significant = .001),

Training & Development ($\beta = .187$; $t = 2.087$; Significant = .005), are significant at $P > 0.05$. Therefore, the results show that the differences in achievement of Business Education Objectives in Colleges of Education in Southwest, Nigeria can be explained by information communication technology factors **and** human resource management practice, which means they are needed in the model. It means that information communication technology factors **and** human resource management practice had a positive influence on achievement of Business Education Objectives in Colleges of Education in Southwest, Nigeria. The empirical value of the F-value, which was calculated, is 6.599, which is significant at $p = 0.001$, then we can say that the F-value is statistically significant. The independent variable (information communication technology factors and human resource management practice) is statistically and significantly influence the dependent variable (achievement of Business Education Objectives in Colleges of Education in Southwest, Nigeria). Therefore, information communication technology factors **and** human resource management practice on achievement of Business Education Objectives in Colleges of Education in Southwest, Nigeria is statistically significant. In summary, both information communication technology factors **and** human resource management practice play important roles in influencing achievement of Business Education Objectives in Colleges of Education in Southwest, Nigeria, with human resource management practice having a relatively greater influence. These findings emphasize the significance of addressing both information communication technology factors and human resource management practice to foster the achievement of Business Education Objectives in Colleges of Education in Southwest, Nigeria.

4.4 Discussion of Findings

This research work was carried out to investigate information communication technology (ICT) factors and human resource management practice as determinants of achievement of Business Education Objectives in Colleges of Education in Southwest, Nigeria. Information communication technology factors were studied using three major practices which are ICT facilities, ICT integration, and ICT competence. Human resource management practice was examined using four indices which are Talent management, Compensation/Employee benefits, Work place safety and Training & Development. Achievement of Business Education Objectives in Colleges of Education in Southwest, Nigeria was treated as the dependent. In this section, previous studies related to the findings of this work were compared and contrasted.

The demographic findings of teachers showed that majority of them, 1404 (58.1%) are females, 1003 (41.5%) are within 41-50 years of age, 1315 (54.5%) have Bachelor's degree as their highest academic qualification and most of them, 788 (32.6%) have within 11-15 years of teaching experience. The result also corroborates that of the work on "Influence of Teacher Features on Instructional Quality in Public Secondary Schools in the South-West, Nigeria" which also noted that most teachers are females, have first degree (Bachelors) and above 10 years of educational experience¹. Another study on "Teacher's Characteristics and Implementation of National Curriculum for Secondary School Biology in Southwest, Nigeria" also showed that majority of teachers are females, have Bachelor's degree, above 10 years of teaching experience and above 40 years of age². These results are similar because they were probably both carried out in Southwest Nigeria.

The demographic findings of principals showed that majority of them, 369 (51.1%) are females, 368 (51.0%) are within 51-60 years of age, 389 (53.9%) have Bachelor's degree as their highest academic qualification and most of them, 293 (40.6%) have within 26-30 years of teaching experience. This result partially disagrees with the study on "Gender and Educational Qualification as Correlates of Principals' Performance in the Management of Senior Secondary Schools in Rivers State" which revealed that most principals are males, have Bachelor's degree and are less than 55 years of age³. The differences observed in the results could be because they were both conducted in different geo-political zones of the country. The findings is also not in line with that of a study which revealed that most principals in Oyo State, Southwest Nigeria are males, within 45 to 57 years of age having Post graduate degrees⁴. The differences observed in the result could be that this present study was conducted in the entire Southwest while the former study was carried out in only Oyo State.

The finding from research question one of the study (What is the level of Achievement of the Objectives Business Education in Colleges of Education in Southwest, Nigeria is low ($\bar{x} = 2.471$) as generally "disagreed" by the principals. This result partially agrees with that of a study on "Technology Mediated Instructions and Future Academic Achievement of NCE Business and Entrepreneurship Education Students⁵. The similarity observed in the result could be that this present study was conducted on the achievement of NCE Business while the former study was also carried out on Achievement of NCE Business education but of different scope. Also, the result completely disagrees with that of a study on "Digital Skills Acquired by Business Education Lecturers for Implementation of Business Education Curriculum in Colleges

of Educations of Education in Delta State”⁶. The differences observed in the result could be that this present study was conducted in the entire Southwest while the former study was conducted in Delta State in South south Nigeria.

The finding from research question two of the study (What is the level of ICT Factors (ICT Facilities, ICT Integration & ICT Competence) on the Objectives of Business Education in Colleges of Education in Southwe st, Nigeria?) clearly indicated that Informanction Communication Telecommunication (ICT) facilities is low ($\bar{x} = 2.343$), Informanction Communication Telecommunication (ICT) Integration is low ($\bar{x} = 2.290$) **and** Informanction Communication Telecommunication (ICT) Competency is low ($\bar{x} = 2.315$). In term of information communication telecommunication (ICT) facilities which is low, the result does not corroborate with that of “Impact of ICT Infrastructure, Financial Development, and Trade Openness on Economic Growth: New Evidence from Low and High-income Countries” which showed that ‘moderate level’ of business education curriculum in term of availabilities of facilities towards the achievement of objective of business of education in Southwest, Nigeria⁷. The differences observed in the result could be that this present study was conducted in the entire Southwest while the former study was carried out in Low and High-income Countries. Similarly, another study also confirms the result. The study was carried out on “Utilization of ICT Resources for Learning by Business Education Students in Colleges of Education”. The result was similar because they were all carried out in the collges of education⁸. In the same vein, informanction communication telecommunication (ICT) integration is low ($\bar{x} = 2.290$). This result does not corroborate with that Integration of Modern Technology in Business Education Curriculum of

College of Education for Students' Self Reliance in Kwara State, Nigeria" which showed that 'moderate level' of business education curriculum among college of education students' self reliance towards the objective of business of education in Southwest, Nigeria⁹. The differences observed in the result could be that this present study was conducted in the entire Southwest while the former study was carried out in only Kwara State. In term of the informanction communication telecommunication (ICT) competency is low ($\bar{x} = 2.315$), This result does not corroborate with "Evaluation of the Relevance of Information and Communication Technology (ICT) Competencies to the Effectiveness of Entrepreneurship Education in Polytechnics in Nigeria" which showed a moderate level of ICT competency on the objective of business education in Southwest, Nigeria¹⁰. The differences observed in the result could be that this present study was conducted in the entire Southwest colleges of education while the former was carried out in the Polytechnic. In addition to the above result which does not corroborate with "Competencies Useful to Business Educators for Effectiveness in ICT Related Businesses in Olamaboro Local Government Area of Kogi State" which showed a high level of ICT competency¹¹. The differences observed in the result could be that this present study was conducted in the entire Southwest colleges of education while the former was carried out in the Kogi State of Nigeria. Another study also confirms the result of a low level "Influence of ICT Capacity on Effective Utilization of ICT to Improve Organizational Performance of Learning Institutions: A Literature Review"¹². This study is in similar with the present study.

The finding from research question three of the study (What is the Status of Human Resource Management Practice (Talent Management, Compensation/Employee

Benefits, Workplace Safety and Training & Development in Colleges of Education?) clearly indicated that talent management ($\bar{x} = 2.766$), compensation/employee benefits ($\bar{x} = 2.518$) and the workplace safety ($\bar{x} = 2.748$) and training and development programme ($\bar{x} = 2.687$) are at “moderate level” in college of education in Southwest, Nigeria. The result corroborates that of a study which revealed moderate level of job security and job satisfaction as determinants of organizational commitment among University Teachers in Cross River State, Nigeria¹³. The differences observed in the result could be that this present study was conducted in the entire Southwest colleges of education while the former was carried out in the Cross River State University of Nigeria. This result is also supported by that of a study which revealed utilization of global workplace adaptations for enhanced academic staff productivity in Rivers State Universities¹⁴. The differences observed in the result could be that this present study was conducted in the entire Southwest colleges of education while the former was carried out in the University in River State, Nigeria. On the aspect of compensation/employee benefits, the result does not corroborate with “Effect of Remuneration and Achievement Motivation on Lecturer Performance in the Management Department, Faculty of Economics and Business which have a low level of remuneration on the lecturers¹⁵. The differences observed in the result could be that this present study was conducted in the entire Southwest colleges of education on secondary school teachers while the former was carried out among lecturers.

The test of hypothesis one clearly indicated a significant combined contribution of Information Communication Technology Factors (ICT facilities, ICT integration, ICT competence) and Human Resource Management Practice (Talent management,

compensation/employee benefits, work place safety and Training & Development) on achievement of Business Education Objectives in Colleges of Education in Southwest, Nigeria ($F_{8,1593} = 6.599, P < 0.05$). This result corroborates that of a study which revealed significant joint contribution of Availability and Utilization of New Technology Infrastructures for Teaching Business Education Courses in Ondo State Tertiary Institution¹⁶. The similarities observed in the result could be that both studies were carried out on the teaching of business education. Another study also revealed significant joint contribution of Strategies for Improving Quality use of ICT Tools in Office Technology and Management Programme in Polytechnics in Delta State for National Development¹⁷. A study also revealed significant joint Human Resource Management and Workplace on Objectives of Business Education in Africa: Current Research and Future Directions—evidence from South Africa and across the Continent¹⁸. Furthermore, a study on “Roles of Infrastructure and ICT Facilities in Enhancing Curriculum Implementation in Nigerian Tertiary Institutions” also revealed a significant joint influence of information communication technology facilities, integration, and competency on objective of business education in Southwest, Nigeria¹⁹. The findings is also in line with that of a study which showed significant joint contribution of work place, ICT facilities, competency, reward systems, training development, availability of compensation on teaching of business education River State, Nigeria²⁰. The differences observed in the result could be that this present study was conducted in the entire Southwest colleges of education on secondary school teachers while the former was carried out among lecturers in River State. The results also corroborates that of a study which revealed that influence of ICT Capacity, ICT Integration and workplace on

Effective Utilization of ICT to Improve Organizational Performance of Learning Institutions: A Literature Review jointly accounted for 76.6 percent of the total variance in objective of business education in Cross River State²¹.

The test of hypothesis two clearly indicated that the beta standardized coefficients and t-values for ICT facilities ($\beta = .101$; $t = 1.207$; Significance = .005), ICT integration ($\beta = .282$; $t = 1.816$; Significance = .000), ICT Competence ($\beta = .022$; $t = 1.201$; Significance = .005), Talent management ($\beta = .081$; $t = 1.256$; Significance = .005), Compensation/Employee benefits ($\beta = .231$; $t = 1.076$; Significant = .000), Work place safety ($\beta = .531$; $t = .987$; Significant = .001), Training & Development ($\beta = .187$; $t = 2.087$; Significant = .005), have significant individual or relative influence on teachers commitment at 0.05 level of significance. This result partially agrees with that of a study which revealed significant relative influence of adequacy and utilization of ICT resources for quality instructional delivery in business education in Universities in South-West Nigeria²². The similarities observed in the result could be that this present study was conducted in the entire Southwest while the former study was also carried out in Southwest, Nigeria. The differences observed in the result could be that this present study was conducted in the colleges of education in the entire Southwest while the former study was carried out in the university in Southwest, Nigeria. This result is partially supported by that of a study which revealed that the role of organizational commitment in the relationship between human resource management practices and competitive advantage is relatively significant to objectives of business education Jordanian private Universities²³.

Endnote

1. O. I. Awolola & C. O. Alabi, *Influence of Teacher Features on Instructional Quality in Public Secondary Schools in the South-West, Nigeria*, **African Journal of Education and Practice**, 8(2), 2022, 1-14. ISSN 2519-0296 (Online)
2. V. Oadeuya, *Teacher's Characteristics and Implementation of National Curriculum for Secondary School Biology in Southwest, Nigeria*, **Commonwealth Journal of Academic Research (CJAR.EU)**, 1(9), 2020, 1-9. ISSN: 2708-4841(Print), 2708-7042 (Online)
3. O. B. A. Walson & U. C. Vita-Agundu, *Gender and Educational Qualification as Correlates of Principals' Performance in the Management of Senior*

Secondary Schools in Rivers State, **International Journal of Studies in Education**, 19(3), 2023, 140-155. <https://ijose.unn.edu.ng>

4. B. F. Olowo, C. O. Fashiku, F. O. Alabi & A. S. Adelokun, *Principals' Leadership Characteristics: An Indispensable Tool for Teachers' Effectiveness in Southwestern Nigeria Secondary Schools*, **Educational Leader (Pemimpin Pendidikan)**, 8(1), 2020, 17-44.

<https://ejournal.um.edu.my/index.php/PEMIMPIN/issue/view/1728/545>

18. A.U. Zango, & A. S. Mahmoud *Technology Mediated Instructions and Future Academic Achievement of NCE Business and Entrepreneurship Education Students*. **Nigerian Journal of Business Education** 11 (2) 2024, 80-87. ISSN: 2408-4816 ONLINE & PRINT

19. C. I. Okoli & J. A. Okolo: *Digital Skills Acquired by Business Education Lecturers for Implementation of Business Education Curriculum in Colleges of Educations of Education in Delta State* **Nigerian Journal of Business Education** 11 (2) 2024, 8-13. ISSN: 2408-4816 Online & Print

20. R. Kumari & S. K. Singh: *Impact of ICT Infrastructure, Financial Development, and Trade Openness on Economic Growth: New Evidence from Low- and High-income Countries*. **Journal of the Knowledge Economy** 15, 2024, 7069–7098. <https://doi.org/10.1007/s13132-023-01332-7> 13

21. A.F. Ademiluyi & O.O. Olawuyi: *Utilization of ICT Resources for Learning by Business Education Students in Colleges of Education*. **KWASU Journal of the Business of Education**, 3 (1) 2020

22. M.O. Ogungbo, I.O. Oniyide, J. A . Abbas & I . K. Abdulraheem. *Integration of Modern Technology in Business Education Curriculum of College of Education for Students' Self Reliance in Kwara State*. **Educational Perspectives**, 13(1), 2024, 239 - 247.

23. O. Iheukwumere & Chinwe-Edozie: *Evaluation of the Relevance of Information and Communication Technology (ICT) Competencies to the Effectiveness of Entrepreneurship Education in Polytechnics in Nigeria*. **Nigerian Journal of Business Education** 11 (2) 2024 ,115-122, ISSN: 2408-4816 Online & Print

24. D. Salifu: *Competencies Useful to Business Educators for Effectiveness in ICT Related Businesses in Olamaboro Local Government Area of Kogi State Nigeria* **Journal of Business Education** 7 (1) October 2020, 92-102
25. C.O. Nyambane & D. M.Nzuki, *Influence of ICT Capacity on Effective Utilization of ICT to Improve Organizational Performance of Learning Institutions: A Literature Review*. **European Scientific Journal** 15(31) November, 2019, 264. ISSN: 1857 – 7881 (Print) e - ISSN 1857- 7431 <http://dx.doi.org/10.19044/esj.2019.v15n31p264>
26. C. P. Akpan: *Job Security and Job Satisfaction as Determinants of Organizational Commitment Among University Teachers In Cross River State, Nigeria*, **British Journal of Education** 1, No.2, 82-93, December 2013
27. O. T. Amie-Ogan, V. J.Epelle, & O. C. Oguru. *Utilization of Global Workplace Adaptations for Enhanced Academic Staff Productivity in Rivers State Universities*.**International Journal of Social Sciences and Management studies**. 2(1), Jan-March Edition, 2023, 24-40; ISSN- 2971-5679
28. F. Leuhery, & H. Nahumury. *Effect of Remuneration and Achievement Motivation on Lecturer Performance in the Management Department, Faculty of Economics and Business Universitas Pattimura, Ambon City*. **International Journal of Research and Review**. 9, Issue 9; September 2022. E-ISSN: 2349-9788; P-ISSN: 2454-2237 DOI: <https://doi.org/10.52403/ijrr.20220922>
29. A. A. Oluwadare, B. M. Adekunle, and O. O. Ebiniyi, "Availability and Utilization of New Technology Infrastructures for Teaching Business Education Courses in Ondo State Tertiary Institution," **Nigerian Journal of Business Education**, 6 (2), 2019, 392-404.
30. E. F. Idele and V. Paul-Mgbeafulik, "Strategies for Improving Quality use of ICT Tools in Office Technology and Management Programme in Polytechnics in Delta State for National Development,"**Nigerian Journal of Business Education**, 5(2), 2019, 77-85.
31. H. Collins, &Y. McNulty, *Insider Status: Reframing Researcher Positionality in International Human Resource Management Studies*. **German Journal of Human Resource Management**, 34(2), 2020. 202-227
32. M. F. Ohaire-Udebu & E. J. Chukwuemeka (2024), *Roles of Infrastructure and ICT Facilities in Enhancing Curriculum Implementation in Nigerian Tertiary Institutions*. **British Journal of Contemporary Education**, 4(2), 2024 <https://doi.org/10.52589/BJCE-C8D8CONZwww.abjournals.org>

33. C.O. Nyambane & D. M.Nzuki, *Influence of ICT Capacity on Effective Utilization of ICT to Improve Organizational Performance of Learning Institutions: A Literature Review*. **European Scientific Journal** 15(31) November, 2019, 264. ISSN: 1857 – 7881 (Print) e - ISSN 1857- 7431 <http://dx.doi.org/10.19044/esj.2019.v15n31p264>
34. R. Kumari & S. K. Singh: *Impact of ICT Infrastructure, Financial Development, and Trade Openness on Economic Growth: New Evidence from Low- and High-income Countries*. · **Journal of the Knowledge Economy** 15, 2024, 7069–7098. <https://doi.org/10.1007/s13132-023-01332-7> 13.
35. J. I. Ezenwafor and G. M.Soneye, "Adequacy and utilization of ICT resources for quality instructional delivery in business education in Universities in South-West Nigeria," **International Journal of Innovative Information Systems and Technology Research**, 6(1), 2018, 28-37
36. H. Alserhan, &M. Shbail, *The Role of Organizational Commitment in the Relationship between Human Resource Management Practices and Competitive Advantage in Jordanian Private Universities*. **Management Science Letters**. 10(16), 2020. 3757-3766.

Chapter Five Conclusion

This chapter presents the summary of findings; conclusion and recommendations based on the findings, contribution to knowledge and suggested area for further research.

5.1 Summary of Findings

This research work was carried out to investigate entrepreneurship education, ICT competencies on SMEs among students of business education in colleges of education, Southwest, Nigeria. The demographic findings of teachers showed that 611 (38.4%) of the teachers are males while 982 (61.6%) are females. This showed a higher number of female to male teachers in public secondary schools in Southwest, Nigeria which could imply that females are more interested, willing or readily available to teach than males in the region. In terms of their age, 229 (14.4%) of the teachers are within 20-30 years of age, 375 (23.5%) are within 31-40 years of age, 603 (37.8%) are within 41-50 years of age, 284 (17.8%) are within 51-60 years of age, while the remaining 102 (06.4%) are 61 years of age and above. This could imply that majority of the teachers are in their mid-age which could imply they still have the strength to teach. Results also showed that 41 (02.6%) have NCE as their highest academic qualification, 60 (03.8%) have Diploma as their highest academic qualification, 815 (51.2%) have Bachelor's degree as their highest academic qualification, 55 (03.4%) have Post Graduate Diploma (PGD) as their highest academic qualification, 543 (34.1%) have Master's degree as their highest academic qualification, while the remaining 79 (05.0%) have MPhil/ Doctorate degrees as their highest academic qualification. This result implies that majority of the teachers are not only

university graduates but also educated to the post graduate level. Lastly, results showed that 48 (03.0%) have 1-5 years of teaching experience, 389 (24.4%) have within 6-10 years of experience, 388 (24.4%) have within 11-15 years of teaching experience, 628 (39.4%) have within 16-20 years of teaching experience, 100 (06.3%) have within 21-25 years of teaching experience, 30 (01.9%) have within 26-30 years of teaching experience, while the remaining 10 (0.6%) have within 31 years and above teaching experience. This result implies that majority of the teachers have at least 11 years of teaching experience which is good for secondary school education.

In addition, it shows that 453 (42.7%) of the principals are males while 608 (57.3%) are females. This showed a higher number of female to male principals in public secondary schools in Southwest, Nigeria. Since there are more female to male teachers then there is every likelihood of more female to male principals since its teachers that eventually get promoted to the post of principal ship. In terms of their age, 40 (3.8%) of the principals are within 31-40 years of age, 311 (29.3%) are within 41-50 years of age, 568 (53.8%) are within 51-60 years of age while the remaining 242 (22.8%) are 61 years of age and above. This could imply that majority of the principals are in well advanced in age which may suggests they are matured and hugely experienced. Results also showed that 489 (46.1%) have Bachelor's degree as their highest academic qualification, 171 (16.1%) have Post Graduate Diploma (PGD) as their highest academic qualification, 318 (29.9%) have Master's degree as their highest academic qualification, while the remaining 83 (07.8%) have MPhil/ Doctorate degrees as their highest academic qualification. This result implies that majority of the principals are not only university graduates but also educated to the post graduate level.

Lastly, results also showed that 15 (01.4%) have within 11-15 years of educational experience, 55 (05.2%) have within 16-20 years of educational experience, 380 (35.8%) have within 21-25 years of educational experience, 523 (49.3%) have within 26-30 years of educational experience, while the remaining 88 (08.3%) have within 31 years and above teaching experience. This result implies that majority of the principals have at least 21 years of educational experience which is very good for principal ship in secondary school education.

The finding from research question one revealed that the Achievement of the Objectives Business Education in Colleges of Education in Southwest, Nigeria is low as generally “disagreed” by the principals at the weighted mean ($\bar{x} = 2.471$)

The finding from research question two of the study clearly indicated that Informanction Communication Telecommunication (ICT) facilities is low ($\bar{x} = 2.343$), Informanction Communication Telecommunication (ICT) Integration is low ($\bar{x} = 2.290$) **and** Informanction Communication Telecommunication (ICT) Competency is low ($\bar{x} = 2.315$) on the objectives of business education in Southwest, Nigeria

The finding from research question three of the study clearly indicated that talent management ($\bar{x} = 2.766$), compensation/employee benefits ($\bar{x} = 2.518$) and the workplace safety ($\bar{x} = 2.748$) and training and development programme ($\bar{x} = 2.687$) are at “moderate level” in the achievement of objective of business education in college of education in Southwest, Nigeria.

Test of hypothesis one showed a significant combined influence of Information Communication Technology Factors (ICT facilities, ICT integration, ICT competence) and Human Resource Management Practice (Talent management,

compensation/employee benefits, work place safety and Training & Development) on achievement of Business Education Objectives in Colleges of Education in Southwest, Nigeria ($F_{8,1593} = 6.599, P < 0.05$).

The test of hypothesis two clearly indicated that the beta standardized coefficients and t-values for ICT facilities ($\beta = .101; t = 1.207; \text{Significance} = .005$), ICT integration ($\beta = .282; t = 1.816; \text{Significance} = .000$), ICT Competence ($\beta = .022; t = 1.201; \text{Significance} = .005$), Talent management ($\beta = .081; t = 1.256; \text{Significance} = .005$), Compensation/Employee benefits ($\beta = .231; t = 1.076; \text{Significant} = .000$), Work place safety ($\beta = .531; t = .987; \text{Significant} = .001$), Training & Development ($\beta = .187; t = 2.087; \text{Significant} = .005$), have significant individual or relative influence on the achievement of objective of business education at 0.05 level of significance.

5.2 Conclusion

This research work examined information communication technology, human resources management practices and achievement of objective of business education in colleges of education, Southwest, Nigeria. Majority of the principals are female and well advanced in age which may suggest they are matured and hugely experienced. Majority of the school principals have Bachelor's degree as their highest academic qualification and 11-15 years of teaching experience and within 51-60 years of age. It can be concluded that there is also female dominance in the managerial affairs of Southwest public secondary school education.

Achievement of the Objectives Business Education in Colleges of Education in Southwest, Nigeria is low. It was also revealed that the Information Communication Telecommunication (ICT) facilities is low, Information Communication

Telecommunication (ICT) Integration is low **and** Informanction Communication Telecommunication (ICT) Competency is low on the objectives of business education in Southwest, Nigeria. It could be concluded the Information Communication Technology is very low in achieving the objective of business education. It was also shown that ICT facilities, ICT integration **and** the ICT competency were low in achieving the objectives of the objective of business education in Southwest, Nigeria. It can be concluded that the level of ICT facilities as well as ICT integration and ICT competency for lecturers use and in achieving the objective of business of education is at a low state in the region.

Furthermore, it was concluded that talent management, compensation/employee benefits, the workplace safety and training and development programme are at “moderate level” in the achievement of objective of business education in college of education in Southwest, Nigeria.

Findings of the study also showed joint influence of Information Communication Technology Factors (ICT facilities, ICT integration, ICT competence) and Human Resource Management Practice (Talent management, compensation/employee benefits, work place safety and Training & Development) on achievement of Business Education Objectives in Colleges of Education in Southwest, Nigeria ($F_{8,1593} = 6.599, P < 0.05$). It can conclude that the Information Communication Technology Factors and Human Resource Management Practice practices have significant contribution to achievement of Business Education Objectives in Colleges of Education in Southwest, Nigeria. Based on the above findings, it can therefore be concluded that the low level of the availability of the Information Communication Technology ICT facilities, integration as well as the competence and the moderate level

of human resources management practice affected the achievement of the objective of business education in colleges of education in Southwest, Nigeria.

5.3 Recommendations

1. Based on the summary of findings and conclusions, the following recommendations are therefore stated:

- a. Based on the findings indicating a commendable level of achievement of objectives of business education in colleges of Education, Southwest, Nigeria, it is recommended that government and stakeholders in education establish a formal system for recognizing and revisit of the business education curriculum to suit the needs of the society
- b. Considering the varying levels of safety in our workplace across different dimensions within colleges of education Southwest, Nigeria, there is a need to develop a comprehensive safety training programme for both lecturers and students, focusing on preventive measures, emergency response protocols, and awareness of potential safety hazards in order to achieve the objectives of business education
- c. In regarding the compensation and reward system, government should conduct a periodic review of lecturers in colleges of education as well as business studies teachers' compensation packages to ensure they remain competitive and aligned with economic trends and standards which include awards, certificates, or other forms of acknowledgment to celebrate and incentivize dedication among

teachers. This review process should involve input from stakeholders, including teachers' associations, to advocate for fair and equitable remuneration for educators.

- d. There is a need for implementation of the Information Communication Technology (ICT) facilities to suit the achievement of objective of business education in the colleges of education. The government and educational stakeholders should do all they can to ensuring that ICT working facilities are provided till they are adequate for lectures in the colleges of education as well as the business education teachers and students. They should allocate more funds to the provision of ICT infrastructures, instructional facilities and equipping the physical environment. Boreholes should be constructed in the environment to ensure regular water supply, Wi-Fi, electricity and canteens that subsidize meals for teachers should be provided as these can boost the achievement of the objectives of business education.

5.4 Contribution to Knowledge

This research has added to knowledge conceptually, theoretically and empirically as discussed below:

1. Theoretical Contribution

This study was anchored on three theories, namely; motivational theory, innovation diffusion theory and self determination theory. The theories supported the notion of Information Communication Technology Factors, Human Resource Management Practice on the achievement of objective of business education in colleges

of education, Southwest, Nigeria. This study has thus contributed theoretically by providing useful and relevant application of the above theories to the study on “Information Communication Technology (ICT) and Human Resources Management Practice on the achievement of objectives of business education in Colleges of Education, Southwest, Nigeria.” other than the way they were used in previous studies. Many similar studies in the past did not use the above theories to support the influence of the independent variables on the dependent variable.

2. Conceptual Contribution

This study has contributed to knowledge conceptually by providing a better insights and clarification of useful concepts (such as ICT facilities, ICT integration, ICT competency, workplace, compensation, training and development programm) beyond that used in prior studies. Most of the above concepts were demystified and simplified better than the way they were defined in previous studies.

3. Empirical Contribution

A thorough search of literature showed a dearth of studies on the joint influence of Information Communication Technology Factors, Human Resource Management Practice practices on Achievement of objectives of Business Education in Colleges of Education, Southwest, Nigeria. This study has contributed empirically to knowledge by establishing that there exists a joint and relative significant influence of Information Communication Technology Factors and Human Resource Management Practice

practices on the Achievement of objective of Business Education in Colleges of Education, Southwest, Nigeria thus closing the identified gap in knowledge.

5.5 Suggested Areas of Further Research

In subsequent studies, qualitative research approach which involve the use of in-depth interviews, case studies and focus group discussions can be adopted to provide qualitative information on the research topic. Mixed study research design can therefore be used in another study. The demographic variables of the lecturers and students and other demographic characteristics of lecturers apart from teachers and principals may be considered in subsequent studies. This would help to see if there exists significant moderating influence lecturers' age, educational experience and qualifications on the relationship among Information Communication Technology Factors and Human Resource Management Practice practices on achievement of objectives of Business Education in Colleges of Education, Southwest, Nigeria. Other aspects of higher education such as universities can be used in subsequent studies. More indices of Information Communication Technology Factors and Human Resource Management Practice practices could be used in further studies.

Bibliography

- Abatan O.. *Examining the Policy Framework for Skill Acquisition and Entrepreneurship Training Programmes in the Gambia*. **International Journal of Development Strategies in Humanities, Management and Social Sciences**. (JDSHMSS) 13(2) 2023, 302 – 334, p-ISSN: 2360-90361/e-ISSN: 2360-9044
- Abdullah N. N., &M. B. Othman, *Examining the Effects of Intellectual Capital on the Performance of Malaysian Food and Beverage Small and Medium-sized Enterprises*. **Technology (IJCIET)**, 10(2), 2019. 135-143
- Abdulrahman O. I., "Information and Communication Technology Utilization, Quality Assurance Practices and Academic Staff Effectiveness in South-west Nigerian Polytechnics," *Postgraduate Thesis, University of Ilorin, Nigeria*, 2018.
- Acosta-Prado J. C., O. H López-Montoya, C. SanchisPedregosa, &R. A. Zárate-Torres, *Human Resource Management and Innovative Performance in Nonprofit Hospitals: The Mediating Effect of Organizational Culture*. **Frontiers in Psychology**, 11, 2020, 1422.
- Acquah H. E. A., N. A. Sakodie, B. Enoch, L. Adams, B. N. A. Djanie & J. Nunoo:*Influence of Organizational Culture on Employee Commitment: Evidence from Environmental Protection Agency in Ghana*. **International Journal of Technology and Management Research** 5(3), 2020, 45-57
<https://doi.org/10.47127/ijtmr.v5i3.100>
- Adebayo F. O., & S. Ileuma: *School Safety Factors: A Necessary Condition for Job Commitment of Secondary School Teachers in Nigeria*. **British Journal of Education, Learning and Development Psychology**. 6 (Issue 3), 2023, 100-109, DOI: 10.52589/BJELDP-WEDZJFGZ DOI URL: <https://doi.org/10.52589/BJELDP-WEDZJFGZ>www.abjournals.orgISSN: 2682-6704
- Adeboye N. A *Strategies for the Integration of Technology into Business and Entrepreneurship Education*, **Nigerian Journal of Business Education** 11 (2) 2024 ,18-23 ISSN: 2408-4816 Online & Print
- Adedeji A., O., Opeyemi, & O., Rapheal, *Business Climate Factors affecting Economic Growth of Small Scale Construpreneurs in Nigeria*. **International Journal of Innovative Technology and Exploring Engineering**, 9(4), 2020.1597-1606, <https://doi.org/10.35940/ijitee.a4635.029420>.

- Adeleke A. A., and A. A. Ambail: *School Safety Measures and Teachers' Quality of Work Life in Lagos State Model Colleges, Nigeria*, **Islamic University Multidisciplinary Journal IUMJ**, 6 (2), 2019, 70, <https://iuiu.ac.ug/journaladmin/iumi/ArticleFiles/75683.pdf>
- Ademiluyi A.F. & Olawuyi O.O: *Utilization of ICT Resources for Learning by Business Education Students in Colleges of Education*. **KWASU Journal of the Business of Education**, 3 (1) 2020
- Ademiluyi A.F. & O.O. Olawuyi: *Utilization of ICT Resources for Learning by Business Education Students in Colleges of Education*. **KWASU Journal of the Business of Education**, 3 (1) 2020
- Ademiluyi A.F. & O.O. Olawuyi: *Utilization of ICT Resources for Learning by Business Education Students in Colleges of Education*. **KWASU Journal of the Business of Education**, 3 (1) 2020
- Adeniyi A. O., E., Derera, & V., Gamede, *Entrepreneurial self-efficacy for entrepreneurial readiness in a developing context: A survey of exit level students at TVET Institutions in Nigeria*. **SAGE Open**, 12(2), 2022. 21582440221095059, <https://doi.org/10.1177/21582440221095059>.
- Adisa A. Y., Y. Suleiman, M. A. Ishola & E. H. Muchilwa: *Relationship Between Workplace Behaviour and Staff Job Performance in Private Secondary Schools in Ilorin West Local Government, Kwara State, Nigeria*. **Journal of Education in Black Sea Region**, 7 (1) 2021, DOI: <https://doi.org/10.31578/jeps.v7i1.247>
- Adisa A. Y., Y. Suleiman, M. A. Ishola & E. H. Muchilwa: *Relationship Between Workplace Behaviour and Staff Job Performance in Private Secondary Schools in Ilorin West Local Government, Kwara State, Nigeria*. **Journal of Education in Black Sea Region**, 7 (1) 2021, DOI: <https://doi.org/10.31578/jeps.v7i1.247>
- Adjeikwame R.. *The Impact that Fringe Benefits have on Job Satisfaction and Employee Engagement at Sinapi Aba Savings and Loans Limited (SASL)*. **International Journal of Advanced Engineering Research and Science**, 6 (7), 2019, 558 – 576 <https://doi.org/10.22161/ijaers.6763>
- Agbim K. C., *Determining the contributory factors to successful succession and post-succession performance of family-owned SMEs in South Eastern Nigeria*. **International Entrepreneurship Review**, 5(2), 2019. 53, <https://doi.org/10.15678/ier.2019.0502.04>.

- Ajie-Uche G.: *Information and Communication Technology Competencies Required by Lecturers for the Realization of the Objectives of Business Education in Nigeria*. **Nigerian Journal of Business Education (NIGJBED)** 3 (1), 2016
- Ajuluchukwu E.N., &R.I. Osakwe, *Information and Communication Technology and Employability Potentials among Undergraduate Business Education Students: Towards preparing Students for Global Competitiveness*. **Nigerian Journal of Business Education**, 6(1) 2019. 256-264.
- Akenroye T. O., J. D., Owens, J., Elbaz, & O. A., Durowoju, *Dynamic capabilities for SME participation in public procurement*. **Business Process Management Journal**, 26(4), 2020. 857-888, <https://doi.org/10.1108/bpmj-10-2019-0447>.
- Akpan C. P.: *Job Security and Job Satisfaction as Determinants of Organizational Commitment Among University Teachers In Cross River State, Nigeria*, **British Journal of Education** 1, No.2, 82-93, December 2013
- Akparorue O. S. , O. A-R. Omotayo & A. A. Ajala. *Occupational Health and Safety Practices and Public Sector Commitment of Lagos State Health Service Commission [LSHSC], Lagos State, Nigeria*. **International Journal of Development and Management Review**. 16 (1) (2021)
- Akwei C., & C., Nwachukwu, *An exploration of contextual factors affecting the nexus of competitive strategy and human resource management practices in Nigeria emerging economy context*. **The International Journal of Human Resource Management**, 34(16), 2023. 3079-3122, <https://doi.org/10.1080/09585192.2022.2104128>.
- Alamri H., V., Lowell, W., Watson, & S. L., Watson, *Using Personalized Learning as an Instructional Approach to Motivate Learners in Online Higher Education: Learner Self-Determination and Intrinsic Motivation*. **Journal of Research on Technology in Education**, 52(3), 2020, 322-352. <https://doi.org/10.1080/15391523.2020.1728449>.
- Alserhan H., &M. Shbail, *The role of organizational Commitment in the Relationship between Human Resource Management Practices and Competitive Advantage in Jordanian Private Universities*. **Management Science Letters**, 10(16), 2020. 3757-3766.
- Alserhan H., &M. Shbail, *The Role of Organizational Commitment in the Relationship between Human Resource Management Practices and Competitive Advantage*

in Jordanian Private Universities. **Management Science Letters**. 10(16), 2020. 3757-3766.

Alshare K., & M.F. Sewailem, *A Gap Analysis of Business Students' Skills in the 21st century: A Case Study of Qatar*. **Academy of Educational Leadership Journal**, 22(1) 2018. 1-22.

Amegayibor G. K.,, *The effect of demographic factors on employees' performance: A case of an owner-manager manufacturing firm*. **Annals of Human Resource Management Research**, 1(2), 2021. 127-143, <https://doi.org/10.35912/ahrmr.v1i2.853>.

Amie-Ogan O. T., V. J. Epelle, & O. C. Oguru. *Utilization of Global Workplace Adaptations for Enhanced Academic Staff Productivity in Rivers State Universities*. **International Journal of Social Sciences and Management Studies**. 2(1), Jan-March Edition, 2023, 24-40; ISSN- 2971-5679 130.

Amie-Ogan O. T., V. J. Epelle, & O. C. Oguru. *Utilization of Global Workplace Adaptations for Enhanced Academic Staff Productivity in Rivers State Universities*. **International Journal of Social Sciences and Management studies**. 2(1), Jan-March Edition, 2023, 24-40; ISSN- 2971-5679

Amie-Ogan O. T., V. J. Epelle, & O. C. Oguru. *Utilization of Global Workplace Adaptations for Enhanced Academic Staff Productivity in Rivers State Universities*. **International Journal of Social Sciences and Management studies**. 2(1), Jan-March Edition, 2023, 24-40; ISSN- 2971-5679

Anoke, A. F., Onu, A. N., & Agagbo, O. C., *Managerial Competencies and Growth of Small and Medium Enterprise (SMEs) in Abuja Metropolis, Nigeria*. **International Journal of Financial, Accounting, and Management**, 4(3), 2022. 255-268, <https://doi.org/10.35912/ijfam.v4i3.811>

Anosike P., & S., Oluwatobi, *Higher education contexts of entrepreneurship education outcomes in sub-Saharan Africa*. 2021, <https://doi.org/10.33423/jhetp.v2i1i3.4151>.

Ansah E. W., J. K. Mintah & J. K. Ogah. *Psychosocial Safety Climate Predicts Health and Safety Status of Ghanaian Fuel Attendants*. **Universal Journal of Public Health**. 6 (2), 2018, 63-72. DOI:10.13189/ujph.2018.060205

Anwa K. r, *Leading Construction Project Teams: The Effectiveness of Transformational Leadership in Dynamic Work Environments in Kurdistan*. **International**

Journal of Advanced Engineering, Management and Science, 3(10), 239925. 2017.

Ashraf J., S., Ali & S., A. Abbasi. *Impact of Reward on Employee Performance in the Workplace*. **International Review of Management and Business Research**. 12 Issue.1, 2023, 53 – 60 www.irnbrjournal.com

Ashraf M. A.. *Demographic Factors, Compensation, Job Satisfaction and Organizational Commitment in Private University: An Analysis using SEM*. **Journal of Global Responsibility, Ahead-of-p (ahead-of-print)**. <https://doi.org/10.1108/jgr-01-2020-0010>

Asikhia O., & V., Naidoo, *Assessment of the moderating effects of Nigerian market environment on the relationship between management success determinants and SMEs' performance*. **Problems and Perspectives in Management**, 18(4), 2021. 388, [https://doi.org/10.21511/ppm.18\(4\).2020.31](https://doi.org/10.21511/ppm.18(4).2020.31).

Assen M. F. V *Training, Employee Involvement and Continuous Improvement – the Moderating Effect of a Common Improvement Method*. **Production Planning control, The Management of Operation** 32 (2) 2021, 132-144 <https://doi.org/10.1080/09537287.2020.1716405>

Awolola O. I. & C. O. Alabi, *Influence of Teacher Features on Instructional Quality in Public Secondary Schools in the South-West, Nigeria*, **African Journal of Education and Practice**, 8(2), 2022, 1-14. ISSN 2519-0296 (Online)

Baako I. & Abroampa W. K.: *Research Trends on ICT Integration in Education: A Bibliometric Analysis*. **Cogent Education** 10 (2) 2023 <https://doi.org/10.1080/2331186X.2023.2281162>

Bazkiaei H. A., L. H., Heng, N. U., Khan, R. B. A., Saufi, & R. S. R., Kasim, *Do entrepreneurial education and big-five personality traits predict entrepreneurial intention among universities students?*. **Cogent Business & Management**, 7(1), 2020. 1801217, <https://doi.org/10.1080/23311975.2020.1801217>.

Beinicke A. & T. Bipp: *Evaluating Training Outcomes Incorporate e learning and Classroom Training*. 11 (3), 2018, 501 -528

Birou L., K. Green & R. Inman. *Sustainability Knowledge and Training: Outcome and Firm PPerformance*. **Journal of Manufacturing Technology Management**. 30 (2)2019, 294 – 311

- Brière M., J., Le Roy, & O., Meier, *Linking servant leadership to positive deviant behavior: The mediating role of self-determination theory*. **Journal of Applied Social Psychology**, 51(2), 2021. 65-78, <https://doi.org/10.1111/jasp.12716>.
- Brimah B. A., R. O., Rabiū, A. G., Bamidele, & M. O., Sheu, *Fostering Entrepreneurial Mentoring Culture for Sustainable Leadership Performance in Nigeria: Evidence from Selected SMEs in Ilorin Metropolis*. 2020, [https://doi.org/10.21272/bel.4\(3\).73-80.2020](https://doi.org/10.21272/bel.4(3).73-80.2020).
- Caraiani C., C. I. Lungu, C. Dascalu & C. A. Stoian: *The Impact of Telework on Organizational Performance, Behaviour and Culture: Evidence from Business Services Industry Based on Employees' Perceptions* **Economic Research-Ekonomska Istrazivanja**. 36 (2) 2023 <https://doi.org/10.1080/1331677X.2022.2142815>
- Chukwu E., A., Adu-Baah, M., Niaz, U., Nwagwu, & M. U., Chukwu, *Navigating Ethical Supply Chains: The Intersection of Diplomatic Management and Theological Ethics*. **International Journal of Multidisciplinary Sciences and Arts**, 2(1), 2023. 127-139, <https://doi.org/10.46799/ajesh.v2i9.118>.
- Claxton G. , P. Hosie & P. Sharma: *Toward an Effective Occupational Health and Safety Culture: A Multiple Stakeholder Perspective*. **Journal of Safety Research**. 82, September 2022, 57-67. <https://doi.org/10.1016/j.jsr.2022.04.006>
- Collins C. J., *Expanding the Resource Based View Model of Strategic Human Resource Management*. **The International Journal of Human Resource Management**, 32(2), 2021. 331-358.
- Collins C. J., *Expanding the resource based view model of strategic human resource management*. **The International Journal of Human Resource Management**, 32(2), 2021. 331-358.
- Collins H., &Y. McNulty, *Insider Status: Reframing Researcher Positionality in International Human Resource Management Studies*. **German Journal of Human Resource Management**, 34(2), 2020. 202-227
- Collins H., &Y. McNulty, *Insider Status:(Re) framing Researcher Positionality in International Human Resource Management Studies*. **German Journal of Human Resource Management**, 34(2), 2020. 202-227.

- Cooke F. L, Schuler R., & Varma A., *Human Resource Management Research and Practice in Asia: Past, Present and Future*. **Human Resource Management Review**, 30(4), 2020. 100778.
- Dachner A.M., J.E. Ellingson, R.A.Noë & B.,M.Saxton: The Future of Employee Development **Human Resource Management Review** 31, Issue 2, June 2021, 100732 <https://doi.org/10.1016/j.hrmr.2019.100732>
- Daghi A., G. Gencdal & Z. Gokalp: *The Relationship between Physical Conditions of School Buildings and Organizational Commitment According to Teachers' Perceptions*. **World Journal of Education** 9, (2); 2019,doi:10.5430/wje.v9n2p166 URL: <https://doi.org/10.5430/wje.v9n2p166>, ISSN 1925-0746 E-ISSN 1925-0754
- Daghi, G. Gencdal & Z. Gokalp: *The Relationship between Physical Conditions of School Buildings and Organizational Commitment According to Teachers' Perceptions*. **World Journal of Education** 9, (2); 2019,doi:10.5430/wje.v9n2p166 URL: <https://doi.org/10.5430/wje.v9n2p166>, ISSN 1925-0746 E-ISSN 1925-0754
- De Zayas D., & J., Matusitz, *Understanding the Dissemination of ISIS Beheading Videos through the Diffusion of Innovations (DoI) theory*. **Journal of Policing, Intelligence and Counter Terrorism**, 16(3), 2021. 205-222, <https://doi.org/10.1080/18335330.2021.1892168>.
- Duru I. U., M. A. Eze, A. Yusuf, A. A.Udo, & A. S. Saleh. *Effect of Reward Systems on Workers' Performance at the University of Abuja*. **Asian Journal of Social Sciences and Management Studies**, 10(1), 2023, 9–18. 10.20448/ajssms.v10i1.4391
- Effectiveness A. of Teleconferencing in Nigerian Universities: A Descriptive Approach*. **International Journal of u- and e- Service, Science and Technology**, 11(3), 2018. 27-38.
- Elnagal A. & A. Imran: *The Effect of Training on Employee Performance*, **European Journal of Business and Management**, 5, (4), 2013, ISSN 2222-1905 (Paper) ISSN 2222-2839 (Online)
- Eric K., & R. Claude : *Internal Organizational Factors and Financial Performance of Cooperatives in Rwanda: A Case of Zigama CSS*; **International Journal of Scientific and Research Publications (IJSRP)** 10 (07), 2020, 902-918 ISSN: 2250-3153, DOI: <http://dx.doi.org/10.29322/IJSRP.10.07.2020.p103102>

- Ezenwafor J. I. and G. M.Soneye, "*Adequacy and Utilization of ICT Resources for Quality Instructional Delivery in Business Education in Universities in South-West Nigeria*," **International Journal of Innovative Information Systems and Technology Research**, 6(1), 2018, 28-37
- Ezenwafor J. I. and G. M.Soneye, "*Adequacy and utilization of ICT resources for quality instructional delivery in business education in Universities in South-West Nigeria*," **International Journal of Innovative Information Systems and Technology Research**, 6(1), 2018, 28-37
- Fernández-Zubieta A., *Diffusion of innovation, innovation studies, and innovation policies: cross-fertilisation to improve smart specialisation strategies (S3)*. **Innovation: The European Journal of Social Science Research**, 2023.1-30, <https://doi.org/10.1080/13511610.2023.2208295>.
- Ferrer J., A., Ringer, K., Saville, M., A Parris, & K., Kashi, *Students' motivation and engagement in higher education: The importance of attitude to online learning*. **Higher Education**,1-22, 2020, <https://doi.org/10.1007/s10734-020-00657-5>.
- Fomunyam K. G., *The Role of Information and Communication Technology in Tertiary Education in Africa*. **International Journal of Civil Engineering and Technology**, 10(12), 2019. 60-69.
- Gallardo-Gallardo E., M. Thunnissenb & H.Scullion: *Talent management: Context Matters*: **The International Journal of Human Resources Management**, 31 (4), 2020, 457-473 <https://doi.org/10.1080/09585192.2019.164264>
- Giday D.G. & P.Elantheraiyan: *A Study on the Effect of Training on Employees Performance in the Case of Mekelle City, Tigray, Ethiopia*, **Social Sciences & Humanities Open** 8, issues 1, 2023, 100567, <https://doi.org/10.1016/j.ssaha.2023.100567>
- Guan X. & S. Frenkel. *How HR Practice, Work Engagement and Job Crafting Influence Employee Performance*. **Chinese Management Studies**. 12, 2018, 591 -607
- Guidolin M., & P., Manfredi, *Innovation diffusion processes: Concepts, models, and predictions*. **Annual Review of Statistics and Its Application**, 10, 2023. 451-473, <https://doi.org/10.1146/annurev-statistics-040220-091526>.
- Gumel B. I., & B. B., Bardai, *Barriers to accessing financial institutions funding for Nigerian SMEs*. Babandi Ibrahim Gumel, Barjoyal Bin Bardai. *Barriers to Accessing Financial Institutions Funding for Nigerian SMEs*. **International**

Journal of Business and Economics Research, 10(6), 2021. 219-226,
<https://doi.org/10.11648/j.ijber.20211006.12>.

Gumel B. I., *Mitigating the challenges of small and medium enterprises in Nigeria*. Gumel, BI (2019). *Mitigating the challenges of small and medium enterprises in Nigeria*. **SEISENSE Journal of Management**, 2(3), 2019. 82-99, <https://doi.org/10.33215/sjom.v2i3.129>.

Guerra, J. M. M I. Danvila-del-Valle , M. Méndez-Suárez: *The Impact of Digital Transformation on Talent Management: Technological Forecasting and Social Change*. 188, March 2023,122291
<https://doi.org/10.1016/j.techfore.2022.122291>

Halvari A. E. M., *Self-Determination Theory–Autonomy Support and Improving Oral Health*. In *Oral Health Psychology: Psychological Aspects Related to Dentistry*. Cham: Springer International Publishing. 2022, 113-126.
https://doi.org/10.1007/978-3-031-04248-5_8.

Hasle P. , C. U. Madsen & D. Hansen: *Integrating Operations Management and Occupational Health and Safety: A Necessary Part of Safety Science!* **Safety Science**, 139, July 2021, 105247 <https://doi.org/10.1016/j.ssci.2021.105247>

Houssein A. A, J. S. K. Singh & T. Arumugam. *Rentation of Employees through Career Development, Employee Engagement and Work-like Balance: An Empirical Study among Employees in the Financial Sector in Djibouti, East Africa..Global Business and Management Research: An International Journal*. 12 (3), 2020, 17-32

Houssein A. A, J. S. K. Singh & T. Arumugam. *Rentation of Employees through Career Development, Employee Engagement and Work-like Balance: An Empirical Study among Employees in the Financial Sector in Djibouti, East Africa..Global Business and Management Research: An International Journal*. 12 (3), 2020, 17-32

Hu X., & X., Mai, *Social Value Orientation Modulates Fairness Processing During Social Decision-Making: Evidence From Behavior and Brain Potentials*. **Social Cognitive and Affective Neuroscience**, 16(7), 2021, 670-682.
<https://doi.org/10.1093/scan/nsab032>.

Hughes, A. S. Zajac, A. L. Wood & E. Salas. *The role of Work Enviroment in Training Sustainment: A Metanalysis*. **Human Factors**. 62 (1) 2019, 1-18

- Hus C. P. & C-F. KLa. *Does a Leader's Motivating Language Enhance the Customer-oriented Prosocial Behavior of Frontline Service Employees?* **Asia Pacific Management Review**. 29 (1), 2024, 1-16. <https://doi.org/j.apmr.2023.05.002>
- Hye-Lin L., k. Ji-Hwan, k.Taesun, H. Lee, H.W.Kim & K. Seung-Sup : *Disparities in Workplace Hazards and Organizational Protection Resources by Enterprise Size: A National Representative Study of South Korean Manufacturing Workers* . **Safety and Health at Work**. 15(3)2024,284-291 <https://doi.org/10.1016/j.shaw.2024.06.001>
- Idele E. F. and V. Paul-Mgbeafulik, "*Strategies for Improving Quality use of ICT Tools in Office Technology and Management Programme in Polytechnics in Delta State for National Development*," **Nigerian Journal of Business Education**, 5(2), 2019, 77-85.
- Idele E. F. and V. Paul-Mgbeafulik, "*Strategies for Improving Quality Use of ICT Tools in Office Technology and Management Programme in Polytechnics in Delta State for National Development*," **Nigerian Journal of Business Education**, 5(2), 2019, 77-85.
- Ifeako J. U. r, *Effect of Using Information and Communications Technology (ICT) in Teaching and Learning English Language in Tertiary Institutions in Nigeria during COVID -19 Pandemic Eras*. **Journal of Educational Research and Development**, 4 (2), 2021. 130-143.
- Iheukwumere O. & Chinwe-Edozie: *Evaluation of the Relevance of Information and Communication Technology (ICT) Competencies to the Effectiveness of Entrepreneurship Education in Polytechnics in Nigeria*. **Nigerian Journal of Business Education** 11 (2) 2024 ,115-122, ISSN: 2408-4816 Online & Print
- Iheukwumere O. & Chinwe-Edozie: *Evaluation of the Relevance of Information and Communication Technology (ICT) Competencies to the Effectiveness of Entrepreneurship Education in Polytechnics in Nigeria*. **Nigerian Journal of Business Education** 11 (2) 2024 ,115-122, ISSN: 2408-4816 ONLINE & PRINT
- Ijov T. M., &R. N. Wombu, *Impact of Information and Communication Technology on Tertiary Institutions*. **BSUJEM**, I (2), 2019. 28- 34.
- Ikechukwu N., P., B. S Tonyikere, R. N. E. Okoro & O. M. Frank. *Reward System and Employee Performance in Three Selected Companies in Port Harcourt*

- Ilori D. B. P., & T. A., Ayedun, *Assessment of entrepreneurship education and entrepreneurial skills on unemployment reduction among young Nigerian graduates.* **Education**, 1(2), 2022, <https://doi.org/10.14293/s2199-1006.1.sor.ppb7v8t.v1>.
- Islami X. & E. Mulolli: *Do Training and Development, Internal Communication and Information sharing, and Job design Boost the Innovation of SMEs?* **Cogent Business & Management**, Vol <https://doi.org/10.1080/23311975.2024.2413912>
- Iyke A. A., & B. C., Onuoha, *Entrepreneurial Networking and resilience of SMES in Abia State, Nigeria.* **International Academic Journal of Business School Research**, 8(7), 2023. 32-49, <https://doi.org/10.6007/ijarbss/v13-i3/16218>.
- Jameel A. S., & A. Ahmad, *The Role of Information and Communication Technology on Knowledge Sharing among the Academic Staff during COVID-19 Pandemic. Paper Presented at the 2020 2nd Annual International Conference on Information and Sciences (AiCIS), Fallujah, Iraq, 2020.* 141-147
- Jung Y. & N. Takeuchi. *Testing Mediation Effects of Social and Economic Exchange in Linking Organizational Training Investment to Employee Outcomes.* **Personnel Review**. 48 (2) 2019, 306-323
- Kaliannan M. , D. Darmalinggam , M. Dorasamy & M. Abraham :*Inclusive Talent Development as a key Talent Management Approach: A systematic Literature Review.* **Human Resource Management Review** 31(2) June 2021, 100732 <https://doi.org/10.1016/j.hrmr.2022.100926>
- Karimi A. N., B., Bamiwera, & J., Miluwi, *Financial Planning Services and Access to Credit by Micro Enterprises in the Formal Sector in Kenya.* **Journal of International Business, Innovation and Strategic Management**, 7(2), 2023. 48-61, <https://doi.org/10.61426/sjbcm.v10i4.2748>.
- Karsten I., K., Steenekamp, & M., Van der Merwe, *Empowering accounting students to enhance the self-determination skills demanded by the fourth industrial revolution.* **South African Journal of Higher Education**, 34(2), 2020. 36-58, <https://doi.org/10.20853/34-2-3487>.
- Kaur A., & M., Noman, *Investigating students' experiences of Students as Partners (SaP) for basic need fulfilment: A self-determination theory*

perspective. Journal of University Teaching & Learning Practice, 17(1), 2020. 8, <https://doi.org/10.53761/1.17.1.8>.

Khalid K.: *The Impact of Managerial support on the Association between Py Satisfaction, Continance and Affective Commitment and Employee task performance.* **Sage Open**. 10 (1), 2020, 215824402091

Kim M –J., & B –J. Kim: *The Performance Implications of Job Insecurity: The Sequential Mediating Feect of Job Stress and Organizational Commitment, and the Buffering Role of Ethical Leadership.* **International Journal of Environmental Research and Public Health** 17 (21), 2020, 7837 <https://doi.org/10.3390/ijerph17217837>

Konig J., S. Heine, D. Jager-Biela & M.Rothland: *ICT Integration in Teachers' Lesson Plans: A Scoping Review of Empirical Studies.* **European Journal of Teacher Education**. 47 (4) 2024, 821-849 <https://doi.org/10.1080/02619768.2022.2138323>

Kuja T. O., U. Achieng & D. Matula. *Trade Union Strategy of Teachers' Benefits and its Influence on Teachers Welfare in Public Secondary Schools in Nairobi City County Kenya.* **African Journal of Business and Management (AJBUMA)** 7 (2) 2022, 295-312 ISSN 2079-410X <http://albumaorg.uonbi.ac.ke/content/journal>

Kumar S. & H. Pallathadka & L. Pallathadka: *The Implication of ICT on Business Education.* **Integrated Journal for Research in Arts and Humanities** 2(6), November, 2022, 86-91

Kumar S. & Pallathadka H. & Pallathadka L.: *The Implication of ICT on Business Education* **Integrated Journal for Research in Arts and Humanities** 2(6), November, 2022, 86-91

Kumari R. & S. K. Singh: *Impact of ICT Infrastructure, Financial Development, and Trade Openness on Economic Growth: New Evidence from Low-and High-income Countries.* · **Journal of the Knowledge Economy** 15, 2024, 7069–7098. <https://doi.org/10.1007/s13132-023-01332-7> 13.

Kumari R. & Sing S. K. h: *Impact of ICT Infrastructure, Financial Development, and Trade Openness on Economic Growth: New Evidence from Low-and High-income Countries.* · **Journal of the Knowledge Economy** 15, 2024, 7069–7098. <https://doi.org/10.1007/s13132-023-01332-7> 13.

Kumari R. & S. K. Singh: *Impact of ICT Infrastructure, Financial Development, and Trade Openness on Economic Growth: New Evidence from Low-and High-income Countries.* **Journal of the Knowledge Economy** 15, 2024, 7069–7098. <https://doi.org/10.1007/s13132-023-01332-7> 13

- Kyangwe L., D. O. Onyango & J. M. Allioph. *Strategies to Enhance Teachers' Job Satisfaction in Secondary Schools in Butiama District, Mara, Tanzania*. **East African Journal of Education Studies**, 6 (1), 2023, 120-132. <https://doi.org/10.37284/eajes.6.1.1078>, Print ISSN: 2707-3939, Online ISSN: 2707-3947
- Leuhery F., & H. Nahumury. *Effect of Remuneration and Achievement Motivation on Lecturer Performance in the Management Department, Faculty of Economics and Business Universitas Pattimura, Ambon City*. **International Journal of Research and Review**. 9, Issue 9; September 2022. E-ISSN: 2349-9788; P-ISSN: 2454-2237 DOI: <https://doi.org/10.52403/ijrr.20220922>
- Leuhery F., & H. Nahumury. *Effect of Remuneration and Achievement Motivation on Lecturer Performance in the Management Department, Faculty of Economics and Business Universitas Pattimura, Ambon City*. **International Journal of Research and Review**. 9, Issue 9; September 2022. E-ISSN: 2349-9788; P-ISSN: 2454-2237 DOI: <https://doi.org/10.52403/ijrr.20220922>
- Lintanga A. B. J, B. Rathakrishnan. *The Impact Of Psychosocial Safety Climate On Public Sector Job Satisfaction: The Moderating Role Of Organizational Climate*. **Bmc Psychol** 12, 38 (2024). <https://doi.org/10.1186/S40359-023-01513-8>
- Lintanga A. B. J, B. Rathakrishnan. *The Impact Of Psychosocial Safety Climate On Public Sector Job Satisfaction: The Moderating Role Of Organizational Climate*. **Bmc Psychol** 12, 38 (2024). <https://doi.org/10.1186/S40359-023-01513-8>.
- Lombardi R., Manfredi S., Cuzzo B., & Palmaccio M.. *The Profitable Relationship among Corporate Social Responsibility and Human Resource Management: A New Sustainable Key Factor*. **Corporate Social Responsibility and Environmental Management**, 27(6), 2020. 2657-2667.
- Loughlin E. M. , &A. Priyadarshini. *Adaptability in the Workplace: Investigating the Adaptive Performance Job Requirements for a Project Manager*. **Project Leadership and Society**, 2, Decemeber 2021, 100012, <https://doi.org/10.1016/j.plas.2021.100012>
- Lowther D. L., F. A. Inan, J. D. Strahl, and S. M. Ross. *Does Technology Integration Work When Key Barriers are Removed?*. **Educational Media International**, 45, 2018, 195-213.
- Luo Y., J., Lin, & Y., Yang, *Students' motivation and continued intention with online self-regulated learning: A self-determination theory perspective*. **Zeitschrift**

für **Erziehungswissenschaft**, 24(6), 2021. 1379-1399,
<https://doi.org/10.1007/s11618-021-01042-3>.

- M. Prabhu, N. N Abdullah, R. R Ahmed, T. Nambirajan, & S. Pandiyan, *Segmenting the Manufacturing Industries and Measuring the Performance: Using Intervalvalued Triangular fuzzy TOPSIS method*. **Complex & Intelligent Systems**, 6, 2020. 591-606.
- Ma'rifah D., & I. M. Soenhadji. *The Effect of Remuneration and JOB Satisfaction on Teacher Performance with Organizational Citizenship Behavior (OCB) as Mediating Variable*. **Dinamika Pendidikan**, 17 (2), 2022, p-ISSN 1907-3720, e-ISSN 2502-5074
- Mabaso C. M.& B. I Dlamini. *Recent Study on the Impact of Compensation and Benefits on Job Satisfaction*. **Insights into Economics and Management**. 7 (1), 2021, 55 – 68. ISBN 978-93-90888-88-7 (Print) , ISBN 978-93-90888-89-4 (eBook) DOI: 10.9734/bpi/ieam/v7
- Mackenzie C. P., & S.O Nwafor: *Promotion and Recognition as Predictor of Teachers' Commitment in Public Senior Secondary Schjools in Abia*. **Journal of Education in Developing Areas** 27 (2), 2020, 170-184
- Magrizos S., &D. Roumpi, *Doing the Right Thing or Doing Things Right? The Role of Ethics of Care and Ethics of Justice in Human Resource Management of Social Enterprises*. **Strategic Change**, 29(4), 2020. 485-496.
- Mahinthan S.,, &V . Sivalogathansan, *Influence of Institutional Factors on the Employees; Frustration in Public Sector and the Moderating Effect of Gender – A Study in Eastern Province of SriLanka*. **Sri Lanka Journal of Management Studies** 3 (1), June, 2021, 106-126 <https://doi.org/10.4038/sljms.v3il.67>
- Malinauskas R. K.,, & J., Pozeriene, *Academic Motivation Among Traditional and Online University Students*. **European Journal of Contemporary Education**, 9(3), 2020, 584-591. <https://doi.org/10.13187/eiced.2020.3.584>.
- ManuP, A. Poghosyan, A.M. Mahamadu, L. Mahdjoubi, A. Gibb, M. Behm, O.O. Akinade. *Design for Occupational Safety and Health: Key Attributes for Organisational Capability*. **Eng Construction Architectural Manage**, 26, 2019, 2614-2636, [10.1108/ECAM-09-2018-0389](https://doi.org/10.1108/ECAM-09-2018-0389)
- Mabaso C. M & B. I Dlamini. *Recent Study on the Impact of Compensation and Benefits on Job Satisfaction*. **Insights into Economics and Management**. 7 (1), 2021, 55 – 68. ISBN 978-93-90888-88-7 (Print) , ISBN 978-93-90888-89-4 (eBook) DOI: 10.9734/bpi/ieam/v7

- Marewo N. T., C. Mutongi, T. Nyoni., & S. P. Nyoni: *The Impact of Employee Motivation on Employee Performance*. **International Journal of Advance Research and Innovative Ideas in Education** 6(6), 2020, 1487 -1502, ISSN (0)- 2395-4396.
- Mayer M. J., A. B. Nickerson & S. R. Jimerson. *Preventing School Violence and Promoting School Safety: Contemporary Scholarship Advancing Science, Practice, and Policy*. **School Psychology Review**, 50 (Issue 2-3) , 2021, 131-142, <https://doi.org/10.1080/2372966X.2021.1949933>
- Mensah, R. O.Quansah, . . C Oteng & Nettey C B. J. N. A: *Assessing the Effect of Information and Communication Technology Usage on High School Student's Academic Performance in a Developing Country*. **Cogent Education** Vol 10 (1) 2023, <https://doi.org/10.1080/2331186X.20238809>
- Miço H., & J., Cungu, *Entrepreneurship Education, a Challenging Learning Process towards Entrepreneurial Competence in Education*. **Administrative Sciences**, 13(1), 2023. 22, <https://doi.org/10.3390/admsci13010022>.
- Mizyed H. A. & C. U. Eccles: *Understanding Emirati Teachers' Challenges in Fostering Problem-solving Skills Development in Early Years – A Preliminary Study*. **Social Sciences & Humanities Open** 8 (Issues 1), 2023, 100567 <https://doi.org/10.1016/j.ssaho.2023.100561>
- Mohamed H. A-B., M- S. Hishamuddin, S. H. Norashikin & M. M. Hamran. *Perceived Career Planning and Job Satisfaction in Malaysian Armed Forces: The Role of Creer Development as A Mediator*. **International Journal of Management Studies (IJMS)**, 30 (2), 2023, 337 -372. ISSN 2232 -1608
- Moon K. : *Effect of a Safety Leadership Training Including Coaching on Safety Performance and Climate in Wood-processing Companies* **Safety and Health at Work** 15 (3) September 2024, 310-316, <https://doi.org/10.1016/j.shaw.2024.05.005>
- Mubita K., *Understanding School Safety and Security: Conceptualization*. **Journal of Lexicography and Terminology** 5, Issue 1, 2021, 76-86, Print ISSN: 2517-9306; Online ISSN: 2664-0899 <https://journals.unza.zm/index.php/jlt>
- Munyuki T., & C. M. P., Jonah, *The nexus between financial literacy and entrepreneurial success among young entrepreneurs from a low-income community in Cape Town: a mixed-method analysis*. **Journal of**

Entrepreneurship in Emerging Economies, 14(1), 2022. 137-157,
<https://doi.org/10.1108/jee-01-2020-0020>.

Mushinzimana L. & A. Faisal *The Contribution of Umwarimu Sacco to the Welfare of Teachers in Rwanda: A Socio-welfare Study/Assessment*. **International Journal of Economics, Business and Accounting Research (IJEBAR)** 8 (2), 2024, 322-335, E-ISSN: 2614-1280 P-ISSN 2622-4771 <https://jurnal.stie-ass.ac.id/index.php/IJEBAR>

Mpume H. J. *The Effects of Employees' Motivation on the Organizational Performance: A Case Study of Igunga District Council Hospital*. The Open University of Tanzania. 2017. <http://repository.out.ac.tz/id/eprint/1949>

Ngele A. N., *Entrepreneurial Development and Employment Creation: A Focus on Education and Financial Aid as a Sustainable Option for Youths in Nigeria*. **Journal of Global Economics and Business**, 1(3), 2020. 19-39,
<https://doi.org/10.31039/jgeb.v1i3.84>.

Nicolaidou O. , C. Dimopoulos, C. V. Mikellidou, N. Mikellides & G. Boustras: *Weak Signals Management in Occupational Safety and Health: A Delphi Study*. **Safety Science** 146, february 2022, 105558,
<https://doi.org/10.1016/j.ssci.2021.105558>

Novatiani R. A., R. W. R. Kusumah, W, Yadiati, R. A. H. Rachmat & A. A. Rachman: *Internal Auditor Competence and Internal Control: Improving Internal Audit Quality to prevent Fraudulent Financial Statements*. **Cogent Business & Management** Vol 11, Issues1, 2024
<https://doi.org/10.1080/23311975.2024.2409339>

Ntorukiri T. B., J. M. Kirugua & F. Kirimi *.Policy and Infrastructure Challenges Influencing ICT Implementation in Universities: A Literature Review*. **Springer Nature Link**.1 (19), 2022

Nyaboga J. M. & S. M. Muathe: *Employees Motivation and Health Workers Performance in Public Hospitals in Kenya*. **Journal of Business and Management Sciences**. 10 (4), 2022, 180-191. Doi:10.12691/jbens-10-4-2

Nyambane C.O. & Nzuki D. M, *Influence of ICT Capacity on Effective Utilization of ICT to Improve Organizational Performance of Learning Institutions: A Literature Review*. **European Scientific Journal** 15(31) November, 2019, 264. ISSN: 1857 – 7881 (Print) e - ISSN 1857- 7431
<http://dx.doi.org/10.19044/esj.2019.v15n31p264>

Oadeuya V., *Teacher's Characteristics and Implementation of National Curriculum for Secondary School Biology in Southwest*,

- Ogini J.A. *Job Promotion and Employee Commitment of Public Hospitals in Rivers State, Nigeria.* **International Journal of Economics and Business Management** 6 (1), 10, 2020.
- Ogungbo M.O., I.O. Oniyide, J. A . Abbas & I . K. Abdulraheem. *Integration of Modern Technology in Business Education Curriculum of College of Education for Students' Self Reliance in Kwara State.* **Educational Perspectives**, 13(1), 2024, 239 - 247.
- Ohaire-Udebu M. F. & E. J. Chukwuemeka, *Roles of Infrastructure and ICT Facilities in Enhancing Curriculum Implementation in Nigerian Tertiary Institutions.* **British Journal of Contemporary Education**, 4(2), 2024 <https://doi.org/10.52589/BJCE-C8D8CONZwww.abjournals.org>
- Okeke N. I. & C. Okaforcha: *Extent of Principals' Support Services for Teachers' Job Commitment in Public and Private Secondary Schools in Anambra State.* **African Research Review** 13 (2), 2019, 156-168. DOI: 10.4314/afrev.v13i2.14, eISSN:2070-0083, Print ISSN: 1994-9057
- Okeke, A.U. & Ihenacho. U.O. *Extent of Utilization of e-learning Resources in Business Education Programmes in South-east Nigerian Universities.* **NAU Journal of Technology & Vocational Education**, 2(1): 2017. 182-190.
- Okoli C. I. & J. A. Okolo: *Digital Skills Acquired by Business Education Lecturers for Implementation of Business Education Curriculum in Colleges of Educations of Education in Delta State* **Nigerian Journal of Business Education** 11 (2) 2024, 8-13. ISSN: 2408-4816 Online & Print
- Okubotimibi J.: *The Impact of Information Communication Technology on Business Education and National Development.* **International Journal of Innovative Information Systems & Technology Research** 12(3), July-Sept, 2024, 1-11, ISSN: 2467-856
- Okundaye, K., Fan, S. K., & Dwyer, R. J., *Impact of Information and Communication Technology in Nigerian Small-to Medium-sized Enterprises.* **Journal of Economics, Finance and Administrative Science**, 24(47), 2019. 29-46, <https://doi.org/10.1108/jefas-08-2018-0086>.
- Olowo B. F., C. O. Fashiku, F. O. Alabi & A. S. Adelokun, *Principals' Leadership Characteristics: An Indispensable Tool for Teachers' Effectiveness in Southwestern Nigeria Secondary Schools,* **Educational Leader**

(Pemimpin Pendidikan), 8(1), 2020,17-44.

<https://ejournal.um.edu.my/index.php/PEMIMPIN/issue/view/1728/545>

- Oluwadare A. A., B. M. Adekunle, and O. O. Ebiniyi, "Availability and Utilization of New Technology Infrastructures for Teaching Business Education Courses in Ondo State Tertiary Institution," **Nigerian Journal of Business Education**, 6 (2), 2019, 392-404.
- Oluwadare A. A., B. M. Adekunle, and O. O. Ebiniyi, "Availability and Utilization of New Technology Infrastructures for Teaching Business Education Courses in Ondo State Tertiary Institution," **Nigerian Journal of Business Education**, 6 (2), 2019, 392-404.
- Oluwalola F. K., "ICT Skills Acquired by Office Technology and Management Students for Self-sustenance and National Development in Tertiary Institutions in Kwara State," **Al-Hikmah Journal of Education**. 7(1), June 2020, 183-194.
- Önür Z., &I. Kozikoğlu, *The Relationship between 21st century Learning Skills and Educational Technology Competencies of Secondary School Students*. **Journal of Theoretical Educational Science**, 13(1): 2020. 65-77
- Orah, J.O.C. & Umoru, T.A. *Business Education Graduate Entrepreneurs' Rating of Financial Management and Innovative Thinking Skills Utilization in Entrepreneurial Ventures in North Central States*. **Nigeria Journal of Technology & Vocational Education**, 3(1): 2018. 191-204.
- Orah, J.O.C. & Umoru T.A. *Business Education Graduate Entrepreneurs' Rating of Financial Management and Innovative Thinking Skills Utilization in Entrepreneurial Ventures in North Central States*. **Nigeria Journal of Technology & Vocational Education**, 3(1): 2018. 191-204.
- Orazbayeva B., P., van der Sijde, & T., Baaken, *Autonomy, competence and relatedness—the facilitators of academic engagement in education-driven university-business cooperation*. **Studies in Higher Education**, 46(7), 2021. 1406-1420, <https://doi.org/10.1080/03075079.2019.1679764>.
- Orimba G. A.: *Institutional Based Factors Influencing Teachers' Job Commitment in Public Primary Schools in Nyando Sub- County, Kenya*. **University of Nairobi Research Archive**. 2019. <http://erepository.uonbi.ac.ke/handle/11295/109263>
- Otoo F.. *Human Resources Development (HRD) Practices and Banking Industry Effectiveness: The Mediating Role of Employee Competences*. **European Journal of Training and Development**, 43(3/4) 2019. 250-271

- Owenvbiugie R. O., *Influence of resilience on survival of small and medium enterprises*. **International Business Education Journal**, 13(1), 2020. 127-132, <https://doi.org/10.37134/ibej.vol13.1.10.2020>.
- Owoyale-Abdulganiy I.S., & O.J. Ayuba, *The Use of Information and Communication Technology for Teaching Islamic Studies. Amidst of Covid-19 Pandemic in Kwara State*. **International Journal of Management, Social Sciences, Peace and Conflict Studies**, 4(2), 2021. 271-280
- Park D. U. , K. E. Zoh, E. K. Jeong, D. H. Koh, K. H. Lee, N. Lee & K. Ha : *Assessment of Occupational Health Risks for Maintenance Work in Fabrication Facilities: Brief Review and Recommendations*. **Safety and Health at Work** 15 (1) March 2024, 87-95 <https://doi.org/10.1016/j.shaw.2023.11.010>
- Park H. , J. Sim, J. Oh, J. Lee , C. Lee , Y. Kim, B. Yun , J. H. Yoon: *Comparison of the Association between Presenteeism and Absenteeism among Replacement Workers and Paid Workers: Cross-sectional Studies and Machine Learning Techniques*. **Safety and Health at Work** 15(2) September 2024, 151 -157 <https://doi.org/10.1016/j.shaw.2024.03.001>
- Pertiwi N. K. A. Y., & I. W. G. Supartha: *The Effect of Compensation and Organizational Commitment on Employee Satisfaction and Rentation*. **American Journal of Humanities and Social Sciences Research (AJHSSR)**, 5 (3), 2021, 333 -342, e-ISSN: 2378-703X, www.ajhssr.com.
- Prabhu M., N. N. Abdullah, & G. Madan Mohan, *An Empirical Study on the Satisfaction Level of National and International Tourists towards Natural Attractions in Kurdistan*. **African Journal of Hospitality, Tourism and Leisure**, 8(2), 2019. 1-8
- Pushpa H. & K. Uttamkumar, *A Study on Talent Management and its Impact on Organization Performance - An Empirical Review*. **International Journal of Engineering and Management Research**, 10(1), February 2020, Available at SSRN: <https://ssrn.com/abstract=3559991>
- Putri R.F. & S. Sopiah: *Human Resources Training and Development: A Systematic Literature Review and Bibliometric Analysis*. **Jurnal Ekonomi Kreatif dan Manajemen Bisnis Digital**. 1 (2), 2022, 207-214 T.
- Qomariah N., Estiningari & N. N. P. Martini. *The Influence of Leadership Style, Work Incentives and Work Motivation on the Employees Performance of Regional Revenue Agency*. **Journal of Economics, Finance and**

Management Studies 5 Issue 07, July 2022, 1942 - 1954 DOI: 10.47191/jefms/v5-i7-12, ISSN (print): 2644-0490, ISSN (online): 2644-0504

Rahmadi. D. F., & S. G. Partiw. *The Effect of Financial Incentives, Organizational Commitment, and Job Satisfaction on Employee Performance*. **IPTEK Journal of Precedings**, 0 (3), 2021, 153 -159
<https://doi.org/10.12962/j23546026.y2020i3.11195>

Rathbone M., *Understanding Business and Ethics in the South African Context*. Pretoria: **Van Schaik Publishers**. 2020.

Rotich J., J. Manduku & V. Ngeno. *Nexus Between Teachers' Remuneration and Teachers' Job Satisfaction*. **East African Journal of Education Studies**. 6(3), 2023, 85 -94. <https://doi.org/10.37284eajes.6.3.1481>. Print ISSN: 2707-3939 Online ISSN: 2707-3947

Rubic I., & D., Matijević, *Autonomy and Motivation: a Self-Determination Theory Perspective on ESP Motivation*. **Journal of Teaching English for Specific and Academic Purposes**, 2019, 147-158.
<https://doi.org/10.22190/jtesap1902147r>.

Sadikova, M. *Theoretical Basics of the Human Resource Management*. Архивнаучныхиследований, (3), 2020. 1-11.

Sahibzada A. & H. Pandya. *Impact of Promotion and Interpersonal Communication on Job Satisfaction of University Lecturers: A Study in Nangarhar University, Afghanistan*. **Gap Interdisciplinities – A Global Journal of Interdisciplinary Studies**, 5 (4), 2022, 25-29.

Sahibzada A. & H. Pandya. *Perception of Employees' Toward The Impact of Promotion and Training and Development on Job Performance: A Study of University Lecturers, Afghanistan*, **International Journal of Management, Public Policy and Research**: 1 (4) 2022,
<https://doi.org/10.55829/ijmpr.v1i4.88>

Salari N., A. Fattah, A. Hosseinian-Far, M. Larti & M. Mohammadi: *Prevalence of Workplace Microaggressions and Racial Discrimination: A Systematic Review and Metaanalysis*. **Safety and Health at Work**. 15(3) 2024, 245-254

Salifu A. D.: *Competencies Useful to Business Educators for Effectiveness in ICT Related Businesses in Olamaboro Local Government Area of Kogi State Nigeria* **Journal of Business Education** 7 (1) October 2020, 92-102

- Salifu D.: *Competencies Useful to Business Educators for Effectiveness in ICT Related Businesses in Olamaboro Local Government Area of Kogi State Nigeria* **Journal of Business Education** 7 (1) October 2020, 92-102
- Saputra F., M. R. Mahaputra. *Effect of Job Satisfaction , Employee Loyalty and Employee Commitment on Leadership Style (Human Resources Literatutre Study)*. **Dinasti International Journal of Management Science** 3 (4), 2022, 762-772. <https://doi.org/1031933/dijms.v3i4.1324>
- Setiawan A., & J. Sutarto: *The Effect of Leadership, Salary and Service on Commitment and Satisfaction Teacher Work*. **Educational Administration: Theory and Practice**, 30 (4), 2024, 3184-3195 <https://doi.org/10.53555/kuey.v30i4.1217>
- Shin M, & S., Bolkan, *Intellectually Stimulating Students' Intrinsic Motivation: the Mediating Influence of Student Engagement, Self-Efficacy, and Student Academic Support*. **Communication Education**, 70(2), 2021, 146-164. <https://doi.org/10.1080/03634523.2020.1828959>.
- Sinaga M. & S. Riyanto: *Training and Development to Improve Employee Performance*, **ECOBISMA (JURNAL EKONMI BISNIS DAN MANAJEMEN)**, 8 (2): 2021, 66-71, DOI: 10.36987/ecobi.v8i2.2153
- Sinaha S. K. & P. Verma. *Impact of Sales Promotion's Benefits on Perceived Value: Does Product Category Moderate the Result?.* **Jornal of Retailing and Consumer Services**, 52, 2020, 101887. <https://doi.org/10.1016/j.jretconser.2019.101887>
- Sing S. K. h, M. Del Giudice, R. Chierici, & D. Graziano, *Green innovation and environmental performance: The role of green transformational leadership and green human resource management*. *Technological Forecasting and Social Change*, 150, 119762. 2020.
- Stahl G. K., Brewster C. J., D. G., Collings, & A., Hajro, *Enhancing the Role of Human Resource Management in Corporate Sustainability and Social Responsibility: A Multi-stakeholder, Multidimensional Approach to HRM*. **Human Resource Management Review**, 30(3), 2020. 100708, <https://doi.org/10.1016/j.hrmr.2019.100708>.
- Stahl G. K., C. J., Brewster, D. G., Collings, & A., Hajro, *Enhancing the Role of Human Resource Management in Corporate Sustainability and Social Responsibility: A Multi-stakeholder, Multidimensional Approach to HRM*. **Human Resource Management Review**, 30(3), 2020. 100708, <https://doi.org/10.1016/j.hrmr.2019.100708>

- Stahl, C. J., Brewster, D. G., Collings, & A., Hajro, *Enhancing the role of human resource management in corporate sustainability and social responsibility: A multi-stakeholder, multidimensional approach to HRM*. **Human Resource Management Review**, 30(3), 2020. 100708, <https://doi.org/10.1016/j.hrmmr.2019.100708>
- Standage M., & R. M., Ryan, *Self-determination theory in sport and exercise*. **Handbook of sport psychology**, 37-56, 2020, <https://doi.org/10.1002/9781119568124.ch3>.
- Stella C. A., *Perceived influence of drug abuse on undergraduates' suicidal tendencies in the University Of Lagos*. **International Journal of Educational Research**, 10(1), 2022. 131-138, <https://doi.org/10.48028/ijprds/ijarssest.v7.i1.05>.
- Sutrisno, S., *The Role of Business Mentors in Assisting the Growth of Education-Supported MSMEs*. **Indo-MathEdu Intellectuals Journal**, 4(2), 2023. 332-346, <https://doi.org/10.54373/imeij.v4i2.201>.
- Suyono J., A. Eliyana, D. Ratmawati, D. R. Elizabeth: *Organization Commitment and Work Environment on Job Satisfaction: The Mediating Role of Work Motivation*. **Systematic Reviews in Pharmacy** 12 (02), 2021, 681-688.
- Tang M., D., Wang, & A., Guerrien, *A systematic review and meta-analysis on basic psychological need satisfaction, motivation, and well-being in later life: Contributions of self-determination theory*. **PsyCh journal**, 9(1), 2020. 5-33, <https://doi.org/10.1002/pchj.293>.
- Teaching Service Commission TESCOM, 2024
- Tyack A., & E. D., Mekler, *Self-Determination Theory in HCI Games Research: Current Uses and Open Questions*. **In Proceedings of the 2020 CHI Conference on Human Factors in Computing Systems**, 2020, 1-22. <https://doi.org/10.1145/3313831.3376723>.
- <
Ukairo. M.U. *The Place of Business Education in Addressing the Economic Recession in Nigeria for Sustainable Development*. **Association of Business Educators of Nigeria Conference Proceedings** 4(1) 2017. 447-454.
- Vincent S., G. J., Bamber, R., Delbridge, V. Doellgast, J. Grady & G I. Rugulis. *Situating Human Resource Management in the Political Economy: Multilevel*

Theorising and Opportunities for Kaleidoscopic Imagination. Human Resource Management Journal, 30(4), 2020. 461-477.

Vitrano G. , G.J.L. Micheli, A. Guglielmi, D. DeMerich, M. Pellicci, D. Urso& C. Ipsen. *Sustainable Occupational Safety and Health interventions: A study on the Factors for an Effective Design. Saf Sci*, 166, 2023, 106249, [10.1016/J.SSCI.2023.106249](https://doi.org/10.1016/J.SSCI.2023.106249)

Vitrano G., D. Urso, G. J.L.Micheli, A. Guglielmi, D, D.Merich & M.Pellicci: *Enabling Effective Implementation of Occupational Safety and Health Interventions Safety and Health at Work*. 15(2)2024, 213-219 <https://doi.org/10.1016/j.shaw.2024.04.003>

Walson O. B. A. & U. C. Vita-Agundu, *Gender and Educational Qualification as Correlates of Principals' Performance in the Management of Senior Secondary Schools in Rivers State, International Journal of Studies in Education*, 19(3), 2023, 140-155. <https://ijose.unn.edu.ng>

Whitehead A.. *Training and Development: Investing in Employees Through Assessment Scholar Chatter*, Volume 3, Issue 1, 2022, 1-6 <http://doi.org/10.47036/SC.3.1.1-6.2022ISSN 2692-8426> (online)

Wood G., &C. Bischoff, *Human resource management in Africa: current research and future directions—evidence from South Africa and across the continent. The International Journal of Human Resource Management*, 2020. 1-28.

Xie L.,, & L. Yang. *Influnce of Perceptions of Promotion Opportunities on Job Performance and Its Mechnisms: A Case Study of Chinese Junior Civil Servants. Journal of Contemporart China*, 30 (127), 2021, 118 – 135. <https://doi.org/10.1080/10670564.2020.1766913>

Yamane T., *Statistics, an Introductory Analysis*. Harper and Row: New York , (2nd ed). ASIN: B0000CNPXC, gbv.de/dms/zbw/252560191.pdf.1967,8

Yaqoot E.S.I & N. Mat, *Determination of Training Material and Organizational Culture Impact in Vocational Training Effectiveness in Bahrain. Journal of Technical Education and Training*. 13 (4), 2021. 1-14 <https://penerbit.uthm.edu.my/ojs/index.php/JTET/article/view/9047>

Yimam M. H. *Impact of Training on Employees Performance: A Case Study of Bahir Dar University, Ethiopia Cogent Education*. 9(1), 2022 <https://doi.org/10.1080/2331186X.2022.2107301>

- Yong J. Y., M. Y. Yusliza, T. Ramayah, C. J ChiappettaJabbour, S. Sehnem, &V. Mani, *Pathways towards Sustainability in Manufacturing Organizations: Empirical Evidence on the Role of Green Human Resource Management*. **Business Strategy and the Environment**, 29(1), 2020. 212- 228.
- Yusoff Y. M., M. Nejati, D. M. H., Kee, &A. Amran, *Linking Green Human Resource Management Practices to Environmental Performance in Hotel Industry*. **Global Business Review**, 21(3), 2020. 663-680.
- Zango A.U., & A. S. Mahmoud *Technology Mediated Instructions and Future Academic Achievement of NCE Business and Entrepreneurship Education Students*. **Nigerian Journal of Business Education** 11 (2) 2024, 80-87. ISSN: 2408-4816 ONLINE & PRINT
- Zango, A.U. &Mahmoud *Technology Mediated Instructions and Future Academic Achievement of NCE Business and Entrepreneurship Education Students*. **Nigerian Journal of Business Education** 11 (2) 2024, 80-87. ISSN: 2408-4816 Online & Print
- Zhao H., &Q. Zhou, *Socially Responsible Human Resource Management and Hotel Employee Organizational Citizenship Behavior for the Environment: A Social Cognitive Perspective*. **International Journal of Hospitality Management**, 102749. 2020.

Appendix 1

Research Questionnaire I

Information Communication Technology and Human Resources Management Questionnaire (ICTHRMQ) (

Achievement of Business Education Objectives Questionnaire (ABEOQ)

Principals Questionnaire

Dear Sir/Ma,

The questionnaire is designed to collect information on the following indicators on achievement on Business Education Objectives. The questionnaire is essentially for research purposes, hence your participation and contribution to the success of this study will be greatly appreciated.

Your response will be treated confidentially.

Thank You

The Researcher

Section A

This section contains demographic information of the respondents. Please tick the option that best fit your response to the questions or statements.

1. Gender: Male () Female ()
2. Marital Status: Married () Single () Divorced () Separated ()
3. Age Range: Less than 30 () 30-40 () 41-50 () Above 50 ()
4. Educational Qualification: NCE () BSc/ B .Ed () MSc/M.Ed () PhD ()
5. Teaching Experiences: 11- 15 () 16-20 () 21-25 () 26-30 () Above 30 ()

Section B

Achievement of Business Education Objectives Questionnaire (AABEOQ)

Instruction: Please pick among the options provided, the one that best describe your response to the statement.

| S/N | | Strongly Agree | Agree | Disagree | Strongly Disagree |
|-----|--|----------------|-------|----------|-------------------|
| 1 | To produce well qualified and competent NCE graduate in business Education Subjects. | | | | |
| 2 | To produce NCE business teachers who will be able to inculcate the vocational aspects of Business Education. | | | | |
| 3 | To produce NCE business teachers who | | | | |

| | | | | | |
|----|--|--|--|--|--|
| | will start with so much desired revolution of vocational development. | | | | |
| 4 | To prepare students in Business Education with necessary competence | | | | |
| 5 | To equip graduates with the right skills to engage in a life of work in the office as well as for self-employment. | | | | |
| 6. | To produce NCE business teachers who will be able to inculcate the entrepreneurial aspects of Business Education | | | | |

Appendix II

Department of Art and Social Science Education,

Faculty of Education,

Lead city University Ibadan

Information Communication Technology Factors Questionnaire (ICTFQ)

Business Studies Teachers Questionnaire

Dear Sir/Ma,

The questionnaire is designed to collect information on the following indicators on academic achievement on Business Education Objectives. The questionnaire is essentially for research purposes, hence your participation and contribution to the success of this study will be greatly appreciated.

Your response will be treated confidentially.

Thanks

Researcher

Sections A

Bio-data

This section contains demographic information of the respondents, please tick the option that best fit your response to the questions or statements.

1. Gender: Male () Female ()
2. Marital status: Married () Single () Divorced () Separated ()
3. Age Range: Less than 30 () 30-40 () 41-50 () Above 50 ()
4. Educational Qualification: NCE () BSc/ B.Ed () MSc/M.Ed () PhD ()
5. Teaching Experiences: Less than 5 () 5-10 () 11- 15 () 16-20 ()
21-25 () 26-30 () Above 30 ()

Section B

This section contains items to determine level of ICT Competence , ICT Integration,& ICT Facility of Business Studies lecturers in colleges of education in Southwest Nigeria. Please pick among the options provided the one that best describe your response to the statement

| S/N | Items (ICT Competence) | Very High Level | High Level | Low Level | Very Low Level | |
|-----|---|-----------------|------------|-----------|----------------|--|
| 1 | Availability of internet services on campus | | | | | |
| 2 | Usage of projectors to teach large classes | | | | | |
| 3 | ICT app such as email, telegram, whatsapp etc. to teach and give information to students | | | | | |
| 4 | Usage of online platforms such as Google meet, zoom, Googlespreadsheet , e-book, Google classroom, Microsoft team etc. to teach | | | | | |
| | (ICT Integration) | | | | | |
| 5 | ICT tools are use to teach Business Education Courses | | | | | |
| 6 | Overhead projectors are used for large classes | | | | | |
| 7 | Sending materials through email address, telegram and other forms of media to teach the student. | | | | | |
| 8 | Holding online classes through the use of Google meet, zoom, Google | | | | | |

| | | | | | | |
|----|---|--|--|--|--|--|
| | classroom etc. | | | | | |
| | (ICT Facilities) | | | | | |
| 9 | Provision of a well equipped facilities such as lecture theatre, library, halls, workshop, laboratories etc | | | | | |
| 10 | Regular supply of power for usage of ICT gadget in school. | | | | | |
| 11 | Availability of office assistance for the resources centres in school. | | | | | |
| 12 | Provision of ICT gadgets in school. | | | | | |

Appendix III

Department of Art and social science Education, Faculty of Education Lead City University, Ibadan

Human Resources Management Practices Questionnaire (HRMPQ)

Sections A

Bio-data

This section contains demographic information of the respondents, please tick the option that best fit your response to the questions or statements.

Gender: Male () Female ()

Age Range: Less than 30 years () 30-40 years () 41-50 years () Above 50 years ()

Educational Qualification: NCE () Diploma () BSc/ B .Ed () MSc/M.Ed ()

Mphil/PhD ()

Teaching Experiences: Less than 5 years () 5-10 years () 11- 15 years () 16-20 years () 21-25 years () 26-30 years () Above 30 years ()

Section B

This section contains items to determine level human resource management practice in colleges of education in Southwest Nigeria. Please pick among the options provided the one that best describe your response to the statement

Human Resources Management Practices Questionnaire (HRMPQ)

| S/N | Talent Management | Strongly Agree | Agree | Disagree | Strongly Disagree |
|-----|---|----------------|-------|----------|-------------------|
| 1 | Planning according to needs of lecturers | | | | |
| 2 | Attracting the best talented lecturer | | | | |
| 3 | Selecting the suitable candidates to teach | | | | |
| 4 | Provision of development programs for its academic staff | | | | |
| 5 | working out means to retains valued lecturers | | | | |
| 6 | Conducting lecturer's assessment through students views | | | | |
| | Compensation/ employee benefit | | | | |
| 7 | Payment of overtime allowances | | | | |
| 8 | Payment of leave bonuses | | | | |
| 9 | Payment of study allowances | | | | |
| 10 | Provision of insurance (HMO) | | | | |
| 11 | Provision of accommodation | | | | |
| 12 | Provision of incentives for outstanding performance | | | | |
| | Work place safety | | | | |
| 13 | Creating a safe and hazard-free environment | | | | |
| 14 | Provision of environment devoid of health-related risks. | | | | |
| 15 | Provision of awell equipped health facilities such as first aid equipment, clinic, ambulance etc. | | | | |
| 16 | Sensitization of staff and student on necessary safety measure | | | | |
| 17 | Provision of night and day security personnel | | | | |
| | Training & Development | | | | |
| 18 | Provision of development programme for the lecturer as needs arises. | | | | |

| | | | | | |
|----|---|--|--|--|--|
| 19 | Engaging lecturers in on-the-job training | | | | |
| 20 | Organising conferences, seminar, workshop for lecturers periodically. | | | | |

Appendix II
Computation Results from SPSS Analysis
Frequency Distribution of Demographic Characteristics of Teachers (n= 1593)

| Gender Distribution of Demographic Characteristics of Teachers | | | | | |
|--|--------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid percent | Cumulative percent |
| Valid | Male | 611 | 38.4. | 38.4 | |
| | Female | 982 | 61.6 | 61.6 | |
| | Total | 1593 | 100 | 100 | |

| Age Range Distribution of Demographic Characteristics of Teachers | | | | | |
|---|---------------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid percent | Cumulative percent |
| Valid | 20 – 30 years | 229 | 14.4 | 14. | |
| | 31 – 40 years | 375 | 23.5 | 23. | |
| | 41 - 50 Years | 603 | 37.8 | 37.8 | |
| | 51 – 60 Years | 284 | 17.8 | 17.8 | |
| | 61 and above | 102 | 06.4 | 06.4 | |
| | Total | 1593 | 100 | 100 | |

| Highest Qualifications Academic of Demographic Characteristics of Teachers | | | | | |
|--|--|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid percent | Cumulative percent |
| | | | | | |

| | | | | |
|-------|------------------------|------|------|------|
| Valid | NCE | 41 | 02.6 | 02.6 |
| | Diploma | 60 | 03.8 | 03.8 |
| | Bachelor's Degree | 815 | 51.2 | 51.2 |
| | PG | 55 | 03.4 | 03.4 |
| | Master's Degree | 543 | 34.1 | 34.1 |
| | Mphil/Doctorate Degree | 79 | 05.0 | 05.0 |
| | Total | 1593 | 100 | 100 |

| Year Teaching Experiences of Demographic Characteristics of Teachers | | | | | |
|--|--------------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid percent | Cumulative percent |
| Valid | 1-5 | 48 | 03.0 | 03.0 | |
| | 6-10 | 389 | 24.4 | 24.4 | |
| | 11-15 | 388 | 24.4 | 24.4 | |
| | 16-20 | 628 | 39.4 | 39.4 | |
| | 21-25 | 100 | 06.3 | 06.3 | |
| | 26-30 | 30 | 01.9 | 01.9 | |
| | 31 and above | 10 | 0.6 | 0.6 | |
| Total | 1593 | 100 | 100 | | |

Frequency Distribution of Demographic Characteristics of Principals (n= 1061)

| Gender Distribution of Demographic Characteristics of Principals | | | | | |
|--|--------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid percent | Cumulative percent |
| Valid | Male | 453 | 42.7 | 42.7 | |
| | Female | 608 | 57.3 | 57.3 | |
| | Total | 1061 | 100 | 100 | |

| Age Range Distribution of Demographic Characteristics of Principals | | | | | |
|---|--|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid percent | Cumulative percent |
| | | | | | |

| | | | | |
|-------|---------------|------|-----|------|
| Valid | 31-40 years | 40 | 40 | 03.8 |
| | 41 – 50 years | 311 | 311 | 29.3 |
| | 51 - 60 Years | 568 | 568 | 53.5 |
| | 61 and above | 102 | 242 | 22 |
| | Total | 1061 | 100 | 100 |

| Highest Qualifications Academic of Demographic Characteristic Principle | | | | | |
|---|-------------------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid percent | Cumulative percent |
| Valid | Bachelor's Degree | 489 | 46.1 | 46.1 | |
| | PGD | 171 | 16.1 | 16.1 | |
| | Master Degree | 318 | 29.9 | 29.9 | |
| | MPhil/Doctorate | 83 | 07.8 | 07.8 | |
| | Total | 1061 | 100 | 100 | |

| Year of Educational Experiences of Demographic Characteristics of Principle | | | | | |
|---|-------------------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid percent | Cumulative percent |
| Valid | 11-15years | 15 | 01.4 | 01.4 | |
| | 16-20years | 55 | 05.2 | 05.2 | |
| | 21-25years | 380 | 35.8 | 235.8 | |
| | 26-30years | 523 | 49.3 | 49.3 | |
| | 31years and above | 88 | 08.3 | 08.3 | |
| | Total | 1593 | 100 | 100 | |

Level of Achievement of the Objectives Business Education in Colleges of Education in Southwest, Nigeria (n = 1061)

To produce well qualified and competent NCE graduate in business subjects.

| | | Frequency | Percent | Valid percent | Cumulative percent |
|-------|-------------------|-----------|---------|---------------|--------------------|
| Valid | Strongly Agree | 126 | 12.0 | 12.0 | |
| | Agree | 459 | 43.2 | 43.2 | |
| | Disagree | 348 | 32.8 | 32.8 | |
| | Strongly Disagree | 128 | 12.0 | 12.0 | |
| | Total | 1061 | 100 | 100 | |

To produce NCE business teachers who will be able to inculcate the vocational aspects of Business Education.

| | | Frequency | Percent | Valid percent | Cumulative percent |
|-------|-------------------|-----------|---------|---------------|--------------------|
| Valid | Strongly Agree | 245 | 32.1 | 32.1 | |
| | Agree | 95 | 09.0 | 09.0 | |
| | Disagree | 257 | 24.2 | 24.2 | |
| | Strongly Disagree | 464 | 43.7 | 43.7 | |
| | Total | 1061 | 100 | 100 | |

To produce NCE business teachers who will start with so much desired revolution of vocational development

| | | Frequency | Percent | Valid percent | Cumulative percent |
|-------|-------------------|-----------|---------|---------------|--------------------|
| Valid | Strongly Agree | 150 | 14.1 | 14.1 | |
| | Agree | 101 | 09.5 | 09.5 | |
| | Disagree | 323 | 30.4 | 30.4 | |
| | Strongly Disagree | 487 | 45.9 | 45.9 | |
| | Total | 1061 | 100 | 100 | |

To prepare students in Business Education with necessary competence

| | | Frequency | Percent | Valid percent | Cumulative percent |
|-------|-------------------|-----------|---------|---------------|--------------------|
| Valid | Strongly Agree | 203 | 19.1 | 19.1 | |
| | Agree | 234 | 23.1 | 23.1 | |
| | Disagree | 375 | 35.3 | 35.3 | |
| | Strongly Disagree | 249 | 23.5 | 23.5 | |
| | Total | 1061 | 100 | 100 | |

To equip graduates with the right skills to engage in a life of work in the office as well as for self-employment

| | | Frequency | Percent | Valid percent | Cumulative percent |
|-------|-------------------|-----------|---------|---------------|--------------------|
| Valid | Strongly Agree | 100 | 09.4 | 09.4 | |
| | Agree | 399 | 37.6 | 37.6 | |
| | Disagree | 487 | 46.0 | 46.0 | |
| | Strongly Disagree | 75 | 07.0 | 07.0 | |
| | Total | 1061 | 100 | 100 | |

To produce NCE business teachers who will be able to inculcate the entrepreneurial aspects of Business Education

| | | Frequency | Percent | Valid percent | Cumulative percent |
|-------|-------------------|-----------|---------|---------------|--------------------|
| Valid | Strongly Agree | 462 | 43.5 | 43.5 | |
| | Agree | 331 | 31.2 | 31.2 | |
| | Disagree | 122 | 11.5 | 11.5 | |
| | Strongly Disagree | 146 | 13.8 | 13.8 | |
| | Total | 1061 | 100 | 100 | |

Level of ICT Facilities on the Objectives of Business Education in Colleges of Education in Southwest, Nigeria? (n = 1593)

Provision of a well equipped facilities such as lecture theatre, library, halls, workshop, laboratories etc

| | | Frequency | Percent | Valid percent | Cumulative percent |
|-------|-----------------|-----------|---------|---------------|--------------------|
| Valid | Very High Level | 182 | 11.4 | 11.4 | |
| | High Level | 344 | 21.6 | 21.6 | |
| | Low Level | 583 | 36.6 | 36.6 | |
| | Very Low Level | 484 | 30.4 | 30.4 | |
| | Total | 1593 | 100 | 100 | |

Regular supply of power for usage of ICT gadget in school.

| | | Frequency | Percent | Valid percent | Cumulative percent |
|-------|-----------------|-----------|---------|---------------|--------------------|
| Valid | Very High Level | 171 | 10.7 | 10.7 | |
| | High Level | 286 | 17.9 | 17.9 | |
| | Low Level | 582 | 36.5 | 36.5 | |
| | Very Low Level | 554 | 34.8 | 34.8 | |
| | Total | 1593 | 100 | 100 | |

Availability of office assistance for the resources centres in school.

| | | Frequency | Percent | Valid percent | Cumulative percent |
|-------|-----------------|-----------|---------|---------------|--------------------|
| Valid | Very High Level | 294 | 18.5 | 18.5 | |
| | High Level | 520 | 32.6 | 32.6 | |
| | Low Level | 452 | 28.4 | 28.4 | |
| | Very Low Level | 327 | 20.5 | 20.5 | |
| | Total | 1593 | 100 | 100 | |

Provision of ICT gadgets in school

| | | Frequency | Percent | Valid percent | Cumulative percent |
|-------|-----------------|-----------|---------|---------------|--------------------|
| Valid | Very High Level | 179 | 11.2 | 11.2 | |
| | High Level | 403 | 25.3 | 25.3 | |
| | | 229 | | | |

| | | | | |
|--|----------------|------|------|------|
| | Low Level | 510 | 32.0 | 32.0 |
| | Very Low Level | 501 | 31.5 | 31.5 |
| | Total | 1593 | 100 | 100 |

| Availability of computerized gadget that are relevant to the school system | | | | | |
|--|-----------------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid percent | Cumulative percent |
| Valid | Very High Level | 184 | 11.5 | 11.2 | |
| | High Level | 542 | 34.0 | 25.3 | |
| | Low Level | 677 | 42.5 | 32.0 | |
| | Very Low Level | 190 | 12.0 | 31.5 | |
| | Total | 1593 | 100 | 100 | |

| Actual/real objects on ICT equipment to make a lesson visibly practical to the students | | | | | |
|---|-----------------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid percent | Cumulative percent |
| Valid | Very High Level | 418 | 26.2 | 26.2 | |
| | High Level | 634 | 39.8 | 39.8 | |
| | Low Level | 293 | 18.4 | 18.4 | |
| | Very Low Level | 248 | 15.6 | 15.6 | |
| | Total | 1593 | 100 | 100 | |

Level of ICT Integration on the Objectives of Business Education in Colleges of Education in Southwest, Nigeria? (n = 1593)

| ICT tools are used to teach Business Subjects | | | | | |
|---|-----------------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid percent | Cumulative percent |
| Valid | Very High Level | 183 | 11.5 | 11.5 | |
| | High Level | 32 | 20.5 | 20.5 | |
| | Low Level | 594 | 37.3 | 37.3 | |
| | Very Low Level | 489 | 30.7 | 30.7 | |

| | | | | |
|--|-------|------|-----|-----|
| | Total | 1593 | 100 | 100 |
|--|-------|------|-----|-----|

Sending materials through email address, telegram and other forms of media to teach the student.

| | | Frequency | Percent | Valid percent | Cumulative percent |
|-------|-----------------|-----------|---------|---------------|--------------------|
| Valid | Very High Level | 274 | 17.2 | 17.2 | |
| | High Level | 340 | 21.3 | 21.3 | |
| | Low Level | 544 | 34.2 | 34.2 | |
| | Very Low Level | 435 | 27.3 | 27.3 | |
| | Total | 1593 | 100 | 100 | |

Holding online classes through the use of Google meet, zoom, Google classroom etc.

| | | Frequency | Percent | Valid percent | Cumulative percent |
|-------|-----------------|-----------|---------|---------------|--------------------|
| Valid | Very High Level | 192 | 12.1 | 12.1 | |
| | High Level | 298 | 18.7 | 18.7 | |
| | Low Level | 618 | 38.8 | 38.8 | |
| | Very Low Level | 485 | 30.4 | 30.4 | |
| | Total | 1593 | 100 | 100 | |

Over head projectors usage to large classes

| | | Frequency | Percent | Valid percent | Cumulative percent |
|-------|-----------------|-----------|---------|---------------|--------------------|
| Valid | Very High Level | 271 | 17.0 | 17.0 | |
| | High Level | 290 | 18.2 | 18.2 | |
| | Low Level | 584 | 36.7 | 36.7 | |
| | Very Low Level | 448 | 28.1 | 28.1 | |
| | Total | 1593 | 100 | 100 | |

The usage of slide in teaching the business education students.

| | | Frequency | Percent | Valid percent | Cumulative percent |
|-------|-----------------|-----------|---------|---------------|--------------------|
| Valid | Very High Level | 209 | 13.1 | 13.1 | |
| | | 231 | | | |
| | | | | | |

| | | | | |
|--|----------------|------|------|------|
| | High Level | 373 | 23.4 | 23.4 |
| | Low Level | 572 | 35.9 | 35.9 |
| | Very Low Level | 439 | 27.6 | 27.6 |
| | Total | 1593 | 100 | 100 |

The usage of voice message as a means of passing information to the business studies to the students.

| | | Frequency | Percent | Valid percent | Cumulative percent |
|-------|-----------------|-----------|---------|---------------|--------------------|
| Valid | Very High Level | 360 | 22.6 | 22.6 | |
| | High Level | 652 | 41.0 | 41.0 | |
| | Low Level | 398 | 25.0 | 25.0 | |
| | Very Low Level | 183 | 11.4 | 11.4 | |
| | Total | 1593 | 100 | 100 | |

Level of ICT Competence on the Objectives of Business Education in Colleges of Education in Southwest, Nigeria? (n = 1593)

| Availability of internet services on campus | | | | | |
|---|-----------------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid percent | Cumulative percent |
| Valid | Very High Level | 243 | 15.3 | 15.3 | |
| | High Level | 566 | 35.5 | 35.5 | |
| | Low Level | 518 | 32.5 | 32.5 | |
| | Very Low Level | 266 | 16.7 | 16.7 | |
| | Total | 1593 | 100 | 100 | |

| ICT app such as email, telegram, Whatsapp etc. to teach and give information to students | | | | | |
|--|-----------------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid percent | Cumulative percent |
| Valid | Very High Level | 222 | 14.0 | 14.0 | |
| | High Level | 630 | 39.5 | 39.5 | |
| | Low Level | 496 | 31.1 | 31.1 | |
| | Very Low Level | 245 | 15.4 | 15.4 | |
| | Total | 1593 | 100 | 100 | |

Usage of projectors to teach large classes as a mean of passing the subject matter to the

| business education students | | Frequency | Percent | Valid percent | Cumulative percent |
|-----------------------------|-----------------|-----------|---------|---------------|--------------------|
| Valid | Very High Level | 181 | 11.4 | 11.4 | |
| | High Level | 340 | 21.3 | 21.3 | |
| | Low Level | 600 | 37.7 | 37.7 | |
| | Very Low Level | 472 | 29.6 | 29.6 | |
| | Total | 1593 | 100 | 100 | |

| Usage of online platforms such as Google meet, zoom, Google spreadsheet to teach | | Frequency | Percent | Valid percent | Cumulative percent |
|--|-----------------|-----------|---------|---------------|--------------------|
| Valid | Very High Level | 209 | 13.1 | 13.1 | |
| | High Level | 322 | 20.2 | 20.2 | |
| | Low Level | 607 | 38.1 | 38.1 | |
| | Very Low Level | 455 | 28.6 | 28.6 | |
| | Total | 1593 | 100 | 100 | |

| Access to the use of e-book, Google classroom, Microsoft team etc. to teach | | Frequency | Percent | Valid percent | Cumulative percent |
|---|-----------------|-----------|---------|---------------|--------------------|
| Valid | Very High Level | 371 | 23.3 | 23.3 | |
| | High Level | 369 | 23.1 | 23.1 | |
| | Low Level | 614 | 38.5 | 38.5 | |
| | Very Low Level | 239 | 15.0 | 15.0 | |
| | Total | 1593 | 100 | 100 | |

| Audio aids such as cassettes recorder, radio, microphone, public address system and podcasts for teaching/learning purposes | | Frequency | Percent | Valid percent | Cumulative percent |
|---|-----------------|-----------|---------|---------------|--------------------|
| Valid | Very High Level | 471 | 29.6 | 29.6 | |
| | High Level | 607 | 38.1 | 38.1 | |
| | Low Level | 200 | 12.6 | 12.6 | |
| | Very Low Level | 315 | 19.7 | 19.7 | |
| | Total | 1593 | 100 | 100 | |

Status of Talent Management in Colleges of Education in Southwest, Nigeria (n = 1593)

| Planning according to needs of lecturers | | | | | |
|--|-------------------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid percent | Cumulative percent |
| Valid | Strongly Agree | 389 | 24.4 | 24.4 | |
| | Agree | 396 | 24.8 | 24.8 | |
| | Disagree | 401 | 25.3 | 25.3 | |
| | Strongly Disagree | 407 | 25.5 | 25.5 | |
| | Total | 1593 | 100 | 100 | |

| Attracting the best talented lecturer | | | | | |
|---------------------------------------|-------------------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid percent | Cumulative percent |
| Valid | Strongly Agree | 319 | 20.0 | 20.0 | |
| | Agree | 469 | 29.4 | 29.4 | |
| | Disagree | 519 | 32.6 | 32.6 | |
| | Strongly Disagree | 286 | 18.0 | 18.0 | |
| | Total | 1593 | 100 | 100 | |

| Selecting the suitable candidates to teach | | | | | |
|--|-------------------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid percent | Cumulative percent |
| Valid | Strongly Agree | 488 | 30.6 | 30.6 | |
| | Agree | 569 | 35.7 | 35.7 | |
| | Disagree | 298 | 18.7 | 18.7 | |
| | Strongly Disagree | 234 | 15.0 | 15.0 | |
| | Total | 1593 | 100 | 100 | |

| Provision of development programs for its academic staff | | | | | |
|--|-------------------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid percent | Cumulative percent |
| Valid | Strongly Agree | 561 | 35.2 | 35.2 | |
| | Agree | 629 | 39.5 | 39.5 | |
| | Disagree | 133 | 08.3 | 08.3 | |
| | Strongly Disagree | 270 | 17.0 | 17.0 | |
| | Total | 1593 | 100 | 100 | |

| Working out means to retains valued lecturers | | | | | |
|---|----------------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid percent | Cumulative percent |
| Valid | Strongly Agree | 631 | 39.6 | 39.6 | |
| | Agree | 640 | 40.2 | 40.2 | |
| | | 234 | | | |
| | | | | | |

| | | | | |
|--|-------------------|------|------|------|
| | Disagree | 220 | 13.8 | 13.8 |
| | Strongly Disagree | 102 | 06.4 | 06.4 |
| | Total | 1593 | 100 | 100 |

| Conducting lecturer's assessment through students views | | | | | |
|---|-------------------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid percent | Cumulative percent |
| Valid | Strongly Agree | 401 | 25.3 | 25.3 | |
| | Agree | 651 | 40.8 | 40.8 | |
| | Disagree | 241 | 15.1 | 15.1 | |
| | Strongly Disagree | 300 | 18.8 | 18.8 | |
| | Total | 1593 | 100 | 100 | |

Status of Compensation/Employee Benefits in Colleges of Education in Southwest, Nigeria (n = 1593)

| Payment of overtime allowances | | | | | |
|--------------------------------|-------------------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid percent | Cumulative percent |
| Valid | Strongly Agree | 351 | 22.0 | 22.0 | |
| | Agree | 550 | 34.5 | 34.5 | |
| | Disagree | 446 | 28.0 | 28.0 | |
| | Strongly Disagree | 246 | 15.4 | 15.4 | |
| | Total | 1593 | 100 | 100 | |

| Payment of leave bonuses | | | | | |
|--------------------------|-------------------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid percent | Cumulative percent |
| Valid | Strongly Agree | 432 | 27.1 | 27.1 | |
| | Agree | 593 | 37.2 | 37.2 | |
| | Disagree | 294 | 18.5 | 18.5 | |
| | Strongly Disagree | 274 | 17.2 | 17.2 | |
| | Total | 1593 | 100 | 100 | |

| Payment of study allowances | | | | | |
|-----------------------------|----------------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid percent | Cumulative percent |
| Valid | Strongly Agree | 216 | 13.5 | 13.5 | |
| | | 235 | | | |
| | | | | | |

| | | | | |
|--|-------------------|------|------|------|
| | Agree | 157 | 10.0 | 10.0 |
| | Disagree | 656 | 41.1 | 41.1 |
| | Strongly Disagree | 564 | 35.4 | 35.4 |
| | Total | 1593 | 100 | 100 |

| Provision of insurance (HMO) | | | | | |
|------------------------------|-------------------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid percent | Cumulative percent |
| Valid | Strongly Agree | 239 | 15.0 | 15.0 | |
| | Agree | 285 | 18.0 | 18.0 | |
| | Disagree | 549 | 34.5 | 34.5 | |
| | Strongly Disagree | 549 | 34.5 | 34.5 | |
| | Total | 1593 | 100 | 100 | |

| Provision of incentives for outstanding performance | | | | | |
|---|-------------------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid percent | Cumulative percent |
| Valid | Strongly Agree | 632 | 39.7 | 39.7 | |
| | Agree | 562 | 35.3 | 35.3 | |
| | Disagree | 213 | 13.3 | 13.3 | |
| | Strongly Disagree | 186 | 11.7 | 11.7 | |
| | Total | 1593 | 100 | 100 | |

Status of Workplace Safety in Colleges of Education in Southwest, Nigeria (n = 1593)

| Creating a safe and hazard-free environment | | | | | |
|---|-------------------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid percent | Cumulative percent |
| Valid | Strongly Agree | 571 | 35.8 | 35.8 | |
| | Agree | 511 | 32.1 | 32.1 | |
| | Disagree | 337 | 21.1 | 21.1 | |
| | Strongly Disagree | 174 | 11.0 | 11.0 | |
| | Total | 1593 | 100 | 100 | |

| Provision of environment devoid of health-related risks | | | | | |
|---|--|-----------|---------|-------|------------|
| | | Frequency | Percent | Valid | Cumulative |
| | | 236 | | | |

| | | | | percent | percent |
|-------|-------------------|------|------|---------|---------|
| Valid | Strongly Agree | 540 | 33.8 | 33.8 | |
| | Agree | 622 | 39.0 | 39.0 | |
| | Disagree | 283 | 17.8 | 17.8 | |
| | Strongly Disagree | 148 | 09.3 | 09.3 | |
| | Total | 1593 | 100 | 100 | |

| Sensitization of staff and student on necessary safety measure | | | | | |
|--|-------------------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid percent | Cumulative percent |
| Valid | Strongly Agree | 459 | 28.8 | 28.8 | |
| | Agree | 576 | 36.2 | 36.2 | |
| | Disagree | 228 | 14.3 | 14.3 | |
| | Strongly Disagree | 330 | 20.7 | 20.7 | |
| | Total | 1593 | 100 | 100 | |

| Provision of a well equipped health facilities such as first aid equipment, clinic, ambulance etc. | | | | | |
|--|-------------------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid percent | Cumulative percent |
| Valid | Strongly Agree | 413 | 25.9 | 25.9 | |
| | Agree | 651 | 40.9 | 40.9 | |
| | Disagree | 30 | 19.1 | 19.1 | |
| | Strongly Disagree | 207 | 13.0 | 13.0 | |
| | Total | 1593 | 100 | 100 | |

| Provision of night and day security personnel | | | | | |
|---|-------------------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid percent | Cumulative percent |
| Valid | Strongly Agree | 278 | 17.5 | 17.5 | |
| | Agree | 434 | 27.2 | 27.2 | |
| | Disagree | 425 | 26.7 | 26.7 | |
| | Strongly Disagree | 456 | 28.6 | 28.6 | |
| | Total | 1593 | 100 | 100 | |

Status of Training & Development program in Colleges of Education in Southwest, Nigeria (n = 1593)

| Engaging lecturers in on-the-job training | | | | | |
|---|-------------------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid percent | Cumulative percent |
| Valid | Strongly Agree | 474 | 29.7 | 29.7 | |
| | Agree | 557 | 35.0 | 35.0 | |
| | Disagree | 311 | 19.5 | 19.5 | |
| | Strongly Disagree | 251 | 15.8 | 15.8 | |
| | Total | 1593 | 100 | 100 | |

| Provision of development programme for the lecturer as needs arises | | | | | |
|---|-------------------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid percent | Cumulative percent |
| Valid | Strongly Agree | 330 | 20.7 | 20.7 | |
| | Agree | 576 | 36.1 | 36.1 | |
| | Disagree | 429 | 27.0 | 27.0 | |
| | Strongly Disagree | 258 | 16.2 | 16.2 | |
| | Total | 1593 | 100 | 100 | |

| Organizing hybrid symposium for lecturers in the college | | | | | |
|--|-------------------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid percent | Cumulative percent |
| Valid | Strongly Agree | 413 | 26.0 | 26.0 | |
| | Agree | 651 | 40.8 | 40.8 | |
| | Disagree | 331 | 20.8 | 20.8 | |
| | Strongly Disagree | 198 | 12.4 | 12.4 | |
| | Total | 1593 | 100 | 100 | |

| Organizing hybrid symposium for lecturers in the college | | | | | |
|--|-------------------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid percent | Cumulative percent |
| Valid | Strongly Agree | 413 | 26.0 | 26.0 | |
| | Agree | 651 | 40.8 | 40.8 | |
| | Disagree | 331 | 20.8 | 20.8 | |
| | Strongly Disagree | 198 | 12.4 | 12.4 | |
| | Total | 1593 | 100 | 100 | |

| Opportunities of engaging in job rotation and coaching from senior colleguage | | | | | |
|---|--|-----------|---------|-------|------------|
| | | Frequency | Percent | Valid | Cumulative |
| | | 238 | | | |

| | | | | percent | percent |
|-------|-------------------|------|------|---------|---------|
| Valid | Strongly Agree | 220 | 13.8 | 13.0 | |
| | Agree | 733 | 46.0 | 46.0 | |
| | Disagree | 224 | 14.1 | 41.1 | |
| | Strongly Disagree | 416 | 26.1 | 26.1 | |
| | Total | 1593 | 100 | 100 | |

Multiple Regression Analysis and Model Summary for the Combined contribution of Information Communication Technology Factors (ICT Facilities, ICT Integration, ICT Competence) and Human Resource Management Practice (Talent Management, Compensation/Employee Benefits, Work Place Safety and Training & Development) on Achievement of Business Education Objectives in Colleges of Education in Southwest, Nigeria.

| ANOVA | | | | | | | Decision |
|-------|------------|----------------|------|-------------|-------|------|-------------|
| Model | | Sum of Squares | Df | Mean Square | F | Sig. | |
| 1 | Regression | 314.909 | 8 | 39.363 | 6.599 | .001 | Significant |
| | Residual | 9455.157 | 1585 | 5.965 | | | |
| | Total | 9770.066 | 1593 | | | | |

Model Summary

R = .680

R Square = .532

Adjusted R Square = .534

Standard Error of the Estimate = 3.63648

Dependent Variable: Achievement of Business Education Objectives

Predictors: (Constant), ICT Facilities, ICT Integration, ICT Competence, Talent Management, Compensation, Employee Benefits, Work Place Safety and Training & Development

NB: Anova value is significant at $P < 0.05$

Field Work, 2024

Coefficients of Multiple Regression Analysis for the relative influence of Information Communication Technology Factors (ICT facilities, ICT integration, ICT competence) and Human Resource Management Practice (Talent management, Compensation, Employee benefits, Work place safety and Training & Development) on achievement of Business Education Objectives in Colleges of Education in Southwest, Nigeria

| Coefficients | | | | |
|--------------|----------------|--------------|---|------|
| Model | Unstandardized | Standardized | T | Sig. |

| | Coefficients | | Coefficients | |
|--------------------------------|--------------|----------------|--------------|------------|
| | B | Standard Error | Beta | |
| 1 (Constant) | 41.040 | 2.468 | 16.632 | .000 |
| ICT facilities | .101 | .084 | .065 | 1.207 .005 |
| ICT integration | .282 | .074 | .241 | 1.816 .000 |
| ICT competence | .022 | .072 | .211 | 1.201 .001 |
| Talent management | .081 | .064 | .147 | 1.256 .005 |
| Compensation/Employee benefits | .231 | .065 | .375 | 1.076 .005 |
| Work place safety | .531 | .051 | .123 | .987 .005 |
| Training & Development | .187 | .090 | .277 | 2.087 .005 |

Dependent Variable: **Achievement of Business Education Objectives**

Source: Fieldwork, 2024;

*t-value significant at P<0.05







City





Umi







Bio-data

A. Personal data

1. **Full Name:** AdefunkeTiti NANNA

HomeAddress: 1 Christfunke Nanna Close Aiyeteju Ibeju-lekki Lagos State.

E-mail Address: nannaadefunke@gmail.com

Phone number: +234 (0) 8025608693

2. **Date and Place of Birth:** 5th June, 1980, Lagos State

3. **Nationality:** Nigerian

4. **Name and Address of Next of Kin:** Pastor Christopher Olaolu Nanna

B. Educational Background

| | Institutions Attended | Qualification Obtained | Date |
|----|--|-------------------------------|-------------|
| 1. | Federal College of Education (Special) | Business Education | 2003 |
| 2. | Olabis Onabanjo University, Ago-Iwoye | BSc.Ed (Accounting Education) | 2007 |

3. University of Winneba Ghana Educational Planning/Administration 2014
4. Lead City University, Oyo State { PhD in Business Education in view} 2024

C. Working Experience with Dates

Work Place

Date

1. Lagos State Ministry of Education 2010- till date

D. Awards and Fellowships (If any): Nil

E. Membership of Academic Professional Bodies: Nil

F. Publications:

Thesis/Dissertation

1. **Nana F.O & Ileuma S (2024)** *Information Communication Technology factors : A Necessary Condition for Achievement Objective of Business Education in Colleges of Education, Southwest, Nigeria . British Journal of Education*, Volume 6, Issue 3, Pp.110 – 119

4. Notable scholarly or Professional Accomplishments: Nil

5. Major Conferences/Workshops Attended: Nil

G. Names and Addresses of Referees

1. Professor Senimetu ILEUMA
Department of Arts and Scial Science Education
Faculty of Education
Lead City University, Ibadan
08038047958
2. Dr (Mrs) Oluwayinmika Ayandele
Education District 111
Falomo, Ikoyi
Lagos State
08060602305
3. Professor E. A. ERWART
Department of Management Information Communcation

Faculty of Social Management
Lead City University, Ibadan

Date and Signature: 04/11/2024

The University Compliance Certification

This is to certify that the thesis by **Adefunke Titi NANNA** in the Department of Arts and Social Science Education, Faculty of Education, Lead City University, Ibadan, Oyo State, Nigeria is in full compliance with the approved University Format and Style.

Signature

Date