



## **Business Education Students' Innovative Ideas and Skills Acquisition in a Recessed Economy**

**Dr. Okiridu, Obulord S. Frank & Bupo, Godwin Omoni**

**Department of Business Education  
Rivers State University, Port Harcourt, Nigeria  
[obulord.okiridu@ust.edu.ng](mailto:obulord.okiridu@ust.edu.ng)**

### **ABSTRACT**

The study focused how business education programme can inculcate innovative ideas, employable knowledge and self-reliant skills, on students in this period of reduced economic activity. The researchers adopted a descriptive survey design for the study. Three research questions and hypotheses guided the study. The population of the study consisted of 189 business education graduates of Federal College of Education (Technical), Omoku. A purposive sampling technique was used hence the entire population served as the sample size of the study. A researchers made instrument titled "Business Education Innovative ideas and Skills Acquisition in a Recessed Economy (BEGIASARE) was used to elicit data for the study. Mean was used to answer the research questions, while Z-test statistical tool was used to answer the hypotheses to ascertain the difference in the survival rate between students who acquired employable cum self- reliant skills and those that do not. The findings revealed that students who acquired the business education knowledge and skills got employed and established one business or the other after graduation. The researchers therefore recommend that skills acquisition among business education students in our tertiary institutions should be made compulsory and a criteria for graduation.

**Keywords:** Business education, Innovative ideas, Skill acquisition, Recessed economy

### **INTRODUCTION**

The history of economic recession is not a new phenomenon but as old as the history of humanity itself, it refers to the period of reduced economic activity. This monster with a devastating effect on nations, individuals, businessmen, organizations, and different institutions has caused noticeable imbalance in Nigeria. Irrespective of reducing, destroying and consuming the treasury of money, it has also led to a great extent the crash of the stock market and the depreciation of national currency as the naira is 459 times equal to a dollar today. This has affected the nation negatively because it has led to loss of investment, loss of jobs occasioned by the closing down of many companies, culminating in the increase of unemployment rate. This problem is a story of sadness, poverty, famine and hunger to a country that is full of potentials, where there are opportunities for investments. Osude (2016) opined that recession is a business cycle contraction, and it refers to a general slowdown in economic activity for two consecutive quarters. During recession, there is usually a decline in certain macroeconomic indicators such as gross domestic product (GDP), employment, investment spending, capacity utilization, household income, business income, and inflation, with the attendant increase in the rate of unemployment.

Recession also has effect on the ability of customers to pay their debts to the creditors, leading to growing non- performing loans (NPL). In the heat of the recession so many subprime debts do go bad, thereby impairing the ability of debtors to service their debts. Recession has a devastating impact on employment worldwide. Taking a look at the country from 2016 to date thousands of Nigerians has lost their jobs, mostly in construction, real estate, financial services, and the auto sector, increasing the nation's

unemployment rate. The educational sector is one of the institutions affected by this recession as it solely depends on government patronage and sponsorship, therefore the educational sector with respect to budget allocation will witness a budget cuts, because there will be no funding, if available not enough for research and development, which will affect not only the lecturers but students and families. This problem can be handled if innovative ideas are imbibed and introduced to the economy.

According to Ahmed (2017), causes of economic recession in Nigeria are poor economic planning by the past government. Absence of concrete implementation of the economic planning is the major cause of the current recession. No doubt the present government has taken some steps, like the elimination of dollar purchase privileges for importers of 40 items including rice, cement, toothpick, private planes, poultry, meat, margarine, wheelbarrows, textiles and soaps. Some past policies has widened the gap between the rich and the poor, thereby creating more economic hardship. The extremely high interest rate discourages investments and the poor investments culminate into high rate of unemployment in the country. Government charges high tax rates even in the economic recession. Another instrument at the disposal of government is to increase their spending in real activities during recession to bring about growth. When taxes are lowered for individuals and businesses, extra money is made available for consumption or investment. If consumption rises, businesses spend more to produce additional goods and services, which would result in more employment and results ultimately in increased economic growth. The effect of recession could be reduced to the lowest level if innovative ideas and skills acquisition can be introduced to the economy.

Individuals, organizations and governments in the past have witnessed a proliferation of inventions, creative ideas and innovations, focusing on how these changes can better the lives of mankind and the society. A crucial factor for changing the everyday life in an organization especially the higher institutions is the policy makers' ability to make sense of the change process. Meaning that the stakeholders especially the lecturers should create ideas by generating narrative and having narrators, this will allow organizational members to give reason about the change events in order for the students to understand how ideas are translated to local settings. The collaboration between the school and the industry gives room for interaction by encouraging students to participate and make common sense of strategies. The collaboration also help to create an environment of shared acceptance concerning the anxiety and frustration that inevitably arise in a recessed economy (Ordu, 2017). Innovation is not something natural, rather particular, resulting from the organizational context determined by relations, technologies and mobilization. Akrich, Callon and Latour (2002) see innovation as fragmented interactive network of organizing. They further emphasized that innovation occurs through local translation by innovation alliance that support the emergence of new networks. Innovation poses new challenges for education policy, it is a driver of growth and well-being because new technologies, products, services and organizations create jobs and rejuvenate industries, while making others obsolete. To reap the gains of innovation, policy makers need to understand how innovation is changing and what it means for education and training policies. Innovation strategy for education training; the major challenge lies on harnessing the benefit of innovation within the education sector is the key challenge. Innovation implies that societies, education and training system must empower people to innovate and quickly respond to new needs generated by innovation. (i) Innovation in education is to show how innovation and improvement can be fostered and measured in the education sector (ii) Skills and education for innovation refers to as the kind of skills and education that are needed in innovative societies.

The skills needed for innovation goes beyond knowledge and mastery of one's domain. Innovators need to think critically, to apply their knowledge to unfamiliar problems, and to be able to come up with new ideas and make corrections. Innovation is also aided by behavioural and social skills that help people pursue their critical thinking, creative skills and put their ideas into action. Innovation can be developed in the offices and at the classroom with the right teaching and practice, not every venture or great innovation can start with a genius. Some thinkers assume that the term innovation and entrepreneurship apply only to geniuses, working on revolutionary new ideas. Consequently, the processes of teaching innovative skills

seem dim, but as a proven fact from participants, innovative skills are regularly exercised in the startup of new business in established companies. Viewed as a process, it required tools, techniques, and routines. Innovation cannot only be taught but also viewed as a skill that grows stronger with practice (Jam; 2015). The impact of economic crises on students in a recessed economy cannot be understated or over emphasized hence the need for innovative ideas and skills acquisition, to get students well positioned in the world of work instead of roaming the street in search for jobs. This taught is also challenged by underfunding of schools and commercialization of education by government and other stakeholders which has worsened the crises in education. The current economic crisis confronting the nation is creating severe conflict in education and other sectors of the economy. The teaching and learning of creative and innovative skills can be better done and handled in business education classrooms in our higher institutions.

Education all over the world faces challenges from different angles, which may be personal, social, economic, technological and political, these call for changes. These changes need a high level of flexibility and adaptability which can be actualized through business education. Ubulom (2004) defines business education as an aspect of education or training process which and individual receives with the primary motive of enabling him acquire adequate attitude, concepts, knowledge, understanding and skills in business activities for personal or vocational usage; for career as an administrator or manager and for career as a business teacher wherever he may find himself in the world of work. It is an aspect of educational process which gives an individual the pedagogy and business competencies necessary for teaching and practicing business attitudes, concepts, skills and knowledge for personal use, for entry into the business world as employer or employee and for participation as a business teacher. Base on the above definition (Okiridu; 2016) opined that business education can be represented with an acronym 'TOS' where 'T' stand for teacher, 'O' operator and 'S' for self-reliant; that business education is a tripartite programme of instruction which enables the recipient to be trained as a teacher, in the institutions, operator or employee in the industries and to be self-employed or be an entrepreneur and employer of labour.

The pedagogy of business education is a process of making things known to students that is teaching the learner some of the teacher's wisdom. In the concept of teaching the learner is required to learn how to think logically, analytically, creatively and critically. Ubulom (2004) sees teaching as giving instruction to somebody, causing the individual to know or giving the person knowledge, attitudes, values and skills. It is therefore an attempt to help individual change his knowledge, attitudes, values and skills which should be permanent. Okorie (1979) opined that teaching is the acquisition of knowledge through the active participation of the learner when he is guided. Business education in turning ideas into action will use the global reach to maintain the connections made with employers around the world. It will establish lines of communication that encourage an ongoing conversation about making business education relevant, progressive, and valuable. The stakeholder or the participants, on their part, will continue to expand their networks, collaborate on ideas, and share insights that can inform action in industry and academia alike. Together, they can address the problem of recession in the society through business education. It can help close the gap between education and industry. The policy makers can begin by integrating business education curriculum to be more closely with the practical demands of today's and tomorrow's employers. The faculty must be a mix of researchers and seasoned practitioners, who together enrich practice by anchoring it in demonstrable principles and extend research by making it more relevant, accessible, and actionable. This calls for stronger partnerships with industry to provide more experiential learning, greater opportunities for job placement, and closer collaboration for the mutual benefit of education and enterprise.

#### **Statement of the Problem**

Unemployment rate in developing countries especially Nigeria is on the increase. Certainly, the state of the economic hardship is not unconnected with the rate of unemployment and low standard of living of the people. Many people are complaining of graduates not been competent to face the practical challenges

in the labour market because of not having the knowledge and skills required to have gainful employment in the industries, meaning that our business education students in our tertiary institutions becoming innovators and entrepreneurs are farfetched. As a result of this the employers find it difficult to request for their services or engage them in their various establishments due to the financial involvement, equipment, tools and the human element needed for training and retraining them. National Bureau of Statistics (2011) has it that unemployment rate in Nigeria increased from 13.7 percent to 14.6 percent between 2006 to 2007, and from 14.9 percent to 19.7 percent between 2008 and 2009, and then from 22.10% to 23.90% in 2012 before increasing to 25.90 percent in 2013. Observation shows that this figure and percentages are on the increase over the years since the Universities graduate students do join the labour market on yearly basis. It is also noted that students in business education programme only take business education courses in theory, no entrepreneurship center with equipment as to motivate these students to learn and where the centre exist, no adequate facilities that will make the students to be more interested in business education creative ideas programme. Students are also not aware that through business education, jobs can be created and most lecturers who teach business education courses do not inform the students about the usefulness of practical skills acquisition as to enable them focus more on innovative ideas, especially in this recessed economy. It is on this premise that this study tends to fill the gap empirically whether business education innovative ideas and skills acquisition can create jobs and reduce the effect of recession among the students of business education after graduation. The study articulates the differences between business education graduates innovative ideas generation, translated into huge business venture and graduates unable to acquire the skills found along the streets in search of white collar jobs.

#### **Research Questions**

1. To what extent do students who are aware differ from those not aware that through business education, jobs can be create by acquiring the needed knowledge and skills?
2. To what extent do business education graduates with innovative ideas generation, translated into huge business venture differ from graduates unable to acquire the skills by securing employments?
3. To what extent do benefits of business education graduates with innovative ideas generation, translated into huge business venture differ from graduates unable to acquire the skills?

#### **Hypotheses**

1. There is no significant difference in acquiring the needed innovative knowledge and skills between students who are aware and those not aware that knowledge and skills can be acquired through business education
2. There is no significant difference in securing employment between business education graduates with innovative ideas generation, translated into huge business venture and graduates unable to acquire the skills.
3. There is no significant difference on benefits enjoyed between business education graduates with innovative ideas generation, translated into huge business venture and graduates unable to acquire the skills.

#### **METHODOLOGY**

The study adopted a survey research design. The population of the study consists of 189 business education graduates of Federal College of Education (Technical), Omoku that attended the 2017 bi-annual meeting of the alumni. The researcher adopted a purposive sampling technique as the entire population served as the sample size of the study. A researcher-made questionnaire tagged 'Business Education Students' Innovative Ideas and Skills Acquisition in a Recessed Economy' (BESIASARE), containing 30 items was used to elicit information for the study.

The instrument was validated by the two business educators and one measurement and evaluation expert in Rivers State University, Port Harcourt. The reliability of the instrument BEGIASARE was ascertained

using the Cronbach alpha coefficient formula, to obtain an alpha index of 0.87. The data collected from the 30 item instrument was analyzed with the use of mean on a 4 point rating scale where 2.5 points and above was accepted and score below 2.5 was rejected for the research questions while z-test statistical tool was used to analyze the hypotheses at 0.05% level of significance.

**RESULTS**

**Research question one:** *To what extent do business education graduates perceive the influence of innovative ideas in business Education skills acquisition?*

**Table 1: Mean Ratings on the extent do business education graduates perceive the influence of innovative ideas in business Education skills acquisition**

<b>Responses</b>	<b>HE</b>	<b>ME</b>	<b>LE</b>	<b>VLE</b>	<b>X</b>	<b>SD</b>	<b>Decision</b>
skills needed goes beyond knowledge and mastery of one’s domain.	27	50	83	29	2.40	0.91	Rejected
need to think critically, to apply their knowledge to unfamiliar problems	35	55	72	27	2.52	0.95	Accepted
able to come up with new ideas and make corrections	12	65	78	34	2.29	0.83	Rejected
can be developed in the offices and at the classroom with the right teaching and practice	18	63	69	39	2.32	0.91	Rejected
some thinkers assume that the term innovation and entrepreneurship apply only to geniuses	78	74	18	9	3.12	0.95	Accepted
teaching innovative skills seem dim	61	51	59	18	2.82	0.99	Accepted
viewed as a process, it required tools, techniques, and routines	55	60	62	12	2.84	0.92	Accepted
innovation cannot only be taught but also viewed as a skill that grows stronger with practice	48	39	65	37	2.52	1.07	Accepted
needs stronger partnerships with industry	70	62	43	14	2.99	0.95	Accepted
provide more experiential learning	62	55	41	31	2.78	1.07	Accepted
<b>Grand Mean/SD</b>					<b>2.66</b>	<b>0.96</b>	

Table 1 had a grand mean of 2.66 and standard deviation of 0.96 which is a positive response on students’ awareness that through business education, jobs can be create by acquiring the needed knowledge and skills. Item by item analysis which had a mean score of 2.52, 3.12, 2.82, 2.84, 2.52, 2.99 and 2.78 respectively are above 2.50 benchmark was accepted, while item 1, 3 and 4 with mean scores of 2.40, 2.29 and 2.32 were rejected because the scores are below the decision benchmark of 2.5.

**Table 2 Mean Rating on the Extent to Which Business Education Graduates with Innovative Ideas Generation.**

<b>Employment Generation Responses</b>	<b>HE</b>	<b>ME</b>	<b>LE</b>	<b>VLE</b>	<b>X</b>	<b>SD</b>	<b>Decision</b>
Turns ideas into action	69	55	41	24	2.89	1.04	Accepted
Establish lines of communication	42	35	81	31	2.47	1.01	Rejected
Expand networks, collaborate on ideas	62	75	33	19	2.95	0.95	Accepted
Closes the gap between education and industry	72	58	31	28	2.92	1.06	Accepted
Curriculum to be more closely with the practical	82	54	42	11	3.10	0.94	Accepted
Greater opportunities for job placement	57	52	31	49	2.62	1.17	Accepted
Greater opportunities for self-reliance	62	67	29	31	2.85	1.06	Accepted
Greater opportunities to be an employer	61	64	42	23	2.87	0.98	Accepted
Closer collaboration for the mutual benefit of education and enterprise	49	68	41	31	2.71	1.03	Accepted
Address the problem of recession	66	73	31	19	2.98	0.96	Accepted
<b>Grand Mean / SD</b>					<b>2.84</b>	<b>1.02</b>	

Table 2 had a grand mean of 2.84 and standard deviation of 1.02 which is a positive response on students' securing employment through innovative ideas generation, translated into huge business venture. Item by item analysis which had a mean score of 2.89, 2.95, 2.92, 3.10, 2.62, 2.85, 2.87, 2.71 and 2.98 which is above the 2.50 benchmark in a point 4 scale was accepted, while item 2 which dwell on establishing communication line with a mean score of 2.47 was rejected because the scores is below the decision benchmark of 2.5.

**Table 3 : Mean rating on the benefits of business education graduates with innovative ideas generation, translated into huge business venture differ from graduates unable to acquire the skill**

<b>Responses</b>	<b>HE</b>	<b>ME</b>	<b>LE</b>	<b>VLE</b>	<b>X</b>	<b>SD</b>	<b>Decision</b>
having a steady income	22	85	61	21	2.57	0.84	Accepted
Being adequately quartered in a personal house	45	55	73	16	2.68	0.93	Accepted
Access to feed three square meals daily	60	48	51	30	2.73	1.07	Accepted
Access to cars as a necessity for movement	52	66	39	32	2.73	1.04	Accepted
Having properties at major cities	41	29	56	63	2.25	1.14	Rejected
Adequate training of children and wards in a well equipped schools	66	45	71	7	2.90	0.93	Accepted
Taking absolute care of relations (extended family)	54	55	49	31	2.70	1.05	Accepted
Giving arms (help) to the needy	51	35	36	67	2.37	1.22	Rejected
Survival rate in the midst of recession is high	42	45	41	61	2.36	1.15	Rejected
Access and opportunity to business stability	61	68	35	25	2.85	1.01	Accepted
<b>Grand Mean /SD</b>					<b>2.62</b>	<b>1.04</b>	

Table 3 had a grand mean of 2.62 and standard deviation of 1.04 which indicates a positive response with respect to the benefits enjoyed through innovative ideas generation, translated into huge business ventures. Item by item analysis with scores below 2.5 especially in item ‘5’ with a mean score of 2.25 which talked about having properties at major cities, item ‘8’ with a mean score of 2.37 talked about giving arms (help) to the needy, and item ‘9’ with mean score of 2.36 which stem on high rate of survival in the midst of recession; were all rejected because the mean scores are below the benchmark in a 4 point scale. Item 1, 2, 3, 4, 6, 7 and 10 with a mean score of 2.57, 2.68, 2.73, 2.73, 2.90, 2.70 and 2.85 respectively were accepted because they are above 2,5 benchmark in a 4 point scale.

**Hypothesis 1: There is no significant difference in acquiring the needed innovative knowledge and skills between students who are aware and those not aware that knowledge and skills can be acquired through business education**

**Table 4: Descriptive Analysis on the Difference in Acquiring the Needed Innovative Knowledge and Skills.**

**z-Test: Two Sample for Means**

	<i>STUDENTS AWARE</i>	<i>STUDENTS NOTAWARE</i>
Mean	2.79	2.39
Known Variance	0.91	1.09
Observations	71	118
Hypothesized Mean Difference	0	
z Calculated	2.68	
P(Z<=z) one-tail	0.01	
z Critical one-tail	1.64	
P(Z<=z) two-tail	0.07	
z Critical two-tail	1.96	

Table 4 shows the result of hypothesis 1 which states that there is no significant difference in acquiring the needed innovative knowledge and skills between students who are aware and those not aware that knowledge and skills can be acquired through business education. The result shows a known variance of 0.91 and 1.09 on the observations of 71 students aware and 118 students not aware. The analysis had a z-calculated of 2.68 as against the critical table value of 1.96, hence the calculated value is greater than the table value the null hypotheses which states no significant difference in acquiring the needed innovative knowledge and skills between students who are aware and those not aware that knowledge and skills can be acquired through business education is hereby rejected and the alternate accepted.

**Hypothesis 2: There is no significant difference in securing employment between business education graduates with innovative ideas generation, translated into huge business venture and graduates unable to acquire the skills.**

**Table 5: Descriptive Analysis on Difference in Securing Employment between Business Education Graduates with Innovative Ideas generation**

**z-Test: Two Sample for Means**

	<i>EMPLOYED STUDENTS</i>	<i>UNEMPLOYED STUDENTS</i>
Mean	2.92	2.46
Known Variance	0.82	1.15
Observations	71	118
Hypothesized Mean Difference	0	
z – Calculated	3.14	
P(Z<=z) one-tail	0.01	
z Critical one-tail	1.64	
P(Z<=z) two-tail	0.001	
z Critical two-tail	1.95	

The table shows the z-test results for hypothesis 2 tested at 0.05 level of significance. The data in table 5 shows that the z-calculated value of 3.14 is greater than the z-critical two-tail value of 1.95 at that same 0.05 level of significance. The hypothesis is therefore rejected for the alternative which indicates that there is a significant difference in securing employment between business education graduates with innovative ideas generation, translated into huge business venture and graduates unable to acquire the skills.

**Hypothesis 3: There is no significant difference on benefits enjoyed between business education graduates with innovative ideas generation, translated into huge business venture and graduates unable to acquire the skills**

**Table 6: Descriptive Analysis on Difference on Benefits enjoyed between Business Education Graduates with Innovative Ideas Generation.**

z-Test: Two Sample for Means

	<i>SKILLED STUDENTS</i>	<i>UNSKILLED STUDENTS</i>
Mean	2.68	2.43
Known Variance	0.89	1.18
Observations	71	118
Hypothesized Mean Difference	0	
z -Calculated	2.62	
P(Z<=z) one-tail	0.052	
z Critical one-tail	1.64	
P(Z<=z) two-tail	0.10	
z Critical two-tail	1.96	

The table shows the z-test results for hypothesis 3 tested at 0.05% level of significance. The data in table 6 shows that the z-calculated value of 2.62 is greater than the z-critical two-tail value of 1.96 at that same 0.05% level of significance. The hypothesis is therefore rejected for the alternative which indicates a significant difference on benefits enjoyed between business education graduates with innovative ideas generation, translated into huge business venture and graduates unable to acquire the skills

### **DISCUSSION OF FINDINGS**

The results of research question 1 reveal that the respondents accepted the decision that business education students need to think critically, to apply their knowledge to unfamiliar problems, viewed it as a process that required tools, techniques, and routines. They also accepted that trends and issues in business education (innovation) cannot only be taught but also viewed as a skill that grows stronger with practice and that it needs stronger collaboration and partnerships with Industry to provide more experiential learning. This result is in line with the assertion of (Post & Smith, 2015) that helping students acquire 21st century leadership and business competencies will require curriculum changes and increased cooperation with companies and other potential employers. The respondents rejected the views that business education skills needed goes beyond knowledge and mastery of one's domain, that business education can be developed in the offices and at the classroom with the right teaching and practice. The results of research question 2 reveal that the respondents accepted that business education can turns ideas into action, expand networks, collaborate on ideas, closes the gap between education and industry, create greater opportunities for self- reliance and job placement, have closer collaboration for the mutual benefit of education and enterprise and to some extent alleviate the problem of recession. This result is in consonance with the view of (Jam, 2016) that the future of business education turning ideas into action requires the leaders from academia, industry, the not-for-profit world, and the media, as well as students, parents, and alumni to take up the cause: transforming business education for the 21st century. The results of research question 3 reveal that the respondents accepted that business education creates the benefit of having a steady income, being adequately quartered in a personal house; access to feed three square meals daily, survival rate in the midst of recession is high, good access and opportunity to business stability. The results of hypotheses 1 as contained in tables 4 reveal that the respondents accepted that there is a significant difference in acquiring the needed innovative knowledge and skills between students who are aware and those not aware that knowledge and skills can be acquired through business education. The

analysis had a z-calculated of 2.68 as against the critical table value of 1.96, hence the calculated value is greater than the table value the null hypotheses was rejected and the alternate accepted. The testing of hypotheses 2 as shown in table 5 had a z-calculated value of 3.13 which is greater than the z-critical two-tail value of 1.96 at that same 0.05 level of significance. The hypothesis is therefore rejected for the alternative which indicates that there is a significant difference in securing employment between business education graduates with innovative ideas generation, translated into huge business venture and graduates unable to acquire the skills. Hypothesis 3 tested at 0.05% level of significance in table 6 had a z-calculated value of 2.62 as against the z-critical two-tail value of 1.96 at that same 0.05% level of significance. Hence the calculated is greater the table value, the null hypothesis was rejected and the alternative which states a significant difference on benefits enjoyed between business education graduates with innovative ideas generation, translated into huge business venture and graduates unable to acquire the skills was accepted.

### **CONCLUSION**

Based on the findings of the study, it was concluded that business education students in Federal College of Education (Technical), Omoku who embraced business education and took the courses seriously acquired the needed knowledge and skills that kept them afloat in the labour market above those not aware and unable to acquire the skills. That the collaboration and partnership between the school and industry is one of the highest engagements, also that the students considered business education innovative ideas important as it increases their income, cushion the effect of recession to some extent and keeps them profitably engaged. Students also accepted that business education encourage critical thinking, development of ideas, skill acquisition, hard work. The results also show that through business education, graduates can be self-reliant and also be an employer of labour.

### **RECOMMENDATIONS**

1. Stakeholders should employ qualified Lecturers narrators, mentors this will allow organizational members to give reason about the change events in order for the students to understand how ideas are translated to local settings to boost skills acquisition among business education students in our tertiary institutions.
2. The collaboration between the school and the industry is seriously recommended as this will give room for interaction by encouraging students to participate and make common sense of strategies.
3. Government should endeavour to fund the education sector adequately, this will help to reap the gains of innovation, by understanding how innovation is changing and what it means for education and training policies and Commercialization of education by government and stakeholders should stop because it has worsened the crises in education.

### **REFERENCES**

- Ahmed, Y. (2017), Economic Recession in Nigeria; A Paper presented at the 22nd *Ummah* Convention held at Sultan Muhammad Maccido Institute for Qur'an and General Studies, Sokoto, April 15-17, 2017, 30pp. Page 2
- Akrich, M.; Callon, M. and Latour, B (2002). The key to Success in Innovation Part ii: The art of Choosing Good Spokespersons. *International Journal of Innovation Management*, 6(2): 207-25.
- Jam, T. (2015). *The Future of Business Education Turning Ideas into Action: Integrate Digital Technology with the Business Curriculum* Copyright © 2015 Trustees of Boston University.
- National Bureau of Statistics (2011). Unemployment / Underdevelopment Report qz 2011. Available at <http://www.nigerianstat.gov.ng/report/375>.
- Okiridu, O.S.F. (2015) Students Perception and Realities of Business Education in Tertiary Institutions in Rivers State. Proceedings of the 27<sup>th</sup> Annual National Conference of Association of Business Educators of Nigeria (ABEN) (pp.111-119.) Osun, Nigeria.

- Okorie, J.U. (1979) *Fundamentals of Teaching Practice*. Enugu: Fourth Dimension Publishers
- Ordu P. (2017). Empowering 21<sup>st</sup> Century Students for Self-Employment: A Lead Paper  
Presentation at the 2<sup>nd</sup> National Annual Conference of Association of Business Educators of  
Nigeria (ABEN), Rivers State Chapter, at the Business Education Auditorium, Rivers State  
University, Port Harcourt, 17<sup>th</sup> -18<sup>th</sup> May 2017.
- Osude, D. (2016) *Understanding the Impact of Economic Recession*: Initial Draft Produced by  
Monetary Policy Department.
- Post, J. and Smith, J.F. (2015). How can Business Education Enhance Value for Students  
Employers and the world? Boston University Questrom School of Business bu.edu/jam Trustees  
of Boston University Adriane Ayling, *Art Director/Editor*; Maggie Price, *Designer*; Bruce  
Tucker, *Writer*; Tom Vellner, *Writer/Editor*
- Ubulom, W.J. (2004). *Pedagogy of Business Education*. Port Harcourt: Celwil Nigeria Limited,