



Influence of E-Learning Facilities on Career Disposition of Business Education Students in Tertiary Institutions in Rivers State

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ABSTRACT

The study investigated the influence of e-learning facilities on career disposition of Business Education students in tertiary institutions in Rivers State. Two research questions and two hypotheses were posed and formulated for the study and tested at 0.05 significant level. The descriptive survey design was used for the work. The population of the study comprised 1192 level 300 full time undergraduate Business Education students of 2018/2019 academic session. A sample size of 386 was randomly selected for the study population through Krejcie and Morgan determining sample size for finite population. The instrument used for the study was questionnaire developed by the researcher for data collection. The instrument was validated by two Business Educators from the Department of Business Education and a Measurement and Evaluation expert, Rivers State University. Test re-test was used to achieve a strong reliability of the instrument and the Pearson Product Moment Correlation (PPMC) was used to measure the reliability of the instrument which resulted in reliability co-efficient of 0.90. The data collated were analyzed using mean ratings and standard deviation for the research questions and z-test statistic was applied to test the null hypotheses at 0.05 alpha level. The result of this study showed that e-library facilities influenced Business Education students' career disposition in federal and state tertiary institutions in Rivers State to high extent, among others. Based on the findings of the study, the following recommendations were made: Federal, state government and university authorities should maintain a top geared utilization of e-library facilities usage according to educational set objectives. Private sectors and Tertiary Education Trust Fund (Tetfund) should provide e-mail facilities in schools for effective teaching and learning.

Keywords: Business Education, electronic learning, students, Career Disposition

INTRODUCTION

Change as the only constant phenomenon of life also affects our globe and has caused a wide range of development of which the Information and Communication Technology (ICT) is one. This development has transformed every sector of life with it and that of Business Education is not ruled out. The introduction of e-learning in the teaching and learning process has spurred effective and efficient teaching and learning of Business Education courses in tertiary institutions in Rivers State. Ajayi and Ekundayo (2009) viewed Information and Communication Technology (ICT) as the process which entails the disseminating of information using various forms of necessary electronic machines which house all required technologies for the operation and communication of information. Accordingly, Osakwe (2012) captured Information and Communication Technology (ICT) as an electronic machine used to manage and process information with the help of software and hardware to change, store, influence, guide, shield,

convey, direct, control and regain information for the improvement and yielding of useful results for personal and business activities.

E-learning is an abbreviation for electronic learning. It is an aspect of ICT which holds a great esteem to the teaching and learning process in the education industry in our contemporary time and age. The significance and effectiveness of technology enhanced learning cannot be overlooked in this 21st century. So, various sectors such as: education, business, law, medicine, engineering, agriculture and others rely on the adapting of e-learning to enable them advance. E-learning is a vital determinant of information propagation of this dispensation and as such, it holds a great affirmation to improve teaching and learning when appropriately adopted and applied in Nigerian educational institutions and the higher institutions in Rivers State offering Business Education courses are not exempted (Olusesan, Adelabu & Emmanuel, 2015). In the words of Adu and Olatundun (2013), e-learning is explained as learning that empowers the flexibility of passing on education to learners to enable them breakthrough the desired knowledge anytime, anywhere, at will and at one's comfort. Also, it helps to influence how students are taught, their perceptions, passions, zeal and otherwise since the process is learner driven. This would then prepare and improve the learners for lifelong learning and also better the quality of learning in our society including Rivers State Tertiary Institutions offering Business Education courses.

In congruence with Adu and Olatundun (2013), Adesoji (2012) explained that e-learning comprises computer and ICT materials and usage which assist in information gathering and circulating, investigations and world exchange of thoughts that are extremely important for improving thoughtful educational problems and understanding connected issues to world's development matters. Abidoye (2010) viewed e-learning facilities as the web, internet, multimedia, computer, projectors, television and other devices that provide comfortable entrance to well-made instructional materials in order to get satisfactory and responsible impartation to the learning process including Business Education courses. From the foregoing definitions, e-learning is seen as engaging electronic devices to stimulate the teaching and learning process to command lasting knowledge and retain information among learners when properly and consciously used as perceived by the researcher. The integration of e-learning into the educational sector has greatly influenced the educational sector and has been linked to career disposition of Business Education students in our higher institutions negatively or positively as perceived by the researcher.

The achievements, successes, accomplishments, failures or setbacks of what anyone becomes tomorrow depend on the career choice, training and planning of today. Hence, the planning for tomorrow today is the sole responsibilities of so many people, agents and variables such as, the students, parents, lecturers, school counselors, organizations, peers, general orientation, e-learning facilities, the school curriculum, among others (Kazi, Nimra & Nawaz, 2017). Careers are like building blocks built throughout the lifespan of individuals from the series of choices they make in learning, training and the work they are engaged in (Ezeani, 2013). According to The Balance Careers (2017), career is identified in two perspectives: career is seen as what an individual does to earn a livelihood in life and a person's progression via a wide range of career paths over such individual's lifespan which includes one's education, unpaid work experiences and voluntary opportunities. Business Dictionary (2019) explained career as the advancements and actions taken by individuals all through their life time, particularly those related to their professions which comprise the individuals' jobs held, titles earned and work achieved over a long duration and not just referring to their positions. In support of the above definitions, career is said to be the totality of every experience gotten, training acquired, position held and effort someone puts up to make ends meet for a lifelong period as perceived by the researcher. The career disposition of Business Education students and e-learning facilities available in any school are necessary tools to create efficacious and efficient outcome in teaching and learning as to attain educational goals as perceived by the researcher. This implies that career disposition of Business Education students depends on quality and available e-learning facilities while available e-learning facilities such as; e-library, e-mail, e-portfolio, message board and projectors have great influence on Business Education Students to reach set educational objectives.

Business Education is a wide field of study which comprises a great area of specializations and prepares individuals for different careers and prospects in business for their livelihood. Business Education embraces the necessary knowledge, attitudes and skills requisite by all learners so as to efficaciously oversee their individual businesses, establishments and economic system (Amaewhule, as cited in Innocent, Joseph and Vin-Mbah, 2015). Business Education covers a whole lot of continuous economic activities carried out in a given society which is instructive and suitable for business competencies required for self-employment or being employed with the aim of making the receiver independent including funding of conducive learning environments and tools (Amesi, 2010).

Also, Utoware and Amaiya (2014) viewed Business Education as what provides its graduates with the necessary competencies, skills, knowledge, ideas, potentials and attributes needed to carry out their duties as workers of various industries, companies, offices, civil servants, teachers, lecturers and proprietors or proprietresses of institutions. Okoye (2013) described Business Education as the education program which informs learners in the art of business like marketing, typing, shorthand skills, service delivering, secretarial jobs, stenography, accounting, office information system and management. Okoye (2013) further elaborated that Business Education distinguishes learners into two related areas namely:

1. Education 'for' business.
2. Education 'about' business.
 1. Education 'for' Business: Education for business gives students career or occupational trainings such as providing:
 - a) The method of business making.
 - b) The techniques involved in business making.
 - c) The tactics employed to captivate clients in order to make profit.
 - d) The business ideas involved in making profit.
 - e) The right habit, attitude and behaviour a good businessman should possess.
 2. Education 'about' Business: Education about business provides individuals with the following knowledge:
 - a) The right time and approach required to buy goods to maximize profit.
 - b) Where to purchase quality and affordable goods for sale.
 - c) Where to locate long standing business centre.
 - d) When and how to make best turnover.
 - e) The appropriate time to get into increased production of goods.
 - f) The tricks to apply to forecast business in due season.
 - g) Have personal conviction on how to manage and bear risk factors of the business.

In summary, education 'about' business emphasizes acquisition of business ideas for the individual to be a well informed consumer who uses such for utilitarian purposes outside pursuit of a career.

Therefore, business education provides proper information of knowledge, skills, competencies and attitudes for its students when practiced under a good and well structured environment to enable such student become gainfully employed either as an employer of labour or employee in the business world or education sector as thought by the researcher. So, the career disposition such as; interest, attitude, skill, perception, passion, mood, quest and others of Business Education students depend largely on necessary e-learning facilities such as e-library, e-mail, e-portfolio, message board, projectors, among others to drive home the educational objectives of Business Education curriculum that will automatically benefit the learners as well as the society.

Statement of the Problem

Many universities offering Business Education courses across Nigeria do not have well equipped e-learning facilities and even where they have, some of the devices such as e-library, e-mail, e-portfolio, message board, projectors and others are not used effectively due to poor managerial attitude, erratic power supply, poor technical infrastructure, limited expertise, financial restrictions, poor internet connectivity and slow or non-inclusion of Information and Communication Technology (ICT) programs in teachers' training curricula at basic level of education (Busayo, 2018). The researcher's observation also showed that most Business Education students do not have personal e-learning facilities nor possess

adequate knowledge on how to operate such e-learning facilities. So, the use of the aforementioned e-learning facilities in the teaching and learning is facing serious challenges to students, as they seek to achieve one of the objectives of Business Education, which is career exploration. Therefore, this study is aimed at examining influence of e-learning facilities in advancing or facilitating the career disposition of Business Education students in higher institutions in Rivers State.

Purpose of the Study

The aim of this study was to investigate, “Influence of E-Learning Facilities on Career Disposition of Business Education Students in Tertiary Institutions in Rivers State.” Specifically, the study sought to:

1. Determine the extent to which e-library facilities influence career disposition of Business Education Students in Tertiary Institutions in Rivers State.
2. Find out the extent to which e-mail facilities influence career disposition of Business Education Students in Tertiary Institutions in Rivers State.

Research Questions

The following research questions were posed for the study:

1. To what extent do e-library facilities influence career disposition of Business Education Students in Tertiary Institutions in Rivers State?
2. To what extent do e-mail facilities influence career disposition of Business Education Students in Tertiary Institutions in Rivers State?

Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance.

1. There is no significant difference in the mean ratings of Business Education Students in Federal and State Tertiary Institutions on the extent to which e-library facilities influence Business Education students’ career disposition.
2. There is no significant difference in the mean ratings of Business Education Students in Federal and State Tertiary Institutions on the extent to which e-mail facilities influence Business Education students’ career disposition.

METHODOLOGY

The study was hinged on the descriptive survey design and the study was carried out in Federal and State Tertiary Institutions in Rivers State. They include Federal College of Education Technical, Omoku, Rivers State University, Nkpolu, Port Harcourt and Ignatius Ajuru University of Education. The population of the study comprised 1192 level 300 full time undergraduate Business Education Students of 2018/2019 academic session obtained from both Federal and State Tertiary Institutions in Rivers State. A sample of 386 level 300 full time undergraduate students were drawn from the tertiary institutions, 108 from the Federal tertiary institutions and 278 from the State tertiary institutions in Rivers State. The researcher designed an instrument Titled “Influence of E-learning facilities on career disposition of Business Education Students in Tertiary Institutions Questionnaire (IOEFOCDBES).” The instrument was designed using the four point modified Likert scale ratings of High Extent (HE) = 4 points, Moderate Extent (ME) = 3 points, Low Extent (LE) = 2 points and Very Low Extent (VLE) = 1 point. The Pearson Product Moment Correlation Coefficient was used to correlate the two tests and a reliability coefficient of 0.90 was derived. This tells that the research instrument was reliable for the study. The 386 copies of questionnaire distributed were filled correctly and retrieved. Data collected were analysed using mean and standard deviation statistics to answer the researcher questions while z-test statistics was used to test the hypotheses at 0.05 alpha level of significance. Any value from 3.00 – 3.50 was regarded as High Extent, from 2.5- to 3.00 was regarded as Moderate Extent, from 2.49 – 2.00 was regarded as Low Extent and from 1.99 – 0.50 was regarded as very Low Extent. A null hypothesis was accepted if the calculated z-value is less than the critical z-value of 1.96 and rejected if the calculated z-value is greater than the critical z-value of 1.96.

RESULTS

Research Question 1

To what extent do e-library facilities influence career disposition of Business Education students in tertiary institutions in Rivers State?

Table 1: Mean Ratings of Federal and State Institutions on the Extent E-library Facilities Influence Career Disposition of Business Education Students in Tertiary Institutions in Rivers State.

S/N	Items	Federal Institutions = 106			State Institutions = 273		
		\bar{X}	SD	Remarks	\bar{X}	SD	Remarks
1	E-library provides immediate solutions for students' academic work.	3.59	0.66	HE	3.26	0.70	ME
2	E-library provides a wide range of research materials at a spot for students.	3.36	0.94	ME	3.23	0.74	ME
3	E-library helps students to select from electronic resources.	3.19	1.07	ME	3.16	0.83	ME
4	Epileptic power supply affects students learning in the usage of e-library.	3.10	1.21	ME	3.11	0.98	ME
5	E-library supplements e-learning and complements traditional ways of teaching and learning.	2.97	1.24	ME	2.99	1.19	ME
6	E-library generates matching information and services for the 21 st century library users.	3.00	1.23	ME	2.97	1.16	ME
7	E-library exposes students to information literacy skills.	2.89	1.22	ME	2.82	1.18	ME
8	E-learning affects students' attitudes learning pace.	3.73	1.27	HE	2.70	1.20	ME
Aggregate \bar{X} /SD		3.10	1.11		3.03	1.00	

Source: Field Survey, 2020

Data on table 1 discloses the extent to which e-library influences level 300 fulltime undergraduate Business Education students of 2018/2019 academic session of federal and state tertiary institutions with varying means responses in Rivers State. This is shown in the mean scores of respondents as detailed in items 1-8. That is, the respondents (Business Education students) were influenced in e-library facilities which has it that e-library provides immediate solutions for students' academic work as $\bar{X} = 3.59$ and 3.26 with SD = 0.66 and 0.70. It provides a wide range of research materials at a spot for students as $\bar{X} = 3.36$ and 3.23 with SD = 0.94 and 0.74. E-mail helps students to select from electronic resources as $\bar{X} = 3.19$ and 3.16 with SD = 1.07 and 0.83. Epileptic power supply affects students learning in the usage of e-library as $\bar{X} = 3.10$ and 3.11 with SD = 1.12 and 0.98. E-library supplements e-learning and complements traditional ways of learning as $\bar{X} = 2.97$ and 2.99 with SD = 1.24 and 1.19. E-library generates matching information and services for the 21st century library users as $\bar{X} = 3.00$ and 2.97 with SD = 1.23 and 1.16. E-library exposes students to information literacy skills as $\bar{X} = 2.89$ and 2.82 with SD = 1.22 and 1.18. E-library affects students attitude learning pace as $\bar{X} = 2.73$ and 2.70 with SD = 1.27 and 1.20. The aggregate means and standard deviations of $\bar{X} = 3.10$ and 3.03 with SD = 1.11 and 1.00 disclose that Business Education students responses on e-library in tertiary institutions in Rivers State vary respectively and have high extent mean responses.

Research Question 2

To what extent do e-mail facilities influence career disposition of Business Education students in tertiary institutions in Rivers State?

Table 2: Mean Ratings of Federal and State Institutions on the Extent E-mail Facilities Influence Career Disposition of Business Education Students in Tertiary Institutions in Rivers State.

S/N	Items	Federal Institutions = 106			State Institutions = 273		
		\bar{X}	SD	Remarks	\bar{X}	SD	Remarks
9	E-mail enables students to spend less time on academic work.	2.44	1.29	LE	2.39	1.22	LE
10	E-mail provides effectiveness, efficiency and engagement among learners and facilitators.	2.39	1.28	LE	2.37	1.22	LE
11	E-mail can be difficult to communicate emotions like praise and sadness among students.	2.40	1.25	LE	2.37	1.22	LE
12	It consumes much time in teaching and learning.	2.41	1.26	LE	2.39	1.22	LE
13	E-mail can foster misunderstanding in a learning situation.	2.40	1.26	LE	2.40	1.22	LE
14	It is accessible from anywhere in the world for learners and educators.	2.44	1.30	LE	2.43	1.23	LE
15	It promotes intimate relationship between instructors and learners.	2.47	1.30	LE	2.41	1.23	LE
16	It creates learning opportunities for shy students as to become self reliant.	2.44	1.30	LE	2.38	1.22	LE
Aggregate \bar{X} /SD		2.42	1.28		2.39	1.22	

Source: Field Survey, 2020

Data on table 2 shows that e-mail facilities used by Business Education students in tertiary institutions in Rivers State show low extent mean responses in items 9-16. That is, the respondents (Business Education students) were influenced in e-mail facilities which has it that, e-mail enables students to spend less time on academic work as $\bar{X} = 2.44$ and 2.39 with $SD = 1.29$ and 1.22 . E-mail provides effectiveness, efficiency and engagement among learners and facilitators as $\bar{X} = 2.39$ and 2.37 with $SD = 1.28$ and 1.22 . E-mail can be difficult to communicate emotions like praise and sadness among students as $\bar{X} = 2.40$ and 2.37 with $SD = 1.25$ and 1.22 . It consumes much time in teaching and learning as $\bar{X} = 2.41$ and 2.39 with $SD = 1.26$ and 1.22 . E-mail can foster misunderstanding in a learning situation as $\bar{X} = 2.40$ and 2.40 with $SD = 1.26$ and 1.22 . It is accessible from anywhere in the world for learners and instructors as $\bar{X} = 2.44$ and 2.43 with $SD = 1.30$ and 1.23 . It promotes intimate relationship between instructors and learners as $\bar{X} = 2.47$ and 2.41 with $SD = 1.30$ and 1.23 . It creates learning opportunities for shy students as to become self-reliant as $\bar{X} = 2.44$ and 2.38 with $SD = 1.30$ and 1.22 . The aggregate means and standard deviations of $\bar{X} = 2.42$ and 2.39 with $SD = 1.28$ and 1.22 indicate that Business Education students in tertiary institutions in Rivers State in this study responded to low extent in e-mail as a teaching and learning tool in the educational system.

Research Question 3: *To what extent do e-portfolio facilities influence career disposition of Business Education students in tertiary institutions in Rivers State?*

Hypothesis 1

There is no significant difference in the mean ratings of Business Education students in federal tertiary institution and state tertiary institutions on the extent to which e-library facilities influence Business Education students' career disposition.

Table 3: Summary of z-test Analysis of Difference Between the Mean Ratings of Business Education Students in Federal and State Tertiary Institutions on the Extent to which Career Disposition is Influenced by E-Library Facilities

Respondents	N	\bar{X}	SD	Df	α	z-cal	z-crit	Remark
Federal institution	106	3.10	1.11	377	0.05	0.57	±1.96	Accepted
State institutions	273	3.03	1.00					

Data on Table 3 revealed a z-calculated value of 0.57 at degree of freedom (df) of 377 and 0.05 level of significance. Since the z-calculated value of 0.57 is less than the z-critical value of ±1.96, it implies in the hypothesis that, there is no significant difference in the mean ratings of Business Education students in federal and state tertiary institutions on the extent to which career disposition is influenced by e-library facilities was accepted.

Hypothesis 2

There is no significant difference in the mean ratings of Business Education students in federal tertiary institution and state tertiary institutions on the extent to which e-mail facilities influence Business Education students' career disposition.

Table 4: Summary of z-test Analysis of Difference Between the Mean Ratings of Business Education Students in Federal and State Tertiary Institutions on the Extent to which Career Disposition is Influenced by E-mail Facilities

Respondents	N	\bar{X}	SD	Df	α	z-cal	z-crit	Remark
Federal institution	106	2.42	1.28	377	0.05	0.21	±1.96	Accepted
State institutions	273	2.39	1.22					

Table 4 showed a z-calculated numerical value of 0.21 at the degree of freedom (df) of 377 and 0.05 level of significance. Since the z-calculated numerical value of 0.21 is less than the table value of ±1.96, it implies in the hypothesis that, there is no significant difference in the mean ratings of Business Education students in federal and state tertiary institutions on the extent to which career disposition is influenced by e-mail facilities was upheld.

DISCUSSION OF FINDINGS

The result shown in the work discloses that electronic library facilities influenced Business Education students' career disposition in federal and state tertiary institutions to a high extent. This collaborates with the study of Nweke, Yakub and Omale cited in Ali, Munirat, Nweke and Amina (2015) findings which discloses that e-library forms the basis for all research work and creates balanced and proper academic choices for all its users in tertiary institutions. Hirsh cited in Anyim (2018) concur that e-library offers dual packages such as providing information service and electronic resources that have the ability to meet the learning, teaching and research needs of a given institution's faculty and that of its students.

It was also seen in this work that there is zero significant difference on e-mail facilities between Business Education students' career disposition in federal and state tertiary institutions in Rivers State to a low extent. In the view of Anton (2017) e-mail lacks a personal touch that all learning materials should not be electronic but some should be verbally related by sighting and touching to leave better understanding

perception with the learners. Alison (2019) notes that e-mail can be difficult to communicate emotions like praise, urgency, sadness, anger or concern as a result of lack of face-to-face contact with the individual or groups including Business Education students.

CONCLUSION

The evidence derived from this study showed that e-library facilities influenced Business Education students' career disposition in federal and state tertiary institutions in Rivers State to high extent. E-mail facilities influenced Business Education students' career disposition in both federal and state tertiary institutions to a low extent. Also e-portfolio facilities influenced Business Education students' career disposition in federal and state tertiary institutions to a low level. Again, message board facilities influenced Business Education students' career disposition in federal and state tertiary institutions to a low level. Moreso, projectors as facilities influenced Business Education students' career disposition in both state and tertiary institutions to a high extent.

RECOMMENDATIONS

Based on the findings of the work the following recommendations were made:

1. Federal, state government and university authorities should maintain a high utilization of e-library facilities according to educational set objectives.
2. Private sectors and Tertiary Education Trust Fund (Tetfund) should provide e-mail facilities in schools for effective teaching and learning.

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