UTILIZATION OF SOCIAL NETWORK AND MULTIMEDIA RESOURCES BY TEACHERS IN BUSINESS EDUCATION PROGRAMME AS CORRELATES OF ENHANCED ACQUISITION OF BUSINESS INTELLIGENCE AND SMALL BUSINESS START-UP SKILLS IN UNIVERSITIES IN SOUTH-SOUTH, NIGERIA.

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Article history:		Abstract:
		The study assessed the extent of utilization of Social Network and Multimedia Resources by teachers in business education programme as correlates of enhanced acquisition of business intelligence and small business start-up skills in Universities in South-South, Nigeria. The study used the mixed methods of correlational and survey research. The study's population consisted of 156 business education professors from Nigerian Federal and State institutions in the South-South region with the study's sample size of the whole pool of 156 professors. The instrument used for data collection in this study was questionnaire titled: "Utilization of Digital Resources in Teaching Business Education Programme for Employability Skills Acquisition Questionnaire" (UDRTBEPESAQ). The results of the Cronbach's Alpha reliability test indicated an index of.911. Demographic information was analysed using charts. Hypotheses were assessed using Pearson product moment correlation at the 0.05 level of significance, and the mean and standard deviation were used to resolve the research question. It was concluded from the study that the utilization of social network resources by teachers in Business education programme significantly enhance the acquisition small business start-up skilland innovative skills development in Universities in South-South, Nigeria. One of the recommendations drawn from the study stated that Management of universities in South-South, Nigeria should ensure adequate competency in social network resources in order to enhance employability skill development.

INTRODUCTION

Business education is an essential aspect of vocational education since it prepares students for successful careers as teachers, employees, and business owners. According to Michael (2017), business education is crucial to economic growth because it equips students with the expertise necessary to effectively pass on their knowledge to others and to work with more complex forms of office technology and data management. Producing business educators, office managers, and entrepreneurs who can hold their own in a competitive job market is the primary focus of business education. The necessity to offer people with an education that emphasizes things like lifelong learning, community needs, creativity, employability, and self-sufficiency has led to the rise of vocational education on the international stage (Okorie, in Michael, 2017). Vocational education as a whole aims to prepare students for gainful work or self-employment, and business education is a subset of this that focuses squarely on this goal.

Most Nigerian university professors are not equipped with the pedagogical know-how necessary to make effective use of ICT resources in the classroom. In order to learn computer skills that they should have learned in college, many Nigerians with degrees in business end up at makeshift computer centres by the side of the road. It seems that there is a knowledge gap among today's business school students, particularly in respect to the abilities required to make effective use of digital resources. Since the goal of Business education is to help students become employable, self-sufficient business owners, and savvy shoppers therefore there is a need of digital literacy.

Universities nowadays need to be more entrepreneurial and competitive if they want to generate graduates who can make a difference in the world. These schools need to advertise its programmes and services to potential students in other countries, collaborate with other schools, provide aid for development, and provide training opportunities like online classes and distance learning to attract students from other countries. Because of this, the academic program's curriculum, teaching, and learning experiences that we want students to acquire a global perspective on the world are subjected to significant pressure. Therefore, it is absurd to repeatedly anticipate a different outcome from the same actions. Particularly in Nigeria, policymakers, non-governmental organisations, and the academic community should be concerned with how to enhance students' creative and inventive skills in ways that improve their employability. As a result, business educators must focus more on students' learning and training as they adapt to new and various positions in an increasingly complex and dynamic global economy. Therefore, if a business education programme is to enhance students' entrepreneurial abilities and sense of self-worth, it must place a premium on expanding students' academic, technical, employability, and soft skills. In particular, the educational materials must be novel in nature and provide learning content that is focused on achieving certain outcomes.

Statement of the Problem

There has always been a premium on independence and self-sufficiency, but our culture has struggled to reach a point where its members are really capable of supporting themselves and finding gainful employment. The survival and growth of businesses, particularly those on a smaller scale, seems to be in jeopardy due to a number of factors. Lack of experience operating machinery might be a contributing factor. Even more concerning is the fact that graduates of business education programmes are underrepresented in some ICT development initiatives that might boost employability skills. As a result, individuals who aren't equipped to run businesses continue to dominate the field. This is a major issue that needed to be addressed in the research.

One goal of business schools is to produce educators for the nation's classrooms. However, it is set up to send out graduates who are both producers and capable of making significant contributions to their local economies. It's surprising how many college grads end up in the unemployment line, yet many of them studied business but graduated as consumers with no marketable skills.

Objectives of the Study

The study sought to:
1. Determine the extent to which utilization of social network resources by teachers in Business education programme will enhance the acquisition of business intelligence skills in universities in South-South, Nigeria.
2. Determine the extent to which utilization of multimedia resources by teachers in Business education programme will enhance the acquisition of small business start-up skill in universities in South-South, Nigeria.

Research Questions

1. To what extent does the utilization of social network resources by teachers in Business education programme enhance the acquisition of business intelligence skill in universities in South-South, Nigeria?
2. To what extent does the utilization of multimedia resources by teachers in Business education programme enhance the acquisition of mall business start-up skill in universities in South-South, Nigeria?

Hypotheses

The following null hypotheses were stated to guide the study:
1. The utilization of social network resources by teachers in Business education programme does not significantly relate with the acquisition of business intelligence skills in universities in South-South, Nigeria
2. The utilization of multimedia resources by teachers in Business education programme does not significantly relate with the acquisition of small business start-up skill in universities in South-South, Nigeria.

Social Network Resource

According to research from the University of Central Florida (Gikas& Grant, 2013), students may utilise their electronic devices and social media to work together on projects and share resources. The research conducted at eight Egyptian universities confirmed that social media have a significant effect on universities, especially in terms of learning tools and teaching aids; yet, faculty members were shown to utilise social media at a low rate owing to many hurdles (internet accessibility, mobile devices, etc.).

Students may create, modify, and share their own written, audio, and visual classroom resources via social media and mobile devices. These developments in technology have given rise to a new learning culture that places more value on group projects and discussions. Specifically, "social media" is "a group of Internet-based applications that build on the ideological and technological foundation of web 2.0 and allow creation and exchange of user-generated contents" (Kaplan &Haenlein, 2010). These phenomena first appeared in 2005, when the Web2.0 era had already established itself. Students may use their mobile devices and social media platforms to get access to a wealth of information, including course materials, course themes, and opportunities to communicate with their mentor and peers (Richardson &Lenarcic, 2008).

Student-teacher communication, individualized learning, and classroom communities all benefit from the use of social media. More than 75 percent of high school students and over 100 percent of college students utilise social networking sites to study online. Through a focus group interview, students at three universities in Nigeria confirmed that their use of social media increased their opportunities to collaborate on projects outside of the classroom (Gikas& Grant, 2013).

The role of social media in today's society cannot be overstated. Almost daily, we utilise it to post updates, share news about events, see the weekly plan that our teachers have put up, etc. Most schools nowadays use social media to scour the web for resources that can help their kids learn faster and better. Despite the persistent chasm between teachers' ambitions for more interactive courses and the reality of the classroom, they continue to depend extensively on technology. A report by Prensky (2001) suggests. Using social media in the classroom might be beneficial for students, educators, and the educational system as a whole. Social networking sites like Facebook and Twitter may lead students to additional online learning resources (Pitler, Hubbell, &Malennoski, 2011). Because of this, learning is facilitated. Teachers need additional support to develop successful digital pedagogies (White G., 2012) so that students from a wide range of backgrounds may benefit from using social media in the classroom alongside face-to-face engagement.

Facebook is less expensive as a university learning tool than Moodle. All of the professors I know much appreciated the high quality and diversity of their Facebook interactions with students, as well as the visual resources that made possible new methods of learning. Many students, however, rely heavily on the information that is easily accessible through social media and the internet. Students who attempt to juggle many tasks at once by using their phones or visiting social media sites while studying often underperform.

Discussion networks are a special kind of social media that may be used to estimate how many servers are up at any one time. News, statistics, and opinion are the primary items discussed and disseminated among these networks' users. People join discussion threads because they are interested in hearing what others think about a certain topic. Using these networks might teach you a lot about the industry as a whole. You may learn a lot about your ideal customer by monitoring internet message boards and hearing what they have to say about your company. Even if one's firm isn't a big brand, one may still listen in on industry chatter. One may use a conversation network to eavesdrop on what clients and rivals are saying about a certain business or industry. Customers' perceptions of a business or its products might be clarified.

Employability Skill Development

According to the Federal Republic of Nigeria (2012), one of the goals of business education is to prepare students for careers both within and outside of the corporate world, whether they want to work for an employer or strike out on their own. 2001 UNESCO report on Akintola. Argues that a successful education for the twenty-first century must strike a balance between theoretical knowledge and hands-on experience, including the kinds of technical and vocational training that business education represents. Information and communication technology (ICT) skills are the focus of today's business curriculum.

Composing, editing, enunciating, electronic handwriting, scanning, internet browsing, desktop publishing, binding, accounting, secretarial, marketing, etc. are all transferable abilities that employers value in addition to typing. Current global activity revolves on information and communication technologies (ICT), with entrepreneurship and business education at its epicentre. Therefore, it is not surprising that the NCCE Minimum Standards, in addition to required courses in business, place a premium on helping students develop their ICT and business acumen. These abilities should not be brushed over lightly if business education is to fulfil its promise of fostering independence. Competence in entrepreneurship requires familiarity with a wide range of topics, including but not limited to: the entrepreneurial process, different kinds of risks and how to mitigate them, business models, sources of capital, business and technological trends, and the creation of a viable business plan. Site selection and location, customer behaviour, succession planning, company registration, record keeping, human resource management, and a slew of other topics should also be considered. No matter how well-written a curriculum is on paper, it will be useless if it is poorly carried out (Ezeani, 2018).

Measures of Business Skill Development
Small Business Start-up Skill:

As a "entrepreneurial experiment" and "very small beginning enterprise" (Aina, 2016), a start-up provides its founders with a safe space to try out new and potentially risky ideas, as well as a means to address existing gaps in the market and spot emerging ones. Rapid success and terrible failure are both possible for new businesses. They provide a practical context in which to investigate company creation and growth. This new business phenomenon attracts both businesspeople and academics because of its quick growth, willingness to experiment with ideas that would be too hazardous for normal companies, big revenues, and rapid feedback. In most circumstances, a startup's success or failure will be predicated on the quality of its business model, its team, and its strategy. While many people's lifetime desire is to one day own their own company, doing so may be difficult if you lack expertise in either business ownership or management. This is why, in recent years, many business owners have turned to learning digital skills.

Business Intelligence (BI):

The business intelligence (BI) software industry is growing rapidly despite the present financial situation. Managers have placed a premium on BI for a while now. Recent innovations in the business intelligence sector include business analytics (BA) and big data management, both of which have contributed to the market's ongoing progress. Academics were reluctant to react to calls for research into business intelligence, and only lately has the discipline as a whole began to embrace the topic. When compared to DSSs of the past, current BI systems differ in a number of key ways. Most notably, they often include the systematic integration, aggregation, and administration of both structured and

unstructured data in - increasingly'real-time' data warehouses, which enables unique fact-based DSS. Since modern BI systems deal with very large and expanding amounts of data ('Big Data,' and may rely on continually improving processing capability (including in-memory technology), new opportunities for knowledge discovery (through approaches like data mining) have developed. Third, new methods of data querying and sharing insights are beneficial for Business Intelligence solutions. Recent DSS models have been claimed to be better to pre-existing management aid programmes due to these enhancements.

Company Intelligence refers to the systems, processes, and technology that help businesses make sense of their data in order to act on it effectively. It's a collection of software that may be used to analyse data and extract meaningful information. The strategic, tactical, and operational decisions made by a company are all impacted by business intelligence (BI). Business intelligence allows for decisions to be made based on evidence, rather than speculation. By analysing data, BI systems provide reports, summaries, dashboards, maps, graphs, and charts that give users a comprehensive understanding of the company's status.

Since this information is becoming more important to company leaders and the economy as a whole, several companies have made substantial BI tool investments in recent years (Hou, 2012). In reality, business intelligence's objective is to provide a consolidated perspective of an organization's data in order to help managers get a deeper understanding of their operations and make better decisions overall.

As previously discussed, business intelligence tools including data warehouses, data mining, online analytical processing (OLAP), decision support (DS) systems, balanced scorecards, etc. have been found to enhance workflows and decision-making processes. To better understand, manage, and coordinate an organization's operations and activities, a business intelligence system is supposed to provide tactical and strategic data to decision makers (DM). The fundamental goal of these additions is to provide consumers reliable assistance when making crucial decisions. The firm relies on several technological tools for decision-making. To achieve your goals, however, you must choose the optimal action by carefully considering the benefits of each possible course of action.

Employability Skill:

Employability is often defined as the ability to get and maintain gainful employment after completing formal education. Employability refers to a person's ability to secure and advance in a job, as well as their likelihood of doing so. Similarly, Yorke (2010) reframed employability skills as the capacity to get a job offer at the graduate level, to remain in that position, and to progress one's career. Furthermore, some studies characterise employability abilities as an amalgam of core attributes and specialised knowledge. Individuals' employability skills are the totality of their unique traits, knowledge, and experiences that make them attractive to potential employers.

Business group the Confederation of British Industry (CBI) has developed a standard definition for An individual's employability is their capacity to contribute to the needs of their employer, their coworkers, and the economy as a whole via their work. Job readiness is the capacity to obtain and successfully perform the duties of a given occupation." Knowledge, skills, and attitudes, as well as how one presents oneself to potential employers, all have a role in one's employability. Employability is the new form of psychological contract between employers and students." A graduate's prospects of being recruited and succeeding in their chosen occupations are improved by their portfolio of achievements, which Yorke and Knight (2020) define as "knowledge, abilities, and character traits." This is to everyone's advantage. Employability is the graduate's ability to get a satisfying job. Employability is "the capacity and the willingness to be and remain attractive in the labour market by anticipating changes in tasks and the work environment and reacting proactively to these changes." "Employability as a form of work-specific active adaptability that enables workers to identify and realise job opportunities," as stated by Fugate (2012)." According to Yorke (2006), it is "a set of abilities, experiences, and traits that improves one's chances of getting hired and advancing in one's career."

Social Media Resources and Employability Skills Development

According to Adaja and Ayodele (2013), social media consists of "web-based and mobile tools used to transform communication into interactive dialogue between communities, organisations, and individuals." For the purposes of this research, "social media" refers to a broad category of Internet-based tools that enable users to interact with one another and build knowledge and expertise by sharing and commenting on various kinds of media content. Social media users have easy access to a wealth of resources that might help them become more marketable to prospective employers. Blackberry Messenger, WhatsApp, Facebook, Myspace, and Twitter are the most popular social networking platforms in Nigeria. Sites like Skype, eBuddy, and Friendster (Embi, 2012). Some of the various social media sites that help students develop marketable abilities are LinkedIn, WhatsApp, YouTube, Twitter, and Facebook.

LinkedIn was started in December 2002 by Reid Hoffman and his team. The platform enables users to meet new people and broaden their social circles. Kelkar and Kulkarni (2013) report that those between the ages of 18 and 29 make up the largest demographic of job-seekers. LinkedIn can help many of the young individuals who are preparing to join the competitive job market improve their employability by highlighting their talents and experiences.

You Tube is a video-sharing website where anyone may watch and upload clips. It has a wide variety of video materials including TV shows, films, music videos, and instructional films. Since its inception in 2005, the platform has grown to become the most widely used online community for sharing, discovering, and watching user-generated videos.

WhatsApp is a popular smartphone app that serves mostly as an instant messaging platform nowadays. Because of its success, standard phone short messages (SMS) have decreased in usage (Church & de Oliveira, 2013) due to its potential for users to exchange massive quantities of texts and media assets. Users may simply share all kinds of

material, including music, video, and text. WhatsApp was created by Brian Acton and Jan Koum in 2009. The site has rapidly grown to become the most widely used social networking programme today, especially among young people.

Facebook provides a platform for students to network with one another and discover more organisations that may be of interest. Facebook is being used by certain businesses to publicise open positions for employees. If a user (a student) "likes" a company's Facebook page, they will get news feeds about the company's latest online activities. Students may be inspired to improve their employability by seeing the photos, status updates, links, blogs, and videos posted on the profiles of their friends and acquaintances.

Twitter is a social networking and microblogging website where users may read and send short messages (called "tweets") of up to 280 characters. Jack Dorsey founded Twitter in 2006 (Rodrigues, Sabino, & Zhou, 2011). Its vast variety of features, including microblogging, and the fact that many famous people use it have contributed to its meteoric rise in popularity (Jasra, 2010). Registered users of Twitter can write and read messages, while non-members can only read them. Sending and receiving text messages from a computer or mobile device app is possible. Twitter is a platform for open and honest conversation amongst its users.

Methodology

The study used the mixed methods of correlational and survey research. The study's population consisted of 156 business education professors from Nigerian Federal and State institutions in the South-South region. The study's sample size was the whole pool of 156 professors. The instrument used for data collection in this study was questionnaire titled:"Utilization of Digital Resources in Teaching Business Education Programme for Employability Skills Acquisition Questionnaire" (UDRTBEPESAQ).The results of the Cronbach's Alpha reliability test indicated an index of.911. Demographic information was analysed using charts. Hypotheses were assessed using Pearson product moment correlation at the 0.05 level of significance, and the mean and standard deviation were used to resolve the research question.

Research question 1

To what extent does the utilization of social network resources by teachers in Business education programme enhance the acquisition of business intelligence skill in universities in South-South, Nigeria?

Table 1: Mean and standard deviation on the extent to which utilization of social network resources by teachers in Business education programme enhance the acquisition of business intelligence skill in universities in South-South, Nigeria

	N	Range	Sum	Mean	Std. Deviation	Variance	Decision
Students who can utilize social network resources have an edge in business intelligence skill	150	3	488	3.25	1.112	1.237	**HE**
Social network resource help in making the student taking adequate and crucial decision about business	150	3	477	3.18	1.112	1.236	**HE**
Social network resources provide room for proper appraising and evaluation of business decision before embarking on it	150	3	462	3.08	1.207	1.457	**HE**
Business intelligence skills enhance entrepreneurial skill development which give raise to self reliance	150	3	475	3.17	1.058	1.120	**HE**
Valid N (listwise)	**150**			**3.17**			

Guide: 1.00 - 1.49 = VLE; 1.50 - 2.49 = LE; 2.50 – 3.49 = HE and 3.50 - 400 = VHE

Table 1 revealed Mean and standard deviation on the extent to which utilization of social network resources by teachers in Business education programme enhance the acquisition of business intelligence skill in universities in South-South, Nigeria.Students who can utilize social network resources have an edge in business intelligence skill result indicated a high extent (3.25+ 1.11), Social network resource help in making the student taking adequate and crucial decision about business result indicate a high extent (3.18 + 1.11), Social network resources provide room for proper appraising and evaluation of business decision before embarking on it result indicate a high extent (3.08 + 1.20), Business intelligence skills enhance entrepreneurial skill development which give raise to self reliance result indicate a high extent (3.17 + 1.01). the grand mean = **3.17** which indicate that the extent to which the utilization of social network resources

by teachers in Business education programme enhance the acquisition of business intelligence skill in universities in South-South, Nigeria is high.

Research question 2

To what extent does the utilization of multimedia resources by teachers in Business education programme enhance the acquisition of small business start-up skill in universities in South-South, Nigeria?

Table 2: Mean and standard deviation on the extent to which multimedia resources by teachers in Business education programme enhance the acquisition of small business start-up skill in universities in South-South, Nigeria

	N	Range	Sum	Mean	Std. Deviation	Variance	Decision
Multimedia resources enables the users to integrate and manipulate data from diverse sources such as video, graphics, animation, audio and text on a single hardware platform	150	3	470	3.13	1.213	1.472	**HE**
Multimedia resource utilization lead to small business start up	150	3	452	3.01	1.221	1.490	**HE**
Multimedia technology helps simplify abstract content, allows for differences from individuals and allows for coordination of diverse representation with a different perspective	150	3	437	2.91	1.295	1.677	**HE**
Students appreciate and often expect a variety of media	150	3	458	3.05	1.157	1.339	**HE**
Valid N (listwise)	**150**			**3.02**			

Guide: 1.00 - 1.49 = VLE; 1.50 - 2.49 = LE; 2.50 – 3.49 = HE and 3.50 - 400 = VHE

Table 2 revealed Mean and standard deviation on the extent to which multimedia resources by teachers in Business education programme enhance the acquisition of small business start-up skill in universities in South-South, Nigeria. Multimedia resources enables the users to integrate and manipulate data from diverse sources such as video, graphics, animation, audio and text on a single hardware platform result indicate a high extent (3.13 + 1.2), Multimedia resource utilization lead to small business start up result indicate a high extent (3.01 +1.2), Multimedia technology helps simplify abstract content, allows for differences from individuals and allows for coordination of diverse representation with a different perspective result indicate a high extent (2.91 +1.2),Students appreciate and often expect a variety of media result indicate a high extent (3.05 + 1.15). the grand mean = **3.02** which indicate that the extent to which utilization of multimedia resources by teachers in Business education programme enhance the acquisition of small business start-up skill in universities in South-South, Nigeria is high.

Test of hypothesis

Hypothesis 1: The utilization of social network resources by teachers in Business education programme does not significantly relate with the acquisition of business intelligence skills in universities in South-South, Nigeria.

Table 1: Pearson Correlation on social network resources and business intelligence skills

		social network resources	business intelligence skills
social network resources	Pearson Correlation	1	.832**
	Sig. (2-tailed)		.000
	N	150	150
business intelligence skills	Pearson Correlation	.832**	1
	Sig. (2-tailed)	.000	

N		150	150

**. Correlation is significant at the 0.01 level (2-tailed).

The utilization of social network resources by teachers in Business education programme does not significantly enhance the acquisition of business intelligence skills in universities in South-South, Nigeria(correlation. 3) reveals that utilization of social network resources by teachers in Business education programmesignificantly enhance the acquisition of business intelligence skills in universities in South-South, Nigeria(where r = .832 and p =0.000) and based on the decision rule of p < 0.05 for null rejection; we reject the null hypothesis and accept the alternative hypothesis: the utilization of social network resources by teachers in Business education programme significantly relate with theacquisition of business intelligence skills in universities in South-South, Nigeria.

Hypothesis 2: the utilization of multimedia resources by teachers in Business education programme does not significantly relate with the acquisition of small business start-up skill in universities in South-South, Nigeria.

Table 2: Pearson Correlation on multimedia resources and acquisition of small business start-up skill

		multimedia resources utilization	small business start-up skill
multimedia resources utilization	Pearson Correlation	1	.887**
	Sig. (2-tailed)		.000
	N	150	150
small business start-up skill	Pearson Correlation	.887**	1
	Sig. (2-tailed)	.000	
	N	150	150

**. Correlation is significant at the 0.01 level (2-tailed).

The utilization of multimedia resources by teachers in Business education programme does not significantly enhance the acquisition of small business start-up skill in universities in South-South, Nigeria. (correlation. 4) reveals that utilization of multimedia resources by teachers in Business education programme significantly enhance the acquisition of small business start-up skill in universities in South-South, Nigeria. (where r = .887 and p =0.000) and based on the decision rule of p < 0.05 for null rejection; we reject the null hypothesis and accept the alternative hypothesis: the utilization of multimedia resources by teachers in Business education programme significantly relate with the acquisition of small business start-up skill in universities in South-South, Nigeria.

CONCLUSION

It is concluded from the study that the utilization of social network resources by teachers in Business education programme significantly enhance the acquisition small business start-up skill in universities in South-South, Nigeria. Furthermore, the utilization of social network resources by teachers in Business education programme significantly enhance the innovative skill development in universities in South-South, Nigeria. The utilization of social network resource by teachers in Business education programme enhance the acquisition of small business start-up skill in universities in South-South, Nigeria to a high extent.It was also concluded that utilization of social network resources by teachers in Business education programme enhance the innovative skill development in universities in South-South, Nigeria to a high extent.

RECOMMENDATIONS

From the study it is therefore recommended that:

1. Management of universities in South-South, Nigeria should ensure adequate competency in social network resources in order to enhance employability skill development.
2. Management of universities in South-South, Nigeria should develop means of assessing practically the business start-up ability of students while they are still in the university to ensure proper transfer of knowledge

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