



Framework for Promoting Self-Directed Lifelong Learning among Business Education Students in Colleges of Education that Offer Business Education in North-East, Nigeria

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ABSTRACT

This study was focused on the Framework for Promoting Self-Directed Lifelong Learning Among Business Education Students in Colleges of Education Offered Business Education in North-East, Nigeria. Business Education plays a critical role in preparing students for the dynamic demands of the business world, equipping them with employable skills that promote job creation, productivity in paid employment, and success in self-employment. The study adopted a survey design, gathering quantitative data from a representative sample of Business Education students across Colleges of Education in North-East Nigeria. Data was analyzed using descriptive statistics and Structural Equation Modeling (PLS-SEM) to assess key determinants that impact self-directed lifelong learning. Additionally, the study examines learning approach, graduates were better equipped to meet the demands of the ever-changing business environment. It was concluded that vocational business education is a formidable tool for sustainable economic development in Nigeria because it provides its recipients with the appropriate knowledge, skills, attitudes and competencies that are needed for sustainable economic development. Finally, the findings of the study on vocational business education revealed some issues on: inadequate funding; poor remuneration and motivation of teachers; orientation of administrators; insufficient infrastructure and inaccessibility of digital and internet technology. However, some recommendations are: all stakeholders in Business Education should prioritize and mobilize adequate funds to support the programme; need by government to motivate Business educators adequately through improved remuneration and conditions of service; adequate orientation for school administrators to understand the role of vocational business education in sustainable development, the government supervisory organs in business education should ensure standards are maintained; constant evaluation of the curriculum at every stage with current technological realities; need for business educators to improve on personal skills especially on ICT to keep pace with emerging technologies in vocational business education.

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INTRODUCTION

Education is an important tool for the achievement of progress, and a major element in the national development process in today's

changing world. Equally, Business education is an educational programme which prepares students for careers in business through inculcating in them practical skills, knowledge about or usefulness in

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the business world (Salisu & Inuwa, 2019). It is a programme of study, which is geared towards equipping the learners with employable skills and knowledge, which will enable them, create or acquire jobs, stay on jobs, and grow in the jobs. According to Salisu and Inuwa (2019), the programme is directed towards developing the learner to become productive in teaching, paid employment and self-employment.

Omolara (2020), also noted that business education plays a significant role in the economic development by providing knowledge and skills to the learners thereby enabling them to adequately impart knowledge into others. Business Education is a discipline that equips students with the knowledge and skills necessary to thrive in the dynamic business world (Lischewski, Seeber, Wuttke, & Rosemann, 2020). However, the traditional instructional methods often fail to promote the essential traits of self-directed learning, such as autonomy, curiosity, and a commitment to lifelong learning. In many cases, students graduate with theoretical knowledge but lack the ability to independently seek out and engage with new information, a skill that is vital for professional growth and adaptation to ever-changing business environments (Lischewski et al., 2020).

Furthermore, in an era characterized by rapid technological advancement and evolving workplace demands, the ability to learn continuously and adapt to change has become increasingly critical (Gouda, 2022). Lifelong learning is no longer a luxury but a necessity for individuals striving to remain relevant and competitive in the global economy (Akther, 2020). This trend has placed considerable emphasis on the development of self-directed lifelong learning skills among students, particularly in higher education, where students are expected to take more responsibility for their learning outcomes (Tchamyu, 2020). Nevertheless, the current educational practices at the universities may not fully promote the self-directed learning skills necessary for lifelong learning (Chukwuedo et al. 2021; Mbagwu et al. 2020). Without these skills, Business Education graduates may face challenges in adapting to new professional

contexts, thus hindering their long-term career success and personal development.

To address this, the current intends to develop a framework for promoting self-directed lifelong learning among Business Education in North-east, Nigeria. This framework will seek to integrate teaching strategies, learning resources, and institutional support systems that encourage students' autonomy in learning. By promoting self-directed learning, the framework aims to empower students to take ownership of their education, enabling them to continuously acquire new knowledge and skills, long after they have completed their formal education. In doing so, this study will contribute to producing graduates who are better equipped for the dynamic and ever-changing demands of the business world.

Sustainable economic development refers to the sustained, concerted actions of policy matters and communities that promote the standard of living and economic health of a specific area. Ogunleye (2021) defined sustainable economic development as a process whereby the real per capita income increases over a long period of time. There is however a great difference between economic development and economic growth. Economic growth is concerned with the increase in output, while economic development implies increase in output together with a change in technical and institutional arrangement involved in production. This means that economic growth is a subset of economic development as economic development is not purely an economic phenomenon. The attainment of sustainable economic development demands economic diversification. Sustainable economic development therefore entails the continual enhancement of the quality of human life both for present and the future ahead. This development in essence is a process of change in which the exploitation of resources, the direction of investments, the orientation of technological development and institutional changes are all in harmony and enhance both current and future potential to satisfy human needs and aspirations.

Satisfying human needs which is not limited to provision of vocational business education skills for emancipation of economic

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stagnation is aptly captured on Sustainable Development Goal Eight (Decent Work and Economic Growth). Goal 8 is also aimed at promoting sustained, inclusive, sustainable economic growth, productivity, employment and decent work for all. To achieve this goal, policies that encourage vocational business education and job creation were emulated and despite the formulation of these policies, Antoncic and Hisrich in Ogunleye (2021) posited that competencies and skills acquired by vocational business education graduates will transform the economy. This was in agreement with the findings of Olasunkanmi et al that the availability of resources and favourable government policies alone cannot guarantee rapid economic development but it must be backed up with a veritable vocational business education programme.

Development comprises the process of social, political and economic transformation of both society and individual. Though, subjected to various interpretations, development is however dynamic and a continuum changing with situations. Anyaehie and Areji (2015) opined that development involves the actualisation of human potentialities, proper grasp, management of the environment and natural resources for sustained human well-being. Thus, the main goal of development is to meet human needs and aspirations.

The enhancement of the economy base requires the knowledge of sound vocational business education; hence Okoye (2016) opined that business education is a key driver in any economic in the sense that it has the capability of producing competent, skillful and dynamic business men and women who can effectively compete in the world of work. Vocational Business education is an essential tool for sustainable economic development. According to Adedeji in Ogunleye (2021), vocational business education provides manpower with requisite knowledge, skills and attitude for harnessing other resources for productive purpose which will go a long way to improving or advancing the national economy. This pre-supposes that vocational business education has a diverse avenue of economic activities which accommodate broad spectrum of

people. It is not surprising that providing knowledge and skills to the students, which is one of the roles of vocational business education also enables them, as teachers to impart relevant skills and knowledge to others who are key players in the promotion of sustainable economic development.

Most of the skills imparted is entrepreneurial in nature gearing self-reliance. These skills are aimed at producing individuals who are resourceful, functional and can contribute immensely towards the development of the society. In a study to demonstrate the contribution of business education development of the society. Business Education, as an essential component of the educational system, equips students with the practical skills and knowledge necessary for success in the business environment (Salisu & Inuwa, 2019). This educational program prepares students for various careers in business by instilling employable skills that enable them to create jobs, remain productive in paid employment, and excel in self-employment. Additionally, Business Education significantly contributes to economic development by providing learners with the skills to impart knowledge to others, thereby enhancing the productive workforce (Omolar, 2020).

Despite its critical importance, Business Education program often falls short of promoting key self-directed learning traits, such as autonomy, curiosity, and a commitment to lifelong learning. As noted by Lischewski et al. (2020), many students graduate with theoretical knowledge but lack the ability to independently seek and engage with new information. This shortcoming is particularly concerning in today's world, where rapid technological advancements and evolving workplace demands make continuous learning essential for professional growth and career adaptation (Gouda, 2022).

Lifelong learning is no longer a luxury but a necessity for individuals striving to remain competitive in the global economy (Akther, 2020). In higher education, students are expected to take increasing responsibility for their own learning outcomes (Tchamyou, 2020). However, current educational practices in Nigerian

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universities, including North-east, may not sufficiently promote the development of self-directed lifelong learning skills (Mamman et al., 2023; Chukwuendo et al., 2021; Mbagwu et al., 2020). Without these skills, Business Education graduates may face challenges to adapt to new professional contexts, limiting their long-term career success and personal development. To address the existing phenomenon and help in producing graduates who are better prepared to meet the dynamic and ever-changing demands of the business world, this study will develop and validate a comprehensive framework for promoting self-directed lifelong learning among Business Education in North-east, Nigeria.

One of the critical problems related to EL is using a suitable teaching-learning approach to develop HEI students' entrepreneurial thinking. Teaching-learning methods for EL should be consistent with the use of the acquired skills and knowledge, be designed according to students' needs for self-employment, and prepare them to be adaptable to a changing world (Esmi et al., 2015; Miço & Cungu, 2023; Schoeniger et al., 2021). The implication is that there is a need to apply a teaching-learning approach suitable for equipping students with skills and competencies and stimulating their entrepreneurial mindset to prepare them for life and employment; be it self-employment (entrepreneurship) or employment by other employers. In other words, the teaching-learning approach applied in EL should develop motivation, engagement, critical thinking, and problem-solving, cultivate creativity and curiosity, and other essential 21st-century skills in the learning process.

Developing teaching-learning strategies in the field of EL is a challenge for academics in HEIs (Bauman & Lucy, 2019; Lackéus, 2015; Miço & Cungu, 2023; Toutain & Fayolle, 2017; Ratten & Usmanij, 2021), and there is little agreement on how exactly EL should be facilitated. As EL is often merged into existing courses allocated to lecturers (Rodrigues, 2023), the challenge not only resides in the subject matter, resources and experiences but also in teaching and learning approaches that will help students acquire entrepreneurial skills, competencies and behaviors "contributing to their

employability and advantage to the workforce, the community and ultimately the economy" (Rodrigues, 2023). Selected approaches for EL must also help students to cope with several challenges and demands they will face as they leave tertiary education (Lackéus, 2015). In other words, the challenge is to use teaching-learning approaches to promote EL and to develop lifelong entrepreneurial thinkers. To bridge this gap in knowledge, a literature review was used to explore the characteristics of SDL that are significant in supporting EL in HEIs.

Purpose of the Study

The aim of this is to develop a framework for promoting self-directed lifelong learning among Business Education Students in Colleges of Education offered Business Education in North-east, Nigeria. Specifically, the study will:

1. Critically review the relevant literature to identify related determinants for promoting self-directed lifelong learning of business education students offered business education in North-east Nigeria.
2. Establish relationship between the determinants identified and self-directed lifelong learning of business education students in Colleges of Education offered business education in North-east, Nigeria.
3. Examine the mediating effect of the social context in which the learning takes place on the relationship between the related determinants and self-directed lifelong learning of business education students in Colleges of Education offered business education in North-east, Nigeria.
4. Develop a framework for promoting self-directed lifelong learning of business education students in colleges of education offered business education in North-east, Nigeria.
5. Validate the developed framework for promoting self-directed lifelong learning of business education students in

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Colleges of Education offered business education in North-east, Nigeria.

Research Questions

Based on the aforementioned objectives of the study, the following research questions were formulated to guide the conduct of the study;

1. To what extent does the relevant literature to identify related determinants for promoting self-directed lifelong learning of business education students offered business education in North-east Nigeria?
2. What is the relationship between the determinants identified and self-directed lifelong learning of business education students in Colleges of Education offered business education in North-east, Nigeria?
3. To what extent does the mediating effect of the social context in which the learning takes place on the relationship between the related determinants and self-directed lifelong learning of business education students in Colleges of Education offered business education in North-east, Nigeria?
4. How to develop a framework for promoting self-directed lifelong learning of business education students in Colleges of Education offered business education in North-east, Nigeria?
5. To what extent does the developed framework for promoting self-directed lifelong learning of business education students in colleges of education offered business education in North-east, Nigeria?

METHODOLOGY

Descriptive survey research design was adopted in this research using questionnaire considering the nature of the data. The American Statistical Association (ASA) defined survey research as "a method of gathering information from a sample of individuals (ASA, 2003a). The Table 3: Demographic Characteristic of Respondents

target population for this study comprises all staff in both federal and state Colleges of Education in Northeast geographical zone. There are nine Colleges of Education in the zone and they have a total enrolment figure of five thousand seven hundred and thirty-five (5,735) staff and 39 administrators. Since this study is aimed at determining the relationship between population as perceived by the respondents. The area of the study is Northeast. A sample size for this study consisted of six administrators and three hundred and thirty-three (333) lecturers which was drawn from three Colleges of Education within the zone as sample for the study.

The sampling technique used in selecting the respondents is proportionate random sampling since the insurgent activities cut across all the categories of the population. The instrument used for data collection was a semi-structured questionnaire developed by the researcher. The study had a sample of 333 students using the table for determining sample size (Krejcie) and Morgan, 1970). The researcher develop a research instrument called questionnaire. The questionnaire was used for data collection. The instrument was validated through experts in the field of business education. The instrument was tested through test re-test reliability method. In short, the reliability was determined through the internal consistency method using Cronbarch Alpha reliability estimate. While, data collected was analysed using mean and standard deviation and the hypotheses were tested using Pearson Product Moment Correlation (PPMC).

RESULTS

Table 3 shows demographic data of the respondents. From table three it was deduced that most of the respondents fall within the age bracket of 50 >. In relation to gender, the highest percentages of the respondents were males 311 (77.8 %), and in relation to occupations as shown in Table 3, the studies revealed that, the highest percentage of the respondents were students.

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Age	15-20	21-25	26-30	31-35	36-40	41-45	46 >
freq. %	39 (9.8)	3 (0.8)	36 (9.0)	58 (14.5)	43 (10.8)	92 (23.0)	129 (32.2)
Gender	M	311 (77.8)					
	F	89 (22.2)					
Occupation	Pupils	375 (93.8)					
	Teachers	89 (22.2)					
	Administrators	11 (2.8)					

Research Question One:

To what extent does the relevant literature to identify related determinants for promoting self-

directed lifelong learning of business education students offered business education in North-east Nigeria?

Table 1: Mean and Standard Deviation of Relevant Literature for Promoting Self Directed Lifelong learning of Business Education Students

Variable	N	Mean	Std. Deviation
Relevant Literature	180	61.89	10.769
Business Education Students	180	72.11	13.782

Source: Field work 2025

From Table above, group 1 factors responsible for drug abuse has a mean score of 61.89 compared to group 2 academic performance with a mean score of 72.11 with a difference of 10.222.

Research Question Two:

What is the relationship between the determinants identified and self-directed lifelong learning of business education students in Colleges of Education offered business education in North-east, Nigeria?

Table 2: Mean and Standard Deviation of relationship between the determinants identified and self-directed lifelong learning of business education students in Colleges of Education offered business education

Variable	N	Mean	Std. Deviation
Relationship of Determinants & Self-Directed Lifelong Learning	180	61.06	9.439
Business Education Students	180	72.11	13.782

Source: Field work 2025

From Table above, group 1 drugs commonly abuse has a mean score of 61.06 compared to group 2 students' attitude with a mean score of 72.11 with a difference of 11.056.

To what extent does the mediating effect of the social context in which the learning takes place on the relationship between the related determinants and self-directed lifelong learning of business education students in Colleges of Education offered business education in North-east, Nigeria?

Research Question Three:

Table 3: Mean and Standard Deviation of mediating effect of the Social context

Variable	N	Mean	Std. Deviation
Mediating effect of the social context	180	60.17	8.731
Business Education Students	180	72.11	13.782

Source: Field work 2025

From Table above, group mediating effect has a mean score of 60.17 compare to

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group 2 with a mean score of 72.11 with a difference of 11.944.

Research Question Four:

How to develop a framework for promoting self-directed lifelong learning of business education students in Colleges of Education offered business education in North-east, Nigeria?

Table 4: Mean and Standard Deviation of framework for promoting self-directed lifelong learning of business education students.

Variable	N	Mean	Std. Deviation
Promoting self-directed lifelong learning	180	60.17	10.209
Business Education Students	180	57.83	8.731

Source: Field work 2025

From Table above, group 1 counselling intervention has a mean score of 60.17 compared to group 2 business education students with a mean score of 57.83 with a difference of -2.333.

To what extend does the developed framework for promoting self-directed lifelong learning of business education students in colleges of education offered business education in North-east, Nigeria

Research Question Five:

Table 5: Independent Samples Test of Drug Influence and Learning Performance among the Student in Senior Secondary School

Variable	N	Mean	SD	DF	t-value	p-value	Decision
Extent for Promoting self-directed lifelong learning	180	60.17	8.731				
Business Education Students	180	72.11	13.782	358	9.823	.000	Rejected

Source: Field work 2025

FINDINGS OF THE STUDY

From the analysis of data shown in the preceding tables, the following findings were deduced:

1. SDL plays an important role in enhancing EL in HEIs. SDL can improve the effectiveness of EL and help develop students into entrepreneurial thinkers.
2. Active teaching-learning strategies that incorporate practical activities focused on entrepreneurial learning will develop entrepreneurial competencies and foster SDEL.
3. The practical implications are that the use of SDL in EL can develop a spirit of creativity, create value on several levels, and empower students to become job creators instead of job

seekers as HEIs prepare them for challenges in life and (self-) employment after graduation.

4. Children experience the joy that comes from intellectual exploration, but somehow many lose it along the way.

DISCUSSION OF THE FINDINGS

The findings of this study reveal that the purpose of this study was to explore seven principles that can deepen student learning. These principles are not tied to a specific pedagogy or teaching approach and can be adopted within any business school discipline. Children experience the joy that comes from intellectual exploration, but somehow many lose it along the way. By the time that child reaches college, learning often has become something to tolerate, not to savor. Faced with this challenge, how can faculty encourage business students to

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be intellectually curious? Clearly, one of the highest aspirational goals faculty members can achieve is to see their students become lifelong learners, an essential attribute of any effective business leader. The challenge, of course, is that this goal does not come easily. Students must develop their prior knowledge and organize it to create a solid foundation. This foundation sets the stage for future learning, since it enables students to succeed, which builds their confidence and intrinsic motivation.

Clearly, development of learning includes the setting of goals, achieving those goals, and eventual achievement of mastery in areas of interest. By building confidence and mastery, students learn to manage the relevant learning environment, creating a space for deep learning and embrace self-directed learning. There are lessons in these seven principles for both aspiring and current business leaders in that they act as signposts for personal learning and development. We maintain that deep learning is a necessary condition for students to become self-directed learners, but also that these principles apply to not only business college students, but also to any member of the business community. Although Ambrose et al.'s seven principles offer an intriguing framework for instilling deep-learning, more empirical data is needed on their relevant efficacy. The principles would lend themselves well to experiments, especially ones that explore deep learning over shallow approaches. We encourage research in these areas. In today's competitive, fast-paced, and global environment, students need to solve problems, think critically and analytically, and communicate effectively. These developed skills are more attainable using student-centered pedagogies, and arguably cannot be achieved through lecturing.

We urge faculty to rethink their educational expectations: what impact are they really having on their students? What do they really expect that their students can do six months after class ends? Is that good? In today's competitive, fast-paced, and global environment, students need to solve problems, think critically and analytically, and communicate effectively.

These developed skills are more attainable using student-centered pedagogies, and arguably cannot be achieved through lecturing. We urge faculty to rethink their educational expectations: what impact are they really having on their students? What do they really expect that their students can do six months after class ends? Is that good enough? In the spirit of the three-part definition of learning, we encourage faculty to expect and strive for deeper learning. We encourage faculty to engage students' interest. Finally, we encourage faculty to expect and enable student mastery by creating a learning environment that is challenging and rewarding enough? In the spirit of the three-part definition of learning, we encourage faculty to expect and strive for deeper

This study also indicates that self-directed learning plays an important role in enhancing the EL process for students in HEIs. To develop entrepreneurial skills and competencies in students, the findings reveal that teaching-learning strategies should be interactive, effective, promote social learning, and be meaningful to the students. In this regard, the use of SDEL in lecture halls and after graduation enables students to carry individual responsibility and collaboratively control cognitive and contextual processes in developing meaningful learning outcomes. Not only does SDL support EL in an experience-based approach to learning by solving real-world problems, but it also enhances EL by developing students' entrepreneurial skills, competencies, and mindset, which are essential for the development of creativity and problem-solving skills in the workplace in the future.

CONCLUSION

The results of this study have revealed concludes that SDL plays an important role in enhancing EL in HEIs. SDL can improve the effectiveness of EL and help develop students into entrepreneurial thinkers. The analysis of the data collected has proved that This situation has resulted in the ever-increasing army of unemployed youths on the streets of urban areas and villages with the consequent rise in crime rate in our society today. During the course of the study

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up to now these problems are not dealt with. Based on the findings of this study and evidence from empirical studies it could be concluded that A situation like this does not create room for sustainable development in any society. In Nigeria, vocational business education is a veritable tool for bridging the unemployment gap.

RECOMMENDATIONS

Based on the findings of this study, the following recommendations were made:

1. Governments, institutional administrators, the organized private sector, communities, philanthropist and donor agencies like ITF, SMEDA, TETF etc. should as a matter of priority mobilize adequate funds to support business education programmes beginning from the junior secondary schools to tertiary level of education.
2. There is need to motivate business educators adequately through improved remuneration and conditions of service by their employers.
3. School administrators should be given proper orientation to enable them understand the role of business education in sustainable development. The NUC, NCCE, and NBTE should not end with prescription of minimum standards for business education in our universities, colleges of education and polytechnics. They should step up support and supervisory roles in ensuring that these standards are maintained.
4. Business education curriculum at every level should undergo constant evaluation and review in order to keep it up to date with current technological realities.
5. Business educators should improve on personal skills in the area of ICT to enable them impact these skills effectively and efficiently to students. As new technologies emerge, so new skills are needed to drive innovations in technology. Both teachers and students

of business education should try to keep pace with emerging technologies in office and business administration.

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