ASSESSMENT OF EDUCATION TECHNOLOGY AND CLASSROOM MANAGEMENT AS PEDAGOGICAL COMPETENCIES REQUIRED OF BUSINESS EDUCATORS FOR TEACHING ENTREPRENEURSHIP EDUCATION IN TERTIARY INSTITUTIONS IN CROSS RIVER STATE

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Abstract
The study was to assess the pedagogical competencies required of Business Educators for teaching Entrepreneurship Education in tertiary institutions in Cross River State, Nigeria. Two specific purposes guided the study and were further developed into two research questions and two hypotheses. Adescriptive survey design was adopted for the study. The population of the study comprised eighty-nine (89) Business Educators (53 male and 36 female) teaching entrepreneurship education in four (4) tertiary institutions in Cross River State. The entire population was used because of its manageable size, therefore there was not sample for the study. The instrument for data collection was a researcher's self-designed 4-point rating scale title: Questionnaire on pedagogical competencies for Teaching Entrepreneurship Education (QOPCEE). The instrument was subjected to validation by three (3) experts and further tested for reliability which produced a coefficient of 0.84. Collected data were analysed using mean and standard deviation to answer the research questions and t-test to test the null hypotheses. Results revealed that the respondents strongly agreed that educational technological management competencies are required of Business Educators for teaching Entrepreneurship Education. Also, there is no significant difference in the mean responses of rural and urban based respondents on educational technology management as a pedagogical competence required of Business Educators for teaching Entrepreneurship Education. Alsothe respondents strongly agreed that classroom management pedagogical competencies are required of Business Educators for teaching Entrepreneurship Education. In addition, there is no significant difference in the mean responses of male and female respondents on classroom management as a pedagogical competence required of Business Educators for teaching Entrepreneurship Education.It was concluded that it isimperative that education technology and classroom management as pedagogical competencies should be develop by Business Educators for the effective teaching of Entrepreneurship Education in tertiary institutions in Cross River State. It was recommended among others that school management should supervise handling of educational technology facilities to ensure their sustainability.
Keywords: Educational Technolog, Classroom Management, Pedagogy, Competencies, Entrepreneurship

Introduction
The beauty of education is in its functionality. This is because it enables the recipients to transfer knowledge, skills and experiences into action that result in problem solving and needs satisfaction. In this regard, the Federal Republic of Nigeria (2013) stressed on the promotion of functional education for skills acquisition, job creation and poverty reduction. One way of achieving this is through Entrepreneurship Education. Entrepreneurship Education deals with the content, methods and activities supporting the creation of knowledge, competencies and experiences that make it possible for students to initiate and participate in entrepreneurial value creating processes (Moberg in Lackeus, 2015). According to Vakili, et al. (2016), Entrepreneurship Education puts emphasis on imagination, creativity, and risk acceptance in business. Entrepreneurship Education is much associated with economic benefits of job creation, employment, and need satisfaction. This is seen in Ogonnia (2016) who opined that Entrepreneurship Education is one of the instruments that empower youths to be in control of their future and to be job creators instead on job seekers. However, economic benefits alone present Entrepreneurship Education in a specific context, thus narrowing the meaning of Entrepreneurship Education. As a global concept, Lackeus (2015) noted that people need entrepreneurial skills and abilities not just for its economic value but to thrive in an ever changing world. The teaching of Entrepreneurship Education, therefore, should go beyond economic values in order to give a wider meaning and understanding to the learners.

Teaching is an enlightenment activity purposefully carried out to change the life of a person. In many countries, teaching is a profession. Havighurst (2018) viewed teaching from this professional angle as the profession of those who give instructions, especially in an elementary school, secondary school or university. It is through effective teaching and learning that appropriate skills, knowledge and experiences are acquired by the learners. Those who are

engaged in teaching are often referred to as teachers, instructors, educators or lecturers. A Business Educator is also a teacher by profession who specializes in providing knowledge, skills, experiences, attitudes and values in business and education related areas. Business areas are broad, educators in these areas are required to have remarkable competencies to enable them function effectively. Entrepreneurship Education, as a business discipline requires specific entrepreneurial competencies. Lackeus (2015) considered these competencies as knowledge, skills and attitudes that affect the willingness and ability to perform the entrepreneurial job of new value creation. The competence of a Business Educator is of utmost importance because the standardized, content focused, passive and single-subject based curriculum in traditional education is contrasted with an individual, active, process-based, project centric, collaborative, experiential and multidisciplinary approach in entrepreneurial education (Lackeus, 2015). The Business Educator needs to make a difference in practical enhancement of the learners. To produce quality human resources who are able to apply knowledge and technology, it takes a professional (competent) teacher; these professionals are expected to improve the learning process in the classroom and improve the quality of students into superior human beings (Haklin, 2015). The competencies of Business Educators are needed to produce competent and functional young entrepreneurs who are creative, innovative and proactive; goals oriented and are willing to take responsibility to create value for themselves and others. The qualification of a teacher does not automatically mean that the teacher is competent in providing sound moral and academic ingenuity to the learners. Alade cited in Amber and Agbor (2014) attempted to differentiate between competence and academic qualification by maintaining that professional competence has to do with 'how to teach", whereas, professional (academic) qualification refer to the teacher's 'level of education and knowledge in the subject' he or she teaches. Competence explains why some teachers may perform better in their jobs. Nessipbayeva (2012) also agreed that teacher education (qualification) and job performance (competence) are two different concepts. However, a competent teacher should be professionally qualified in addition to his or her effective classroom management, teaching practices, assessment and technological skills.

Competence, according to Tampang and Wonggo (2018), can be seen as knowledge, skills and personal qualities which include attitude, value, self-image and trait necessary to carry out work activities effectively in lines with educational goals. Spencer and Spencer in Haklin (2015) considered competence as the underlying characteristic of a person related to the effectiveness of individual performance on the job or the basic characteristics of individuals who have a causal relationship of a cause and effect with the criteria referenced, effective or excellent or superior performance in the work place or certain situations. Competence, connect with all that is required for the efficient performance of one's job such as knowledge, skills, experiences, attitudes, beliefs, values, and abilities.

Competencies exist in three super-ordinate dimensions which Bertschy, et al. (2013) mentioned to include teaching or communicating; reflecting or visioning and networking. These dimensions contain five domains of competence which are knowledge, systems thinking, emotions, values and ethics, and actions. It entails that the teacher should be educationally qualified and should possess relevant teaching experiences and mastery in his or her knowledge field, to function efficiently. The teacher's critical thinking ability, the enthusiasm displayed during teaching, keeping to professional ethics and his or her positive actions are all essential components of competence. The law of the Republic of Indonesia in Tampang and Wongo (2018) identified the competencies teachers must have to include pedagogical, personality, social and professional competencies gained through professional education. Similarly, Nawaz and Gomes (2014) pointed out that the core competencies of a business school lies in its unique and innovative teaching pedagogy to enable meaningful learning and development of skills that are employable. Employability skills development is much needed from business educators as skills provide salability advantage to young entrepreneurs.

Pedagogy which involves all that the teacher do for the realization of instructional objectives, requires all round competence. Rahman (2014) noted that teachers who have pedagogical competence are those who are able to manage learning, as can be seen from the pedagogical ability to plan learning programs, the ability to implement or manage the interaction of the learning process, and the ability to make an assessment. Pedagogical competence is a measurable ability of a teacher to perform efficiently in teaching process and classroom management. Haklin (2015) asserted that pedagogical competence is the ability of a person to exercise or performs a job or task that is based on skills, knowledge and attitudes supported by work in accordance with the demands of the job. Pedagogical competence includes the awareness and utilization of relevant alternative instructional method and technologies. It requires that the instructors' activity think about and question their own practices in the classroom, being aware of the possible strategies for engagement, and activity choosing the methods that best fit their goals and topics

(Wordpress, 2011). Furthermore, it requires the teacher to be qualified and possess mastery in the field of his specialization, be capable to present himself before the learner; deliver quality teaching with confidence; adequately mange the class; guide the students to learn and be able to access the performance of the student. Pedagogical competencies as conceived by Gliga in Suciu and Mata (2011) are categorized into methodological, communication and relationship, Student assessment, psycho-social, technical and technological, and career management.

The focus of this study is on education technologies and classroom management as pedagogical competencies.Educational technology management competence is an importantcompetence teachers need to make learning easier and interesting. There are various technologies; and they come in the form of audio, video and audio-visual (Wijayanti, 2016; Ashikuzzaman, 2013; Ashaver and Igyure, 2013). It is very necessary to utilize appropriate technology in enhancing the process of teaching and learning.Theessence of education technologies designing, developing and producing learning resources is to improve teaching and learning. Teachers use educational technologies to inculcate skills and knowledge with ease and this help the students to gain better understanding. In this way, teaching and learning becomes fun. Education technological competencies identified by potter and DarbyShire in Husin (2010) include the ability to know when to apply or develop a particular skill using ICT resource; being aware of the reasons for using ICT and its effect on both users and context; and having a critical and confident attitude to learning with the technology.

Classroom management refers to wide variety of skills and techniques that teachers use to ensure that their classrooms run smoothly, without disruptive behaviour from students (Mulvahill, 2018).Classroom management competencies are concerned with the teacher's ability to effective manage all that happens in the classroom. It includes the ability of the teacher to create an enabling environment for effective teaching and learning. An enabling classroom environment is associated with orderliness, cleanliness, class control, respect, commitment to learning and so on. According to Great Schools Partnership (2014), effective (competent) teachers tend to display strong classroom management skills, while the hallmark of the inexperienced (incompetent) teacher is a disorderly classroom filled with students who are not working or paying attention.

Statement of the Problem
Competencies in the management of education technologies and classrooms for effective teaching and learning cannot be over-emphasized. Technology in recent times has revolutionized education, givingteaching and learning a new dimension. Learners are no more restricted by geographical or cultural boundaries and information sharing and feedbackshas become faster than ever. There is also great improvement in collaborative efforts between groups of learners. However, education technologies keep emerging from time to time. That makes it challenging for most Business Educators to be up to date in using them proficiently in teaching, especially a practical course like Entrepreneurship Education. Kurt (2015) who is informed about such situation, had suggested to teachers to keep up with what types of instructional materials and tools that are being developed and how these new materials might be useful to them. That suggestion seems to have fallen on deaf-ears.

Poor competence in the handling of teaching technology can affect not only teaching but in the management of the classroom environment. This is because when students perceive the teachers' inability in delivering instructions effectively using appropriate technology, their attention are shifted and the class could become disorganized. As agreed by Marzano, et al (2003), effective teaching and learning cannot take place in a poorly managed classroom where students are disorderly and disrespectful, and no apparent rules and procedures guide behaviour. A chaotic environment is not suitable for any meaningful learning. Unfortunately, scholastic attention has not been given much to education technology and classroom management as pedagogical competencies for effective teaching of Entrepreneurship Education. It is on this basis that this study is necessitated.

Purpose of the Study
The main purpose of the study was to determine the pedagogical competencies required of Business Educators for teaching Entrepreneurship Education in tertiary institutions in Cross River State, Nigeria. Specifically, the study sought to determine the:
1. Education technology management competencies required of Business Educators for teaching Entrepreneurship Education.
2. Classroom management competencies required of Business Educators for teaching Entrepreneurship Education.

Research Questions
The following research questions were formulated and answered in the study:
1. What are the educational technology management competencies required of Business Educators for teaching Entrepreneurship Education in tertiary institution in Cross River State?
2. What are the classroom management competencies required of Business Educators for teaching Entrepreneurship Education in tertiary institutions in Cross River State?

Hypotheses
The following two null hypotheses were developed and tested at 0.05 significant level:
$H0_1$: There is no significant difference in the mean responses of rural and urban based respondents on educational technology management pedagogical competencies required of Business Educators for teaching Entrepreneurship Education.
$H0_2$: There is no significant difference in the mean responses of male and female respondents on classroom management pedagogical competencies required of Business Educators for teaching Entrepreneurship Education.

Methodology
Adescriptive survey design was adopted for the study. This was to enablethe researcher to, in a systematic manner, describe and interpret the characteristic features and facts surrounding pedagogical competencies that are required by Business Educators for the teaching of Entrepreneurship Education in tertiary institutions in Cross River State.The population of the study comprised eighty-nine (89) Business Educators (53 male and 36 female) teaching entrepreneurship education in four (4) tertiary institutions in Cross River State. The entire population was used because of its manageable size, therefore there was not sample for the study. The instrument for data collection was a researcher's self-designed 4-point rating scale title: Questionnaire on pedagogical competencies for Teaching Entrepreneurship Education (QOPCEE). The instrument was subjected to validation by three (3) experts and further tested for reliability which produced a coefficient of 0.84. The copies of the instrument were administered to the respondents on one-on-one basis with the help of four (4) research assistants, one for each institution used for the study to ease the job.Retrieved of the instrument was done immediately after completion. This made the retrieval rate 100%. Collected data from the respondents were analysed using mean and standard deviation to answer the research questions and t-test to test the null hypotheses.

Results
Research Question One
What are the educational technological management competencies required of Business Educators for teaching Entrepreneurship Education in tertiary institution in Cross River State?
The descriptive analysis of data collected to answer research question four is presented in Table 1
Table 1:Educational technological management competencies required of Business Educators for teaching Entrepreneurship Education in tertiary institution in Cross River State

S/N	Educational Technological Management Related Competencies include the Ability to:	$\overline{X}$	SD	DECISION
1	Identify technology suitable for teaching a particular skill	3.51	0.50	S A
2	Select appropriate technology for teaching a particular skill	3.69	0.46	S A
3	Utilize of technology for instructional delivery of Entrepreneurship courses	3.52	0.50	S A
4	Manage appropriate technological processes	3.50	0.54	S A
5	Assess online information from the internet	3.49	0.50	A
6	Use Information and Communication Technology gadgets	3.61	0.49	S A
7	Use audio-visual technologies to enhance learning	3.59	0.49	S A
8	Use social networking sites to facilitate instructions	3.64	0.48	S A
9	Efficiently use power point projector for presentations.	3.70	0.45	S A
10	Share online information with student using social media	3.49	0.54	A
	Grand Mean	**3.57**	**0.49**	**Strongly Agree**

* S A = Strongly Agree; A = Agree

Table 1 revealed that the average mean (grand mean) of all individual items on education technology management competencies value of 3.57 was significantly greater than the criteria mean value of 2.50. This suggest that the respondents did not differ much in their responses to the items. The finding here indicate that the respondents strongly agreed that education technology management competencies are required of Business Educators for teaching Entrepreneurship Education in tertiary institution in Cross River State.

Research Question Two: What are the classroom management competencies required of Business Educators for teaching Entrepreneurship Education in tertiary institutions in Cross River State?

Table 2: Classroom management competencies required of Business Educators for teaching Entrepreneurship Education in tertiary institutions in Cross River State

S/N	Classroom Management Competencies include the Ability to:	$\bar{X}$	SD	DECISION
11	Create a conducive environment for teaching and learning	3.55	0.50	S A
12	Control students' disruptive behaviour in class	3.64	0.48	S A
13	Manage learning resources	3.56	0.49	S A
14	Engage students' interest in classroom learning	3.67	0.47	S A
15	Ability to maintain classroom orderliness	3.56	0.49	S A
16	Establish a clear standard of conduct in the classroom	3.61	0.53	S A
17	Instill a sense of respect for one another among the students	3.53	0.50	S A
18	Effectively utilize classroom space	3.66	0.47	S A
19	Efficient management of time	3.55	0.50	S A
20	Sensitive to students' learning problems	3.70	0.45	S A
	Grand Mean	**3.60**	**0.48**	**S A**

* S A = Strongly Agree; A = Agree

Table 2 revealed that the respondents strongly agreed with all the items on classroom management as pedagogical competencies required of Business Educators for teaching Entrepreneurship Education in tertiary institutions in Cross River State.

Research Hypothesis One:

H0$_1$: There is no significant difference in the mean responses of rural and urban based respondents on educational technology management competencies required of Business Educators for teaching Entrepreneurship Education in tertiary institution in Cross River State, Nigeria.

Table 3: t-test analysis the mean responses of rural and urban based respondents on educational technology management competencies required of Business Educators for teaching Entrepreneurship Education in tertiary institution in Cross River State

Item	Location	N=89	Mean	Std.	t-cal	t-crit	Df	Decision
1	Urban	43	3.48	0.50	0.51	1.98	87	Accept
	Rural	46	3.54	0.50				
2	Urban	43	3.74	0.44	0.98	1.98	87	Accept
	Rural	46	3.65	0.48				
3	Urban	43	3.62	0.48	1.83	1.98	87	Accept
	Rural	46	3.43	0.50				
4	Urban	43	3.65	0.48	2.50	1.98	87	Reject
	Rural	46	3.36	0.57				
5	Urban	43	3.60	0.49	2.03	1.98	87	Reject
	Rural	46	3.39	0.49				
6	Urban	43	3.72	0.45	1.95	1.98	87	Accept
	Rural	46	3.52	0.50				
7	Urban	43	3.74	0.44	2.85	1.98	87	Reject
	Rural	46	3.45	0.50				
8	Urban	43	3.65	0.48	0.21	1.98	87	Accept
	Rural	46	3.63	0.48				
9	Urban	43	3.72	0.45	0.25	1.98	87	Accept

	Rural	46	3.69	0.46				
10	Urban	43	3.55	0.50	1.06	1.98	87	Accept
	Rural	46	3.43	0.58				
	Grand Mean				**1.41**			**Accept**

Data presented in Table 3 revealed that all the items except item 34, 35 and 37 were accepted because their respective calculated-t values were less than the critical-t value of 1.98. The rejected items have calculated-t Values more than the critical-t. However, the grand mean of the calculated-t value of 1.41 was less than the critical-t value. The finding indicate that the null hypothesis 1was retained. This means that, there is no significant difference in the mean responses of rural and urban based respondents on educational technology management competencies required of Business Educators for teaching Entrepreneurship Education in tertiary institution in Cross River State, Nigeria.

Research Hypothesis Two
$H0_2$: There is no significant difference in the mean responses of male and female respondents on classroom management competencies required of Business Educators for teaching Entrepreneurship Education in tertiary institution in Cross River State, Nigeria.

Table 4: *t*-test analysis of the mean responses of male and female respondents on classroom management competencies required of Business Educators for teaching Entrepreneurship Education

Item	Gender	N=89	Mean	Std.	t-cal	t-crit	Df	Decision
11	Male	53	3.54	0.50	0.77	1.98	87	Accept
	Female	36	3.55	0.50				
12	Male	53	3.60	0.49	0.86	1.98	87	Accept
	Female	36	3.69	0.46				
13	Male	53	3.54	0.50	0.33	1.98	87	Accept
	Female	36	3.58	0.50				
14	Male	53	3.62	0.48	1.25	1.98	87	Accept
	Female	36	3.75	0.43				
15	Male	53	3.54	0.50	0.33	1.98	87	Accept
	Female	36	3.58	0.50				
16	Male	53	3.58	0.53	0.70	1.98	87	Accept
	Female	36	3.66	0.53				
17	Male	53	3.50	0.50	0.68	1.98	87	Accept
	Female	36	3.58	0.50				
18	Male	53	3.64	0.48	0.51	1.98	87	Accept
	Female	36	3.69	0.46				
19	Male	53	3.52	0.50	0.50	1.98	87	Accept
	Female	36	3.58	0.50				
20	Male	53	3.66	0.47	1.19	1.98	87	Accept
	Female	36	3.77	0.42				
	Grand Mean				**0.71**	**1.98**		**Accept**

Table 4 revealed that all the items were accepted. This is because their respective calculated-t value was less than the critical-t value of 1.98. Furthermore, the grand mean of the calculated-t value of 0.71 was less than the critical-t value. The null hypothesis 2 was retained. This indicate that there is no significant difference in the mean responses of male and female respondents on classroom management competencies required of Business Educators for teaching Entrepreneurship Education in tertiary institution in Cross River State, Nigeria.

Discussion
Data analysed to answer Research Question one indicated that the respondents strongly agreed that educational technological management competencies are required of Business Educators for teaching Entrepreneurship Education. The finding suggests that it is very necessary to utilize appropriate technology in enhancing the process of teaching and learning.Educational technologies makes teaching and learning much easier. They are more effective when the teacher know how to appropriately select and use them to teach a particular topic. Thus, educational technological management competencies are critic for Business Educators for effective teaching of Entrepreneurship Education. The finding is line with Kurt (2015) that teachers need to develop the ability to keep up with what types of instructional materials and tools that are being developed and how these new materials might be

useful to them. The finding also agree with Potter and DarbyShire in Husin (2010) that teachers require ability to know when to apply or develop a particular skill using ICT resource; being aware of the reasons for using ICT and its effect on both users and context; and having a critical and confident attitude to learning with the technology.

Similarly, analysed data indicated that, there is no significant difference in the mean responses of rural and urban based respondents on educational technology management competencies required of Business Educators for teaching Entrepreneurship Education in tertiary institution. This implies that location is no excuses to the development of educational technology management competencies. Especially as learners are no longer restricted by geographical or cultural boundaries, Business Educators teaching Entrepreneurship Education in tertiary institution in rural areas or urbanshould understand the capabilities, limitations and potential management of educational technology such as the computer. As Techopedia (2020) noted, modern computers are designed for a variety of purposes ranging from browsing the web, writing documents, editing videos, creating applications, playing video games, teaching and learning among others. Interestingly, there is no location restriction of the computer and other ICT facilities for teaching and learning.

Furthermore, the internet is one of the biggest man's revolution of all times in information sharing and keeping people connected despite the distance and location. Sharing in this opinion, Sharma (2019) noted that, the Internet is the most useful technology of modern times which helps man not only in his daily lives but also in professional live. Eze and Aja (2019) elucidated that, Internet has positive impact on students' performance in assignment and research project as well as lecturers' lecture notes and research activities. It is therefore, imperative for Business Educators to develop relevant educational technology management competencies for teaching Entrepreneurship Education in tertiary institutions.

The data analysed revealed that therespondents strongly agreed that classroom management competencies are required of Business Educators for teaching Entrepreneurship Education. The finding suggests that it is essential as an educator to be able to effective manage a classroom for effective teaching and learning to take place. Chaotic environment is not good for academic activities. Rather, an enabling classroom environment characterized with orderliness, cleanliness, class control and respect for others enhances teaching and learning. As Alberto and Troutman in Khan, et al (2011) agreed, teachers requires ability to cooperatively manage time, space, resources, and student's roles and behaviours to provide a climate that encourages learning. Furthermore, the finding agrees with Mulvahill (2018) that every teachers require the ability to ensure that their classrooms run smoothly, without disruptive behaviour from students. The finding also tallied with Erden et al (2016) that teacher's classroom management competencies have a positive and significant effect for reducing the misbehaviour in the classroom.

Analysed data further indicated that there is no significant difference in the mean responses of male and female respondents on classroom management competencies required of Business Educators for teaching Entrepreneurship Education.The finding here indicate that classroom management competencies is a necessity for all Business Educators teaching Entrepreneurship Education in tertiary institution irrespective of the gender. This is because the ultimate goal for any teacher be it male or female is an academically productive classroom with focused, attentive, and on-task students (Mulrahill, 2018). The finding agreed with Mansor et al (2012) that teachers can develop both knowledge and skills through experience and training, however, without the ability and disposition to make use of them very little will happen. Classroom management set in to help the teacher in the disposition of his or task by creating an enabling environment for teaching and learning to thrive.

The finding is supported by the study conducted by Erden, et al (2016) which found that classroom management competencies are essential variable to be taken into consideration by all teachers. By implication, both male and female of teachers should possess classroom management competencies. The finding agreed with Erden, et al (2016) that the importance of classroom management is closely related to effective teaching. In line with the finding, Wing Institute (2019) stressed that competent command of students' conduct is essential to a teacher's success. By extension, if the classroom is well managed, then teaching becomes much easier for the teacher whether male or female. In a nutshell, classroom management competencies are required of Business Educators for teaching Entrepreneurship Education in tertiary institutions.

Conclusion
Developing appropriate pedagogical competencies to improve the quality of teaching and learning of Entrepreneurship Education is of utmost importance. Pedagogicalcompetencies would result in the delivering of competency–based education that will provide the students with appropriate entrepreneurial knowledge, skills and experiences that will help them become employable.It was therefore imperative that education technology and classroom management as pedagogical competencies should be develop by Business Educators for the effective teaching of Entrepreneurship Education in tertiary institutions in Cross River State.

Recommendations
Based on the finding of the study, the following recommendations were made:
1. School management should supervise handling of educational technology facilities to ensure their sustainability.
2. Business Educators should have total classroom control and ensure that instructional objectives are meaningfully achieved.

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