

**THE READINESS OF BUSINESS EDUCATORS IN DISCHARGING THEIR  
LEGITIMATE DUTIES FOR EFFECTIVE IMPLEMENTATION OF BUSINESS  
EDUCATION PROGRAMMES**

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**Abstract**

*The need to improve the quality of business education programme necessitated this work. The study examined the readiness of business educators in discharging their legitimate duties in the effective implementation of business education programme in selected tertiary institutions in Anambra State. Two research questions guided the study and two null hypotheses were tested at 0.05 level of significance. The study adopted survey research design. The population of the study consisted of 91 business education lecturers from four public tertiary institutions in Anambra State offering business education. A-20 items structured questionnaire were used for data collection. Data collected were analysed using mean and standard deviation for research questions and t-test for hypotheses. Some of the findings of the study showed that respondents disagree that there are adequate qualified lecturers in the business education department and few qualified business educators do not always show readiness in discharging their legitimate duties. The test of hypotheses revealed that types of institution, years of teaching experience and educational qualification did not significantly influence their mean rating on the variables covered. Based on the findings, it was recommended that federal and state governments should give business education department permission to recruit more qualified business educators for effective implementation of learners programme.*

**Keywords:** Business educators, Business education programme

## **Introduction**

Every nation aims at empowering and equipping her citizens for meaningful living. This is achieved through education. Education according to Odoemanam (2012), is the transmission of knowledge, skills, ideas, attitudes and patterns of behaviour to a learner. Education is one of the most powerful instruments known for reducing poverty and inequality as well as the basis for sustainable economic growth. Education is the most important instrument of change (FGN, 2014). Education is the foundation for the construction of democratic, dynamic societies and globally competitive economies. Any person, society or even nation that is knowledgeable is economically powerful. Good education therefore bestows power on people, societies or nations as education is the tool for human capital development. No nation can achieve meaningful development without human capital development (Nwajinka & Odogo, 2014).

In Nigeria, there are four levels of education. These are childhood or pre-primary, primary, secondary and higher or tertiary levels of education. The pre-primary education is mainly at preparing the child for primary education and affecting a smooth transition from the home to the school. Pre-primary education is for children below the ages of six (6). The primary education meant for the children aged 6-11 plus, is the foundational level of education. The success or failure of any education system depends greatly on what happens at this level. The primary education lasts for six (6) years. The secondary education follows and lasts for another six (6) years broken into junior and senior sections of three (3) years each. The tertiary education then comes in where specialized training is given to students for human capital development (FGN, 2014).

To ensure meaningful human capital development Nigerian government introduced the technical and vocational education into the Nigerian educational system. The introduction of the programme is to enhance the relevance of Nigerian education and deemphasize the quest for white collar jobs. This is hoped to equip students on graduation, with skills to be able to fit into both paid and self employment. Business education is one of the programmes under the vocational education.

Business education is an educational programme which its primary aim is to prepare people for roles in the enterprises as employees, entrepreneurs or employers (Etonyeaku, 2012). According to Osuala (2009), business education can be defined as that broad area of knowledge that deals with a nation's economic system, identifies and explains the rate of business contentment and experiences that prepares individuals for effective participation as citizens, workers and consumers.

Business education is a vocational programme that is skill-oriented and equips its graduates with saleable skills. The Federal Government of Nigeria (FGN) aims at achieving some objectives through business (FGN, 2014). To facilitate the achievement of the objectives behind the introduction of business education programme, the Federal Government of Nigeria through the National University Commission (NUC), National Commission for Colleges of Education (NCCE), and National Board for Technical Education (NBTE) set some minimum standards for colleges of education running

business education programmes. Among these minimum standards are the objectives aimed at being achieved, entry requirements for students, provision of teaching and learning facilities and the qualifications for teaching in the tertiary institutions. The NUC with NCCE and NBTE stipulated a minimum of Masters degree with second class upper division for one to lecture in the tertiary institutions (Esene, 2009). These are hoped to enhance the production of competent business education graduates who will carry on with the execution of the important role of business education.

Considering the role business education plays in the lives of both the individuals and the nation as a whole, it is very important that it is well taught to every Nigerian. To achieve this, competent teachers are needed, the institutions where the teachers are trained have to be functional if competent graduates are to be produced. Bearing in mind that good foundation is very important for educational success, the production of the teachers who will be entrusted with the nations education should not be joked with. Such teachers are trained in colleges of education and universities.

Tertiary institutions which include universities, colleges of education, polytechnics and monotechnics are mapped out by the government of the Federal Republic of Nigeria for the production of intermediate level teacher for a minimum of between three to six years depending on the course of study (Olaitan, Osinem, Houtonyom & Akeju, 2013). Graduates of colleges of education are awarded the NCE, the polytechnics are awarded HND while the universities are awarded B.Ed or B.Sc. which is the minimum qualification for entry into the teaching profession in Nigeria (FGN, 2014). With this minimum qualification, the graduates of tertiary institutions can teach pupils in Nigerian primary schools which are the foundational school as well as the secondary schools and also lecture in the higher institutions. If Nigerian education is to survive, it means that the production of the teachers has to be very effective. The tertiary education lecturers have to effectively carry out their teacher training functions. These functions are carried out by the human resource or the workforce of the institutions using other resources procured with money.

Business education programme is a programme which its aim is to make its recipients employable either in paid or self-employment. It is a programme designed in such a way that its graduates will be self-reliant (Ikpesu, 2016). Experience supported by many studies like Ugwoke (2012) and Chukwurah (2013) show that many business education graduates are unemployed. This means that the implementation has not been very effective because of lack of human resource factors which are the most powerful and important resource in an organization (Dessler, 2014 and Bel-Molokwu, 2015).

Business education programme is the aspect of vocational education programme that assists individuals to acquire skills, which they can apply to solve problems in business and office occupations (Ndinechi, 2011). In the same vein, Ntukidem (2012) asserts that Business Education has a definite role in preparing and equipping students with skills that increase their chances of finding jobs across territorial boundaries after schooling. He

also observes that business education equips the students with knowledge and skills they need to create their own employment.

According to Osuala (2009), business education is a programme of instruction which consists of two parts:

- (a) Office education – being a vocational education programme for office careers through initial, refresher and upgrading education leading to employability and advancement in office occupation.
- (b) General business – being a programme of instruction to provide students with information and competencies which are needed by all in managing personal business affairs and in using the services of the business world. From the above definitions, we can see that everybody needs business education either for occupational purpose or for a general business use.

Business education involves teaching students the fundamentals, theories and process of business. Education at this stage occurs at several levels including secondary education and higher education with the greatest activity occurring in the latter. Business education typically prepares students for an occupation in business or a business-related field or a teaching career in academics (Dhaka, 2013). It is that aspect of vocational education that prepares skilled manpower that will be productive in a paid employment or in employment. In Business education attitudes, skills and knowledge learnt help the individual to be efficient and effective in his work in accordance with the needs of the society at any point in time. Aliyu in Ojechi (2015) supports the above meaning of Business Education when he says that Business education is education for the acquisition and development of skills and competencies, attitudes, and attributes which are necessary for efficiency of the economic system. In like manner, Amor in Onwuachu (2013) affirms that Business Education is aimed production of competent, skillful, dynamic and knowledgeable graduates that can work in the world of work or impart knowledge into others, and be able to handle sophisticated office technologies and information systems. From the above, it can be seen that Business Education equips graduates with necessary skills they will utilize to become employers of labour instead of job seekers thereby enhancing and reinforcing quality in education.

Okwuanaso and Nwazor (2012), defined business education as a process of instructing a person what happens during business transacts in offices, banks, markets and anywhere money changes hands. It is also a type of education that helps someone to learn the facts, acquire the skills, develop abilities, solve problems and be able to have business-like attitudes useful for success in business situations. Obijole (2015) sees business education as a type of specialized education that is concerned with informing students about economic and business concepts and skills that might be of use in later life. He further stated that it helps a lot in solving national economic problems by matching workers to jobs, thus overcoming unemployment bottlenecks. Onyia (2012), opined that business education is the methodical utilization of natural resources and forces on the basis of knowledge of nature in order to take care of men's need. Ojo-Ajibare (2013), hinted that business education is one of the tools helping the government to curb unemployment problems in the country as the products find themselves easily in paid or self-

employment or both. Business Education as an aspect of vocational education equips individuals with knowledge and necessary skills that will make the recipients useful members of the society.

Smith (2012) defined a business educator as those that specialize in connecting corporations and institutions directly with leaders in executive education, ensuring cost effective solutions of superior quality.

Nwachokor (2012) is of the view that business educators are the first and only resource that specializes in facilitating direct connections between organizations and leading faculty members from renowned universities. They act as an agent for these faculty members, who are leading business experts and accomplished educators from highly regarded learning institutions.

Aliyu (2016) sees a business educator as a person who has undergone training in business teacher education programme including certificate to teach business courses at the secondary school and post secondary school level. He further posited that one can be referred to as a business educator only when one has a basic knowledge of all the three options (programme areas) of the business teacher education programme. Business educators are professionally trained teachers of business subjects who are competent in teaching all business related courses in the faculty of education in universities and colleges of education. Business educators are trained in colleges of education and faculty of education in universities in order to acquire pedagogical and business competencies in the world of work to enable them produce competent and skillful business teachers, office administrators, entrepreneurs, businessmen and women that will effectively secure jobs and make a career from it in the world of work.

Correspondingly, Ekpeyoung in Etonyeaku (2012) asserted that a teacher of business education needs to complete one's preparation for job and keep abreast of the changes in ones work place. Therefore, it is expected of every business educator to be a registered member of the Association of Business Educators of Nigeria (ABEN) which is the umbrella body responsible for the professionalization of business education in Nigeria.

Ezeani (2018) sees business educator as one who studied and is qualified in all areas of business education which is a professional field providing training not only as teachers of business courses but as business secretaries, managers, accountants among others. He (Ezeani) further stressed the importance of business educators' productivity in ensuring that students in tertiary institutions receive proper and efficient skills that are education saleable in the labour market.

Osuala (2013) asserted that business educator is bound to possess qualities such as hardworking, dedication to duties, making quality decisions, self-discipline, highly knowledgeable/competent, possession of technical skills, effective communication skills and motivation, possession of problem solving skills, commitment to duties and attitudinal skills.

Moreover, National Board for Technical Education (NBTE) in Nwazor and Udegbonam (2016) posited that there is a dire need for business educators' productivity because the business world is calling for renaissance workers. A productive business educator will produce such workers who are smart to solve problems rationally and effectively whether on a local or national level, the literacy and flexibility to successfully deal with ever changing technology, creativity and leadership to organizations compete in the world economy. Nwazor and Udegbonam further posited that a productive business educator is important to teach the course that help students succeed in their personal lives; help them to learn how to understand and make intelligent decisions about their own finances, help the students to be an active participant in civic life so that they can contribute this knowledge of economies to the communities and organizations.

### **Statement of Problem**

Business Education is a branch of vocational education which Nigerian government introduced into Nigerian education system to correct the menace of unemployment. Nigerian government introduced vocational education into the education system hoping that with the skills acquired from vocational education, Nigerian youths, on graduation, will be able to secure gainful employment or establish their own businesses. Many Nigerians have graduated from the department of business education since its introduction without being employed or be able to set up their own businesses. This means that the objectives of business education programme are yet to be achieved.

This was evidently proved by the studies of Dessler (2014) and Bel-Molokwu (2015) that more than 60% of business education graduates may neither be self employed nor secure a paid employment. Sweeney (2016) had observed that business schools are graduating students who are ill-equipped to wrangle with complex, unquantifiable issues on personal and interpersonal competence, leadership and supervisory skills, conflict resolution, diversity and communication skills. The World Bank (2012) had also stated that the employability skills among business education graduates is comparatively poor and that the shortages were more in emotional skills, often resulting in problematic time for graduates as they often feel ill-prepared for the challenges and realities of employment.

What then could be the cause of this poor attainment of objectives of business education? Could be as a result of inadequate number of qualified lecturers to teach the business courses in our tertiary institutions? Could it be also attributed to lack of readiness of the lecturers to carry out their legitimate duty?

### **Research Questions**

The following research questions guided the study:

1. What number of qualified business educators are available in our tertiary institutions in Anambra State.
2. How ready are business educators in discharging their legitimate duties in teaching business education courses for effective implementation of the programme?

### **Hypotheses:**

The following null hypotheses were formulated and tested at 0.05 level of significance to guide the study.

- Ho<sub>1</sub>: There is no significant difference in the mean responses of male and female business education lecturers on number of qualified lecturers available for teaching business education in Anambra State public tertiary institutions.
- Ho<sub>2</sub>: There is no significant difference in the mean responses of the business educators in universities and those in colleges of education on the readiness of business education lecturers in Anambra State tertiary institutions in teaching business education courses.

### **Methods:**

The study adopted descriptive survey research design. It was considered suitable for this study because only a part of the total population was studied and generalization made from the outcome. The study was carried out in the four public tertiary institutions in Anambra State. The population of the study comprised of 91 business education lecturers from four public tertiary institutions in Anambra State offering business education. The instrument titled “QRBEI” was developed and used to gather data from the respondents and was validated by three research experts. The instrument consists of 20 items which aimed at answering the two research questions used in this work. Out of 91 copies of the questionnaire distributed 87 were correctly filled and returned giving a percentage return rate of 96%. Therefore, the 87 copies correctly filled and returned were used for data analysis. Data collected from the respondents were analysed using statistical mean and standard deviation to answer the research questions, and t-test to test the null hypotheses at 0.05 level of significance.

### **Results:**

#### **Research Question 1:**

What number of qualified business education lecturers are available in our tertiary institutions in Anambra State for effective implementation of business education programme?

**Table 1:** Respondents’ mean ratings on the number of qualified business education lecturers available for effective implementation of business education programme.

S/N	Qualification of business education lecturers	$\bar{X}$	SD	Remarks
1	All lecturers have first degree in business education in my institution.	3.50	0.48	Strongly Agree
2	Some of the lecturers did related courses in business management but with PGDE certificate.	2.55	0.40	Agree
3	All business educators are members of professional body (ABEN)	1.63	0.85	Disagree
4	Majority of the business educators in my institution are computer literate.	2.68	0.82	Agree
5	Minimum qualification of business educators in my school are masters degree holders	1.61	0.66	Disagree
6	Majority of the business educators are Ph.D. holders.	1.54	0.56	Disagree
7	Large number of business educators always engage in retraining programme that will keep them up-to-date on current trends in business education programmes.	2.51	0.50	Agree
8	Majority of business educators are resource persons to NUC, NCCE, NBTE, etc	2.05	0.78	Disagree
<b>Grand Mean</b>		<b>2.25</b>		<b>Disagree</b>

With grand mean score of 2.25 in Table 1, it indicates that the respondents disagree that there are adequate number of qualified business education lecturers in Anambra State tertiary institutions for effective implementation of business education programmes. This could be due to inadequate government funding support of tertiary institutions in the recruitment of qualified lecturers into business education programme. Standard deviations for all the items are within the same range showing that the respondents are not wide apart in their ratings.

### **Research Question 2:**

How ready are business education lecturers in discharging their legitimate duties in teaching business education courses for effective implementation of business education programmes?



**Table 2:** Respondents' mean ratings on their readiness in discharging legitimate duties in teaching business education courses.

S/N	Readiness of business education lecturers in discharging their duties	$\bar{X}$	SD	Remarks
9.	Business Education lecturers are always ready to attend to students' academic problems	2.47	0.77	Disagree
10	They are always ready in implementing the current curriculum of business education through their teaching.	2.79	0.85	Agree
11	They are always eager to apply modern teaching methods in teaching the students	2.47	0.77	Disagree
12	They are always eager to imbibe new technology in lecture preparation.	2.95	1.08	Agree
13	They are always paying adequate attention to students lecture attendance.	1.74	0.81	Disagree
14	They are constantly marking and checking of students lecture notes.	1.68	0.58	Disagree
15	Their cordial relationship with the students enable them concentrate in learning.	2.58	1.30	Agree
16	They always provide favourable teaching and learning environment.	2.16	0.69	Disagree
17	They always fix extra time for them to carry students along.	1.32	0.75	Strongly Disagree
18	They always organize workshops, seminar and project writing for students from time to time before they reach the final year.	1.89	0.57	Disagree
19	They are always punctual and regular to their lectures and also use different teaching methods to make the students understand more.	1.84	0.83	Disagree
20	They always engage students in research work.	2.95	1.06	Agree
<b>Grand Mean</b>		<b>2.21</b>		<b>Disagree</b>

Data in table 2 reveal that agree on items 10, 12, 15 and 20 with mean scores ranging from 2.58 to 2.95. Items 9, 11, 13, 14, 16, 18 and 19 are rated disagree with mean score ranging from 1.68 to 2.47 while they strongly disagree that they always fix extra time for students to carry them along. The grand mean score of 2.21 shows that on the whole, business education lecturers disagree on their readiness in discharging legitimate duties in teaching business education courses for effective implementation of business education programmes. This could be due to the issue of poor/lack of teaching facilities, poor funding of tertiary institutions and lack of teacher motivation. Standard deviations for all the items are within the same range showing that the respondents are not wide apart in their ratings.

### Testing of Null Hypotheses

#### Hypothesis 1

There is no significant difference in the mean responses of male and female business educators on the availability of adequate number of qualified business education lecturers in Anambra State tertiary institutions.

**Table 3:** Summary of t-test analysis of significant difference between male and female respondents on the availability of adequate number of qualified business education lecturers

Gender	N	$\bar{X}$	SD	df	t-value	p-value	Decision
Male	38	4.00	0.67	85	0.36	0.72	Accepted
Female	49	3.56	0.69				

Data in table 3 show that t-value of 0.36 at 85 degree of freedom with a p-value of 0.72 is greater than the criterion value of 0.05 ( $p\text{-value} = 0.72 > 0.05$ ). This means that there is no significant difference in the mean responses of male and female business educators on the extent of availability of adequate number of qualified business education lecturers in Anambra State tertiary institutions based on gender. Therefore the null hypothesis was accepted.

#### **Hypothesis 2:**

There is no significant difference in the mean responses of business educators in universities and those in colleges of education in the interest showed by business educators in discharging their legitimate duties for effective implementation of business education programmes.

**Table 4:** Summary of t-test analysis of business educators in universities and those in colleges of education on their readiness in teaching business education courses

Type of institution	N	$\bar{X}$	SD	df	T-value	P-value	Decision
Universities	19	2.49	0.80	85	0.31	0.76	Accepted
College of Education	68	2.47	0.89				

Table 4 shows that the t-value of 0.31 with 85 degree of freedom has p-value of 0.76 which is greater than the criterion value of 0.05 ( $P\text{-value} = 0.76 > 0.05$ ). This means that there is no significant difference in the mean responses of the business educators in universities and those in the colleges of education on the readiness of the lecturers in Anambra State tertiary institutions in teaching business education courses. Therefore, the null hypothesis was accepted.

#### **Discussion**

Findings of the study disclosed that Business education lecturers disagree on readiness in discharging legitimate duties in teaching business education courses for effective implementation of business education programmes. The findings revealed that out of the respondents 12 legitimate duties of business education lecturers listed, the lecturers agree on their interest in discharging four of the legitimate duties while they disagree on the

remaining eight legitimate duties. The findings of this study could be attributed to many factors affecting the performance of lecturers in discharging their legitimate duties. These factors could be lack of teaching facilities, lack of funding, lack of motivation, poor attitude of lecturers towards teaching and inadequate pedagogical competencies. The findings of this study corroborate that of Nwazor and Nwaukwa (2015) which revealed that business educators in an effort to teach many items in syllabuses adopt mainly lecture method. Nwazor and Nwaukwa further observed the inability of business education lecturers to use adequate instructional strategies (models) and project methods alongside other strategies which do not encourage originality at work.

Similarly, some business education lecturers of possess inadequate information and communication technology (ICT) expertise which affect their instructional delivery. This supports the earlier findings of Faraday, Overton and Cooper (2011) which showed that business educators do not use teaching models when deciding teaching objectives. Davis (2011) asserted that a quality business education learning context should be full of opportunities for adequate feedback both from the teachers and students. However, Nwazor and Nwaukwa (2015) reported that business educators in tertiary institutions do not initiate more closeness, warmth and interaction with their students.

Similarly, Rotua (2017) reported that business education lecturers who suppose to render a helping hand in the production of good quality business education graduates neglect their duties which affect the progress and downfall of national development in future. Rotua observed no interest for business education lecture, who see their lecturing duty as the second chance duty, their approach to inculcate knowledge, skill in students had failed instead they contrive more hazard in national educational system. Onyesom and Utoware (2012) and Onyesom (2014) observed that, great deals of instructional delivery in Business Education are still carried out manually and traditionally. Onyesom further stressed that, some lecturers in business education programme do not still carry out their legitimate duties.

The test of hypothesis showed that there is no significant difference in the mean responses of business educators in universities and those in the colleges of education on the extent of readiness of the lecturers in Anambra State tertiary institutions in teaching business education courses. This finding concur with that of Udeme (2012) which revealed that majority of lecturers (business education lecturers inclusive) in tertiary institutions in Nigeria often times abandon their legitimate duties in pursuit of financial gains.

## **Conclusion**

Business education is a skill-based programme, and therefore needs to be effectively implemented in order to meet its stated goals. Effective implementation of the programme in tertiary institutions in Nigeria especially in Anambra State however

requires human resource factors such as availability of adequate qualified business education lecturers, lecturers who are ready to carry out their legitimate duties.

Based on the findings of this study, the researcher concludes that there is inadequate number of business education lecturers in the departments to effectively implement business education programme, effective implementation of the programme is affected by lack of readiness of business educators to carry out their legitimate duties. It is also concluded that follow up of graduates and motivation of business educators are capable of promoting effective implementation of business education programme in tertiary institutions in Anambra State.

### **Recommendations**

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

1. Federal and State governments should give business education department permission to recruit more qualified business educators to effectively implementation of the programme.
2. Authorities of tertiary institutions in collaboration with the heads of department of business education programme should constantly supervise business education lecturers to ensure they are carry out their legitimate duties of teaching business education courses.
3. Heads of department of business education programme in tertiary institutions should collaborate more with industries and private individuals to raise funds needed to organize regular training and re-training programmes for lecturers.

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