



Evaluation of philosophy and objectives of undergraduate business education programme in Nigerian universities

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Abstract

The study evaluated the philosophy and objectives of business education programme in Nigerian universities. Two objectives, with corresponding research questions and null hypotheses guided the study. Descriptive survey design was used for the study. The population of the study consists of 635 respondents. Total Population Sample was used in the study (TPS). Business Educators Questionnaire (BUSEQUEST) was adapted as the instrument for data collection. The data collected was analysed using descriptive statistics for all the research questions, while Analysis of Variance (ANOVA) and Independent t-test was used to test the null hypotheses at 5% level of significance. Statistical Package for Social Sciences (SPSS) version 23 was used to analyze the data. The results revealed among others that difference does not exist among the responses of Head of Sections (HOS), lecturers and technologists on the philosophy and objectives of business education programme in Nigerian universities. Also, the responses of Directors and Inspectors on the performance and successes of business education graduates serving in states ministry of education did not differ. The implication for this study is that the graduate may not be able to function well in their field and their places of primary assignment. It is therefore recommended that, universities offering business education programme should upheld its philosophy and objectives. Directors and Inspectors should maintain the tempo of periodic supervision of graduates working in the states ministry of education to ensure their success at workplace.

Keywords: Evaluation, Philosophy and Objectives, Business Education Programme

1.0 Introduction

Business education was brought to lime light, and given prominence by the new National Policy on Education in 1977, which was reviewed 1981, 1998, 2004, 2006, 2008, 2012, 2014, and 2016. Aqua & Patricia (2014) stated that business education is a programme of study which is geared toward equipping the learners with employability skills and knowledge which would enable them create, or acquire jobs, stay on the jobs, and grow in the jobs. The

programme is offered in the secondary and tertiary levels of the Nigerian educational system. The programme has been implemented for more than three decades, yet graduates of business education are also plagued by unemployment. Aqua & Patricia (2014) further observed that the laudable programme of this system of education of providing the knowledge, skills, understanding and attitude needed in the business world has failed to curb youth



unemployment. Those who are employed at all are found to be incompetent in discharging their assigned duties and they lack practical knowledge and manual skills.

For decades undergraduate business education degree programme offered at the Nigerian universities are faced with problems, part of the problems as claimed is that the objectives of the programme are absent or not fully achieved through its implementation (Oduma, 2006). Independent nations in Africa have continued to place much emphasis on the continuous review of their educational system so that it will meet up with global best practices because such periodic review is intended to provide the basis for any needed reform, renewal or modification for enabling education to meet the needs, aspirations and expectations of the people and society (Ubulom & Dambo, 2016).

This observation is also true of business education as one of the programs in the Nigerian educational system which has the following as its philosophy as reported by Aquah and Patricia (2014); to lay a foundation and/or build on the foundation at NCE level in the pedagogy of education system, to equip the learner with saleable skills that is, skills which will enable them be gainfully employed, to equip the learner to acquire, sustain and grow on their jobs: create jobs, self-employed and be employers of labour and become better and wiser consumers of goods and services, to prepare the individuals for higher studies in business education and to provide the individual with the knowledge, skills and attitude needed to take up readily available jobs or openings in the global job market. It becomes imperative that our educational system must function optimally and the curriculum must encompass the most current topics that will provide the requisite

knowledge, skills and attitude that will enable the individuals avail themselves with the job openings and opportunities in the global market.

Aquah, and Patricia (2014) also reported that the objectives of business education is geared towards the preparation of individuals who are skilled in pedagogy in business education, principles and practice in Accounting, Management, Marketing and Information and Communication Technology (ICT), Curriculum design and evaluation in business education, development of instructional materials for business education, supervision and administration of the business education program in secondary schools, to acquire the basic knowledge and skills of business education, to relate the knowledge and skills acquired to national development, to develop basic skills in office occupations and to provide the needed background for teaching business subjects among others.

In view of these arguments, the researcher found that the area of philosophy and objectives of business education in Nigerian universities have not been adequately evaluated that was the reason why the researcher evaluated philosophy and objectives with particular emphasis on success and performance of the graduates in the world of work. Business education is one of the occupational areas that are richly provided by vocational education in Nigeria. It is a programme of instruction that offers various skills in accounting, marketing/distributive and Office Technology and Management (OTM).

Koffi and Etukudo (2016) examine the problems and prospects of evaluation and emphasized employability skills needed for self-reliance, but unfortunately said that business education is not given the proper attention it deserves in the areas of



philosophy and objectives. This has caused a lot of problems according to Koffi and Etukudo (2016) which include amongst others lack of qualified manpower, poor curriculum implementation and inadequate facilities. However, despite the laudable philosophy of business education programme in Nigeria, recent study by Okoro (2013) have shown that business education graduates do suffer labour market discriminations in areas of administration.

Many advocates like Amiaya (2016), Anho (2011) & Njoku (2006) suggested that there is need to research for better ways of handling the teaching and learning of business education and the situation tends to connote ineffectiveness either in the philosophy and objectives, curriculum and manpower for implementation. It is against this background, that, this research evaluated the philosophy and objectives of Business Education Programme in the Nigerian Universities with specific emphasis to performance of the graduates of business education in the world of work because it shapes the curricula, teaching methods, manpower, facilities and ultimately the graduates' ability to function effectively in various managerial field in order to ascertain the success or otherwise of the programme,

Research Questions

In line with the aforementioned research objectives, the following research questions guided the study;

1. to what extent does the philosophy of business education curriculum meet its aims and objectives in Nigerian Universities?
2. what is the extent of performance of graduates of business education from Nigerian Universities in the world of work?

Research Hypotheses

The following null hypotheses were formulated and used as a guide in the study;
Ho₁ There is no significant difference in the mean responses of HOS, Lecturers and Technologist on the Philosophy of Business Education curriculum in meeting its aims and objectives in Nigerian Universities.

Ho₂ There is no significant difference in the mean responses of Directors and Inspectors in the ministries of education on the performance of the graduates of Business Education.

Literature Review

The most basic definition of business education is that it is a wide array of courses that are meant to teach students of various ages about the fundamental's principles of business. This includes lessons on business management option, accounting option, distributive/marketing option as well as office technology management option among others (Falae, 2017). In addition, Bilyaminu (2011) views business education as an aspect of total education programme that provides the knowledge, skills, attitudes and understanding needed to perform in the business world as a producer and/or consumer of goods and services. Section A sub-section 65 of the National Policy on Education (NPE) 1981, revised 2004 in teacher education direct that the NCE and degree level teacher education programme will be expanded to cater for the requirement of business education in Nigeria. Although, the philosophy and objectives of business education programme varies according to various universities, it is derived from the NPE.

The programme according to NPE (2004) is therefore designed to achieve the following; the inclusion of the right type of values and attitudes for the survival of the individuals and the Nigerian societies, the training of the mind for the understanding of the world



around, the acquisition of the appropriate skills, abilities and competencies both mentally and physically designed to equip the students so as to contribute to the development of the society, the inculcation of national consciousness and national unity in the individual and respect for the dignity of labor and promotion of emotional, physical and psychological health of all children.

Ideally, the desire for well-stated philosophy and objectives of business education programme could most probably lead to achieving the required minimum academic standard provided for by the National Universities Commission (NUC, 2015). But the undergraduate business education degree programmes offered in some Nigerian universities and colleges of education affiliated to some Nigerian universities seem to be facing these problems thereby leading to their inability to achieve the required minimum academic standard provided for by the N U C (Akpomi & Kayii,2020). However, Akpomi and Kayii (2020) evaluated undergraduate Business Education degree programs of the Faculty of Education, Rivers State University, Port Harcourt and found out that the philosophy and objectives for the Business Education undergraduate programme at Rivers State University are adequately effective and useful, while the few areas of deficiencies recorded were not in the philosophy and objectives of Business Education, but in the provision of facilities and equipment that prepare students with the basic skills to function effectively in the world of work.

Methodology

The study adopted descriptive Survey Design. The design involved collecting and analyzing data gathered and the choice of the design was based on the

recommendation of Best and Kahn (2014) which highlighted that descriptive survey research design is the most dominant technique for educational research and should be used when a study involves the use of questionnaire to seek the opinions of people. The reason for the adoption of descriptive survey design in this study was because the present study used a structured questionnaire to elicit information from the respondents. The study was conducted at all universities within Nigeria. The population of this study was 635 business educators which consist of 35 sectional heads, 136 technologists, 392 lecturers, 44 directors and 28 educational inspectors from various states ministry of education across 36 states in Nigeria.

Total Population Sample (TPS) was used by the researcher based on Glenn (2009) recommendation that at Precision level of $\pm 3\%$ for population of $\leq 1,000$, all of them should be used, based on this therefore, the entire population of 635 respondents was used for the study, from which 444 respondents successfully completed and returned their questionnaire (26 HOS, 81 Technologist, 275 Lecturers, 39 Directors and 23 Inspectors). The instrument for data collection used in this study was a structured questionnaire which was adapted from Ezugwu (2000) and was subjected to validation by two experts from Abubakar Tafawa Balewa University, Bauchi. All the questionnaire items were measured using five-point Likert mean rating scales of "Very Large Extent" (VLE= 5), "Large Extent" (LE) =4, "Moderate Extent" (ME) =3, and "Small Extent" (SE) =2, "Very Small Extent" (VSE) =1.

The reliability coefficient of the questionnaire was sought and the reliability index for the philosophy and objectives stood at 0.71 which indicated that the



instrument was reliable. The researcher employed and trained 10 research assistants for the purpose of distributing and retrieval of the questionnaire. The data collected was analyzed using descriptive statistics and ANOVA for all the research questions and null hypothesis 1 respectively, while null hypothesis 2 was analyzed using independent t-test at 5% level of significance. This was done using Statistical Package for the Social Sciences (SPSS) Version 23. Therefore, in making the remarks on the research questions, the upper and lower real limit of number were used. In order to answer the research questions, the following mean rating scale was used to make decision: 1.0–1.49, 1.5–2.49, 3.5–4.49, 4.5–5.0. Therefore, the null hypothesis one showed that the p-value was more than 0.05 which was accepted and the alternate hypothesis was rejected and also null hypothesis two showed that p-value is less than 0.05 which was rejected and alternate hypothesis was accepted in the study.

RESULTS

Research Question One

To what extent does the philosophy of Business Education Curriculum meet its aims and objectives in Nigerian universities? Results of the descriptive Statistics on Philosophy of Business Education Curriculum documented on table 1 indicates that the mean responses of the HOS, Lecturers and Technologists ranges from 3.79 for HOS, 3.73 for lecturers, and 3.79 for technologists with corresponding Standard Deviation of 0.771, 0.868 and 0.834 respectively and a grand mean of 3.74 indicating that the philosophy of business education curriculum to a large extent meet its aim and objectives in Nigerian universities.

\bar{X}_H = Mean of Head of Section

SD_H = Standard Deviation of Head of Section

\bar{X}_L = Mean of Lecturers

SD_L = Standard Deviation of Lecturers

\bar{X}_T = Mean of Technologist

SD_T = Standard Deviation of Technologist

\bar{X}_G = Grand Mean



Table 1: The extent to which philosophy of Business education curriculum meets its aims and objectives in universities

S/N	Items	N 382	\bar{X}_H	SD _H	\bar{X}_L	SD _L	\bar{X}_T	SD _T	\bar{X}_G	SD _G	Remarks
1	The extent to which the philosophy of Business Education curriculum ensures the inclusion of the right type of value for the survival of the individuals and the Nigerian societies		3.73	.919	3.69	.825	3.86	.802	3.73	2.01	Large Extent
2	The extent to which the philosophy of Business Education curriculum is ensure the inclusion of right type of attitudes for the survival of the individuals and the Nigerian societies		3.50	.949	3.63	.797	3.52	.743	3.60	1.99	Large Extent
3	The extent to which the philosophy of Business Education curriculum ensures the training of the mind for the understanding of the world around		3.54	.989	3.75	.740	3.64	.619	3.71	1.94	Large Extent
4	The extent to which the philosophy of Business Education curriculum is to help the individual to acquire appropriate skills for both mental and physical development		3.35	.745	3.67	.663	3.67	.548	3.65	1.59	Large Extent
5	The extent to which the philosophy of Business Education curriculum is to inculcate the acquisition of appropriate abilities for both mental and physical development		3.50	.762	3.67	.786	3.87	.866	3.70	1.84	Large Extent
6	The extent to which the philosophy of Business Education curriculum is to inculcate the acquisition of appropriate competencies for both physical and mental development		3.85	.925	3,77	.871	3.72	.884	3.77	2.09	Large Extent
7	The extent to which the philosophy of Business Education curriculum ensures the inculcation of national consciousness in the individual		3.92	.560	3.81	.850	3.90	.831	3.81	1.69	Large Extent
8	The extent to which the philosophy of Business		3.81	.491	3.73	.905	3.99	.733	3.79	1.64	Large Extent



	Education curriculum ensures the inculcation of national unity in the individual										
9	The extent to which the philosophy of Business Education curriculum ensures the promotion of emotional, physical and psychological development	3.85	.784	3.69	.937	3.90	.875	3.75	2.01	Large Extent	
10	The extent to which the objective of Business Education curriculum empowers the individual with desirable skills to perform specific function for self- reliance	4.12	.864	3.69	1.044	3.83	.905	3.75	2.21	Large Extent	
11	The extent to which the objective of Business Education curriculum empowers the individual with value to perform specific function for self-reliance	4.12	.909	3.66	1.000	3.73	.922	3.70	2.22	Large Extent	
12	The extent to which the objectives of Business Education curriculum empowers the individual with knowledge to perform specific function for self-reliance	4.31	.884	3.76	.922	3.88	.914	3.82	2.11	Large Extent	
13	The extent to which the objective of Business Education curriculum helps the individual to appreciate the world around them	3.77	1.107	3.74	.839	3.78	.935	3.75	2.26	Large Extent	
14	The extent to which the objective of Business Education curriculum empowers an individual in such a way that one will develop his intellectual capability that will be helpful in making informed decisions in all sphere of life	3.92	.688	3.76	.829	3.65	.964	3.75	1.84	Large Extent	
15	The extent to which the objective of Business Education curriculum helps the individual to contribute to the social and economic development of the nation	3.77	.710	3.59	.779	3.67	.908	3.62	1.79	Large Extent	
16	The extent to which the objective of Business	3.81	.634	3.64	.814	3.56	.866	3.63	1.74	Large Extent	



	Education curriculum helps the individual to become judicious spender									
17	The extent to which the objective of Business Education curriculum helps the individual develop proper values for the achievement of healthy living and growth of the nation	4.08	.688	3.79	.901	3.78	.837	3.80	1.87	Large Extent
18	The extent to which the objective of Business Education curriculum assists the individual to understand the political framework of a nation so that one can contribute to national economic and development of the nation	3.73	.778	3.69	.882	3.96	.798	3.75	1.93	Large Extent
19	The extent to which the objective of Business Education curriculum helps the individual to gain knowledge on what business is, through teaching of various business-related subjects	3.73	.604	3.78	.942	4.00	.866	3.82	1.84	Large Extent
20	The extent to which the objective of Business Education curriculum empowers the individual on how to deal with finance, taxes and other business-related issues	3.46	.761	3.89	.858	3.68	.804	3.81	1.89	Large Extent
21	The extent to which the objective of Business Education curriculum helps the individual in developing the analytic skills when it comes to making business related decision	3.62	.637	3.73	.959	3.73	.922	3.72	1.90	Large Extent
22	The extent to which the objective of Business Education curriculum helps the individual in evaluating skills when it comes to making business related decision	3.81	.567	3.84	.947	3.95	.835	3.86	1.79	Large Extent
	Grand Mean	3.79	0.771	3.73	0.868	3.79	0.834	3.74	1.92	Large Extent

Source; field survey (2020)



Research Question Two

To what extent is the performance of graduate of Business Education Program in Nigerian Universities in the world of work?

The result on performance of business education graduates in table 2 clearly shows that the mean responses of directors and Inspectors are 3.73 and 3.84 respectively with corresponding Standard Deviation of 0.783 and 0.812 and a grand mean of 3.77 indicating that the business education graduates from the Nigerian Universities are performing to a large extent in various fields of business education.



Table 2: Directors and Inspectors responses on the performance and success of business education graduates

S/N	Items	N 62	\bar{X}_D	SD _D	\bar{X}_I	SD _I	\bar{X}_G	SD _G	Remarks
1	The extent to which the Business Educators are well prepared for the discharge of their responsibilities		4.03	.843	3.91	.733	3.98	1.21	Large Extent
2	The extent to which the Business Educators have adequate content knowledge of the subject matter		3.56	.680	3.96	.706	3.71	1.03	Large Extent
3	The extent to which the business educators use appropriate pedagogical approach in teaching		3.69	.766	3.70	.926	3.69	1.23	Large Extent
4	The extent to which the Business Educators uses appropriate instructional materials that aid learning		3.77	.706	3.65	.714	3.73	1.06	Large Extent
5	The extent to which the Business Educators ensures the display of continuous assessment to students before the commencement of examination		3.67	.898	3.87	.968	3.74	1.38	Large Extent
6	The extent to which Business Educators are proficient in the use of information and communication technology in teaching		3.67	.737	3.78	.736	3.71	1.11	Large Extent
7	The extent to which Business Educators are proficient in typewriting application		3.59	.751	3.87	.920	3.69	1.21	Large Extent
8	The extent to which Business Educators are proficient in the area of shorthand drilling		3.79	.732	3.87	.757	3.82	1.11	Large Extent
9	The extent to which business educators are knowledgeable on management, marketing. finance, taxes and other business-related discipline		3.77	.931	3.91	.848	3.82	1.36	Large Extent
GRAND MEAN			3.73	0.783	3.84	0.812	3.77	1.19	Large Extent

Source; field survey, (2020)



Null Hypothesis One

There is no significant difference in the mean responses of HOS, Lecturers and Technologists on the philosophy of Business Education program in meeting its aims and objectives in Nigerian Universities.

The result of analysis of variance documented in table 3 reveals that HOS, Lecturers and Technologists did not differ significantly in their mean responses on the

philosophy of business education programme, having an F ratio of 1.948, $p = .144$. The result shows that the hypothesis one is accepted. Hence, there is no significant difference in the mean responses of HOS, Lecturers and Technologists on the philosophy of Business Education programme in meeting its aims and objectives in Nigerian Universities.

Table 3: Analysis of Variance on mean difference of HOS, Lecturers and Technologists on the philosophy of business education programme in meeting its aim and objectives.

	Sum of Squares	Mean Square	df	F	Sig	Decision
Between Groups	.288	.144		1.948	.144	Accepted
Within Groups	27.990	.074		379		
Total	28.271					

Source; field survey, 2019

Key:

df = degree of freedom

F = F- ratio

Sig = Significant

Null Hypothesis Two

There is no significant difference in the mean responses of Directors and Inspectors in the state ministries of education on the performance of business education graduates.

The result of independent t-test documented in Table 4 shows that the responses of directors and educational inspectors have no

significant difference with t-value= $-.843$, $p = .402$. This reveals that null hypothesis five is accepted that there is no significant difference between the mean responses of directors and educational inspectors on the performance of business education graduates serving in various states ministry of education.

Table 4: Independent t-test of difference between directors and educational inspectors on the performance of business education graduates in various states ministry of education.

	N	Mean	SD	df	t-value	Sig	Decision
Directors	39	3.734	.445		.843	.402	Accepted
Inspectors	23	3.831	.430	60			

Source; field survey, 2019

Key:



df = degree of freedom

F = F- ratio

Sig = Significant

Discussion of Findings

The findings of research question one and its corresponding null hypothesis revealed that difference do not exist among the mean responses and opinion of HOS, Lecturers and Technologists on the philosophy of business education curriculum toward meeting its aim and objectives in Nigerian university. The findings agree with the opinion of previous studies of Ajisafe, Bolarinwa and Eddeh (2015), Okoro (2013) that business education curriculum continually shaped itself to meet the aims and objectives towards equipping business education graduate's employability. However, the finding disagrees with the findings of the study of Ibrahim (2014), Aqua and Patricia (2014). The finding disagrees with the findings of the study of Ibrahim (2014), Aqua and Patricia (2014) that undergraduate business education curriculum content does not provides students with the essential skills required for employability skills that will enable them function actively in the world of work.

The findings of research question two and its corresponding null hypotheses show clearly that significant difference does not exist between the mean responses and opinion of male and female educational inspectors on the performance and successes of Business Education graduates serving in states ministry of education in Nigeria. This finding corresponds with the opinions of for example (Okoro & Okoro, 2009; Ibrahim & Dandago, 2013) who reported that business education students are exposed to computer skills needed to cope in the world of work. Similarly, Okoro (2015) held that business education graduates are competent in the areas of computer technology; hence

business education programme may not need to be reviewed in the areas of elementary computer skills and operations, and also shows that respondents shared the same opinion regardless of their area of specialization and the institutions from where they graduate.

Conclusion/Recommendations

It was concluded based on the findings of this study that to a large extent the philosophy and objectives meets the aim and objectives of business education programme in Nigerian universities and the success and performance of business education graduates were generally good. Based on the findings and conclusion of this study, it was recommended among others that universities offering business education programme should upheld the philosophy and objectives of business education program and also the Directors and Inspectors should maintain the tempo of periodic supervision of graduates working in the state ministries so as to improve their success at work place.

Contributions of the study

The study generally contributed to the body of knowledge in the area of philosophy and objectives of business education with specific emphasis to curricula, manpower, facilities and the success of the graduates to a large extent that the philosophy and objectives of business education meets its aims and objective and also to a large extent business education graduates performed very well in the world of work.

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