



Determinants of Business Entrepreneurial Aspiration among Business Education Students in Ogun State Owned Colleges of Education

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Abstract

The study examined how graduates' unemployment challenges could be solved through applicability of business education skills in Ogun States, Nigeria. Two research questions guided the study. A descriptive survey research design of ex-post type was adopted. The population of the study comprised 3,594 undergraduates of business education programme department of Tai Solarin University of Education, Ijagun, Ogun States, Nigeria for the academic session of 2021/2022. A total of 380 business education undergraduates were selected as sample size representing 10.6% of the population. Stratified sampling technique was adopted in selecting the sampled in order to prevent gender biasness. A self-researcher developed questionnaire title: Unemployment and Business Education Program Questionnaire (UBEPQ) was used for data collection. The instrument (UBEPQ) was divided into three sections A, B and C-sections a focused on demographic characteristic of the respondent while section B and C embraced business education skills required for solving graduate unemployed challenges and the extent to which the applicability of business education skills could be used as predictors towards solving graduate unemployment challenges. The reliability of the instrument was carried out and the data generated and were subjected to person product Moment Correlated (PPMC) and the result of the coefficient yielded 0.93. This is an evident that the instrument (UBEPQ) can elicit required data for the sturdy towards achieving objective of the sturdy. Descriptive statistics of mean and standard deviation were used for answered research question I while research question 2 was answered using regression analysis. The fining of the sturdy the accounting, secretarial and human resource management skills were among the business education skills required for solving graduate unemployment challenges in Ogun state, Nigeria. It was also indicated that there was significant joint contribution of the accounting, secretarial and human resources management skills on the graduate's unemployment and that about 36.9% of the variances in graduate unemployment as accounted by the linear combination of the independent variable (accounting, secretarial and human resources skills). It was recommended that business education program should further focus on skills development, building and lay more emphasize on entrepreneurial development and engagement of its recipients.

Keywords: Business Education, Accounting Skills, Secretarial Skill, Human Resource, Management Skills, Graduates' unemployment.

1. Introduction

The challenges of graduate's unemployment in developing countries around the world have becomes pathetic and source of concern to the government and stakeholder in the economy. Nigeria as a developing nation is not an exception of this issue. Graduate unemployment in Nigeria maybe among the contemporary challenges facing the country and it

could also be among the factors causing rise in insecurity of life and property in the country; a situation that as cause may death of innocent people and billions of properties destroy. Graduate unemployment means a situation where energetic and vibrant youths who are what academically educated find no job to do either in government or private sectors offices and who failed to become economic self-reliance through setting own enterprises. It could also be seen as categories of tertiary institution graduates who lack employability and self-employment skill in their field of endeavor prompted their inability to get job placement or become self-engagement. However, records have shown that graduated unemployment stood around 18.8% in year

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2017, 23.1% in year 2018, 24.6% in year 2019 while it jumps into 2017, 23.1% in the year 2018, 24.6% in the year 2019 while jump into 27.1% In the year 2020. The outbreak of covid-19 in Nigeria seems to have increase unemployment rate in the country as 2021 records revealed 35.01% while first quarter of 2022 shown 33.0% (National Bureau of Statistic, 2020). The graduates of tertiary institution who have been trained and believed to be skilled human capital have fell into categories of unemployment in Nigeria (Anah, Nwosu & Eneji, 2016).

According to Akinyemi, Ofem and Ikuenomore (2012) graduates' unemployment might among the challenges facing economic development in Nigeria in terms of poverty, standard of living and income and that graduates unemployment will continue to rise unless skills acquired while in school corresponding with what labour market desire and capable of self-employments. Government of different nations as realize the significant of education towards upbringing the level of human capital development and improving economic prosperity of the nation. More reason serious government of developed and some developing countries have invested huge percentage of their annual budget on education. Education is seen as an avenue to bring light, exposure and development into the country through development of human capital that can drive the economy opportunity and activities of the nation. And such type of education must be cognizant with what is needed in the society, what real sector need to develop, how to turn ideas and theoretical model into product and services and how nature natural resources for economic self-independents of the nation and educational system that can provide solution to immediate challenges in the society. Also, education system that will encourages direct collaborations with the government, private sector and society at large which could be through research development is the type of education that will equip its recipients in skills and knowledge to solve unemployment challenges.

However, observations have shown that most of the education received by today graduates in Nigeria were theoretical based; that the issue of exposure to practical orientation in the field of work and ability to be trained on how to become self-engagement or self-employment seems to be lacking (Umoinyang & Umoinyang, 2015; and Akinyemi et al., 2012) Nigeria education system, particularly, tertiary education needs to be more skills development and exposure of students on how to become self-reliance incase white collar job not secure, rather becoming unemployment. Business education is an educational system or programme of study in tertiary institution that trained students to be a teacher of business studies and other related subjects and mostly exposed its recipients to the rudiments of becoming (Wey & Obele, 2021). Wey and Obele (2021) reiterated that if all things being equal, business education programme as subject of vocational training could be among the predictors that could be used to solve the challenges of graduates'

unemployment in Nigeria. Idehen and Orobator (2015) stated that developed nations such as China, United Kingdom, and United State of American have long realized the important of business education in driving economic development of their nation and their graduates of these countries mostly preferred to venture into small and medium scale enterprises which represent large proportion of their economic. Their preferred for self-employment could be as a result of the type of education they received while in school; an educational programme that trained them in skills building and entrepreneur development

Business education is a vocational development in nature and trained its students in skills development building and how to ventures into enterprises for self-engagement. Entrepreneurial development and engagement are embedded into the business education programme. Business education could be used to solve problems of poverty and poor living condition which is the manifestation of unemployment. Business education is the type of education that focuses on how to pass instruction to the students for skills development and effective operations of the business industry. Odike and Kingsley (2019) defined business education as education programme that trained and exposed undergraduates to the graduates to the rudiments of academic development Odike and Kingsley (2019) further defined business education as programme of study that passes instruction on how to develop skills and enhance the capacity of the students to applied such acquired skills in becoming entrepreneur and economically self-engagement while Obi (2005) reiterated that business education is a programme of study that help in achieving objectives of education which includes preparing undergraduates for venturing into business enterprises and career development. Osuala (2004) stated that business education is a programme mostly in tertiary institution that trained students in information and skills tertiary institution that trained students in information and skills- knowledge needed to become manager of a business manager of a business and entrepreneur.

The aim and, objectives of business education in tertiary institutions have been raised by different authors to include; to exposes students to different ways to establishes business ventures, equip students with learning instruction in understanding how goods and service are distributed, make economic decisions that enhance self-reliance, provide better information to student's career chosen and development exposes students to the rudiments of entrepreneurial development and ability to become entrepreneur in future (Osuala, 2004; Obi, 2005, Wey & Obele, 2021; Ogbaga, Ike & Edet, 2021; Amuchie & Matsayi, 2018). Osuala (2004) divided business education programme into, two major segment of study such as office Secretarial and General Business Education while Imeokparia and Ediagbonya (2014) divided it into Secretarial Education and Accounting Education. However, in Tai Solarin University of Education,

Ijagun, Ogun State where this study was conducted, business education programme such as accounting option, Secretarial option and Human Resources. The philosophy of the programme in this university uncomposed and covered skills students may need to become self-reliance and ready to take up white collar job if available. Business education programme in Tai Solarin University of Education trained its recipients on how to develop skills, knowledge, capability application to engagement in business activities that can prepare them for future endeavor. Business education in this university is been seen as subset of vocational entrepreneur and trained them on different ways to turn ideas into practices so that the issues of unemployment can be solved.

The type of education given to the students in tertiary institutions supposed to be an education that can rebrand and train students to develop skills and knowledge needed for white collar job and economic self-reliance. But what we currently experienced in Nigeria as concerned graduates is pathetic and source of concern to the government, stake holders in the economy, researchers, academia, parents and even students. A situation where graduates who unable to secure job placement either in government or private organizations would find difficult to be self-reliance or engagement, rather than joining the unemployment figure in the country is not a welcome development and it may have negative effects on the Nigeria economic development. Many reasons have raised for this ugly development and it has been reported that it may be among significant factors fueling insecurity and increasing in poverty level among Nigerians. The poor nature of educational development in Nigeria where the issues of skills building and entrepreneurial attitudes of today graduates could be among the responsible factors causing increment in the graduate's unemployment. As earlier pointed out that, most of the disciplines in tertiary institutions in the country were based on theoretical instruction delivery ever prepared students on skills development and practical adoption of such learned skills in developing enterprises that can ensure their future self-engagement is missing. This is what prompted the current study to look into how graduates' unemployment challenges could be solved applicability of business education skills in Ogun state, Nigeria.

2. Background of the Study

Business Education is an educational program that prepares students for entry and advancement in jobs within business and to handle their business affairs as well as to function intelligently as consumers and citizen in a business economy. Osuala (2004) defined business education as that aspect of vocational education, which emphasizes job competency, career preparation and work adjustments. It involves acquisition of special skills in business subject areas.

College of Education (CEO) according to the Nigerian Academy of management Administration (2014) is an

educational program created to prepare individuals to be leaders and practitioners in education and related human service fields by expanding and deepening understanding of education as a fundamental human endeavor in helping society define and respond to its educational responsibilities and challenges. At this level of education, the programme prepares the individual for a career in teaching, employment in industries, civil service and service and business establishment as well as self-employment (Ubong & Wokocha, 2009). There are five Colleges of Education in Ogun State, and the five CEOs offered Business Education. The CEOs are: Federal College of Education Osiele, Abeokuta (Public and federal government owned) Tai Solarin College of Education Omu Ijebu (Public and State government owned), Yewa Central College of Education (Private), Awori District College of Education Ota (Private) and royal City College of Education, Ota (Private). However, all the five CEOs run a Business Education programme, which lead to the award of Nigeria Certificate in Education (NCE) after three years of full-time postsecondary study.

The Business Education programme is very relevant in Ogun State, because of state proximity to Lagos state and the Republic of Benin. Lemchi (2006) noted that for business Education graduate to be relevant in the world of work, there is need for them to possess entrepreneurial skills, information and Communication Technology skills amongst others.

Lemchi (2012) asserted that possession of creative skills gives rise to self-employment. Creativity and innovation are considered to be inseparable from entrepreneurship, which in turn, manifested in the act of starting up and running enterprise. (Pretories, Millard & Kruger, 2005). The reverse of creativity, which is the hall mark of business students according to Omeke (2011), is poverty, bottle necks in bureaucracy, decrease in potentials for improved social norms, lack of reforms, poor mindset, lack of new ventures and poor organization. When creativity is lacking, it is obvious that a coherent framework for the implementation of a strong entrepreneurship culture will equally be missing; thus, resulting in unemployment, lack of due process to encourage innovation, and growth of crime. Therefore, creative skill acquisition is advocated for business students.

Self-employment refers to the situation where an individual creates and take control of a business decisions. It could also be regarded as the ingenuity of an individual in bringing to fore his/her entrepreneurship ability to create wealth and job opportunities for self and the benefit of the society at large. Self-employment is an important driver of entrepreneurship and job creation and thus contributes to the development and growth in job creation. It could be in agricultural sectors, wholesale and retail trade, construction and in professional, scientific and technical activities. Self-employment is regarded very

highly as people do not only provide themselves with work but employ others. It is seen as a way to reduce poverty and unemployment and contribute to the government's goal of achieving higher growth and more jobs. Akpotowoh and Amachi (2006) opined that the skills acquired in any of the functional areas of business-related programme promotes training in entrepreneurship as well as equip graduates with requisite potentials to establish and run small businesses on their own, while Ademiluyi (2007) posited that entrepreneurship skills are simply business skills which individuals acquire to enable them effectively function in the turbulent business environment as an entrepreneurship or self-employed.

Research studies have indicated that self-efficacy is an important factor in school achieve. Self-efficiency is defined as people's beliefs about their capabilities to produce designated level of achievement that exercise influence over events that affect their lives. Self-efficacy can operationally be looked at as people's beliefs in their capabilities to exercise control over their own functioning and over events that affect their lives. Beliefs in personal efficacy affect life choices, level of motivation, quality of functioning, resilience to adversity and vulnerability to stress and depression. Self-efficacy beliefs determine how people feel, think, motivate themselves and behave. Schink and Zimmerman (2012) maintained that compared with students who doubt their learning capabilities, those who have a sense of efficacy for particular tasks participate more readily, work harder, persist longer when they believe will lead to negative outcomes. This may explain why some students drop out of school and even when they remain in school, they avoid examinations, since they believe that they cannot make good grades or acquire skills. However, the emphasis on business education curriculum in COE is on skill acquisition and self-reliance, hence this study approaches determinants of Business Education entrepreneurship aspiration among business education students in Ogun State owned College of Education.

3. Statement of the problem

The rare at which the scourge of unemployment has eaten into the fabric of Nigeria is alarming, hence there is need to finding a lasting solution to the problem in the emerging society. There is high rate of unemployment in Nigeria because the graduates of educational institution at all level do not have the knowledge and skills that will enable them take up the available jobs in the industries. To this end, graduate roam the streets aimlessly because their training is in adequate and irrelevant to the needs of the society. The main objective of Business Education at NCE level are: to produce well qualified and competent NCE graduates in business subjects who will be able to teach business subjects in secondary schools and other related educational institution; to produce NCE business teachers who will be able to inculcate the vocational aspects of Business Education into the society and to equip graduate with the right skills that

will enable them to engage in a life work in the office as well as for self-employment. It has been observed that that some graduate of business of education found themselves in different forms of immoral acts such as kidnapping, financial fraud, raping, and social media fraud. An adage says an idle hand devil's workshop.

However, criticism abound in literature about the employment of Business Education graduates in Ogun State. Hence, it is imperative to attempt determinants of Business Education entrepreneurial aspiration among business education students in Ogun State owned Colleges of Education so as to make Business Education graduate self-reliant and thus become entrepreneurs in different business in the state.

4. Objectives of the study

The main objectives of the study were to examine how graduates' unemployment challenges could be solved through applicability of business education skills in Ogun State, Nigeria. Specifically, the study sought to examine the:

(a) Business education skills required for solving graduates' unemployment challenges in Ogun State.

5. Research Questions

The following research question were raised and answered in this study:

1. What are the business education skills required for solving graduates' unemployment challenges in Ogun State?
2. To what extent does applicability of business education skills could jointly help in solving graduates' unemployment challenges in Ogun State?

6. Hypotheses

The following null hypotheses will be formulated and to be tested at alpha level of 0.05:

H0₁. There is no significant deference in the mean response of 200 level and 300 level Business Education students on how creative skills inspire their entrepreneurial aspiration

H0₂. There is no significant difference in the mean response of 200 level and 300 level Business Education students on how Information and Communication Technology skills inspire their entrepreneurial aspiration

H0₃. There is no significant difference in the mean response of male and female Business Education Students on how marketing skills inspire their entrepreneurial aspiration

H0₄. There is no significant difference in the mean response of 200 level and 300 level Business Education students on how accounting skills inspire their entrepreneurial aspiration

H05. There is no significant difference in the mean responses of male and female Business Education students on how managerial skills inspire their entrepreneurial aspiration.

7. Methodology

A descriptive survey research design of ex- port facto type was used to generate data for the study. This design was considered very appropriate to enable the researchers to investigate thoroughly the existing phenomena without any manipulation or bias based on individual respondent's views, opinion and samples on the subject matter. The population of the study comprised three thousand, five hundred and ninety - four (3,594) undergraduate's education programme department of Tai Solarin University of Education, Ijagun, Ogun State, Nigeria for the academic session of 2021/2022. However, this comprised business education students accounting, secretarial and human resources options. A total of three hundred and eighty (380) business education undergraduates were selected as sample size representing 10.6% of the population. Stratified sampling technique was adopted in selecting the sampled in order to prevent gender biasness. Male students were n153 (40.3%) while female students were 227 (59.7%) of the sample size.

A self- reliance developed questionnaire title: Unemployment and Business Education Programme Questionnaire (UBEPQ) was used for data collection. The instrument (UBEQ) was divided into three sections. Namely, section A, Band C. Section A focused on demographic characteristics of the respondents while section B and C embraced business education skills required for solving graduates' unemployment challenges and the extent to which the applicability of business education skills could be used as predictors towards solving graduates' unemployment challenges. The content and face validation were ascertained for the Solarin University of Education, Ijagun, Ogun State. The reliability of the instrument was carried out among 35 business education of Olabisi Onabanjo University, Ago-Iwoye, Ogun State. The data generated from the exercises were subjected to Pearson Moment Correlation (PPMC) and the result of the coefficient yielded 0.93. This is an evident that the instrument (UBEPQ) can elicit required data for the study towards achieving objective of the study. The researchers through the help of 2 trained research assistants distributed the instrument to the respondents and this took three weeks duration before completion of the questionnaire administered. After, administration of the instrument completed, data were coded and recorded for data analyses. However, a total of 300 copies of the filled questionnaires were returned and the success rate was 78.9% while mortality rate was 21.1%. Descriptive statistics of mean and standard deviation were used for answered research question 1 while research question 2 was answered using regression analysis.

8. Result and Discussion

Research Question 1: What are the business education skills required for solving graduates' unemployment challenges in Ogun State?

Table 1 revealed the average mean of 3.26 which greater than 2.50o bench mark. The implication of the above was that accounting, secretarial and human resources management skills are business education skills acquired for solving graduates' unemployment challenges in Ogun State, Nigeria

Research Question 2: To what extent does applicability of business education skills could jointly help in solving graduates' unemployment in Ogun State?

From Table 2, it was showed that there was significant joint contribution of the independent variables (accounting, secretarial and human resource skills on the dependent variable (graduates' unemployment); $R = 0.6333$, $p < .05$. The Table 2 further 2 revealed {36.9% (Adj. $R^2 = 0.369$)} that about 36.9% of the variance in graduates' unemployment was accounted for the linear combination of the independent variables (accounting, secretarial and human resources skills). The ANOVA results from the regression analysis shown that applicability of business education skills could jointly help in solving graduates' unemployment challenges In Ogun state; $F(2,297) = 99.107$, $p < .05$

9. Discussion of Findings

The findings of the study revealed that accounting, secretarial and human resources management skills are business skills required for solving graduates' unemployment challenges in Ogun State, Nigeria. These findings corroborate with Sani, Mohammed and Aliyu (2017) who contended that business education skills such as accounting and entrepreneurial skills are required for graduates' self-reliance. Osuala (2004) also revealed that business education graduates with possess business education skills will also have some employability and entrepreneurial skills needed for solving unemployment challenges.

The findings of the study also shown that there was significant contribution of the independent variables (accounting, secretarial and human resource skill). On the independent variables (graduate unemployment) and that about 36.9% of the variance in graduates' unemployment was accounted for by linear combination of the independent variables (accounting, secretarial and human resources skills). These findings were in agreement with Amuchie and Matsayi (2018) who found the acquisition of business education skills help graduates achieves economy development inform of employment creation rather than been unemployed while Ogbaga et al (2021) findings shown that business education skills assist graduate to achieve sustainable development. Wey and Obele (2021) findings revealed that business education skills significantly hep in reducing unemployment among the graduates of the

discipline.

Table 1: Descriptive statistics on the business education skills required for solving graduates' unemployment challenges in Ogun State (n= 300)

Business Education skills required	Mean	SD	Remarks
Accounting Option			
Knowledge of account costing	3.15	0.498	Agreed
Ability to interpret financial statement	2.59	0.712	Agreed
Ability to know gross and net profit	2.68	0.787	Agreed
Ability to know source of funds	3.56	0.699	Agreed
Ability to know how to obtain loans	3.88	0.476	Agreed
Ability to process inventories	3.88	0.476	Agreed
Ability to prepare daily cash reports	3.88	0.476	Agreed
Ability to keep debtor's ledgers	2.37	0.731	Agreed
Ability to calculate depreciation	2.64	0.879	Agreed
Secretarial Option			
Excel skill	2.99	0.913	Agreed
Word press skill	3.11	0.547	Agreed
HTML skill	2.63	0.559	Agreed
Google analytical skill	2.68	0.787	Agreed
Social media communication skill	3.54	0.728	Agreed
Search engine optimization skill	3.76	0.651	Agreed
Mobile payment processing skill	3.76	0.651	Agreed
Project management software skill	3.80	0.567	Agreed
Cloud- based phone system skill	3.54	0.994	Agreed
Human Resources Management Option			
Motivation skill	3.42	1.090	Agreed
Resources control skill	3.04	1.358	Agreed
Organization skill	3.04	0.980	Agreed
Supervision skill	3.32	0.696	Agreed
Time management skill	3.76	0.793	Agreed
Effective planning skill	3.56	0.851	Agreed
Leading skill	3.40	1.196	Agreed
Communication skill	2.79	0.794	Agreed
Average Mean	3.26		

Source: Field Survey, 2022.

Table 2: Applicability of business education skills in solving graduates' unemployment challenges in Ogun State (n= 300)

Model	R Square	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	6.33	400	3.96	3.19404	.400	99.107	2	297	.000

ANOVA

Model	Sum of squares	df	Mean Square	F	Sig.
Regression	2022.162	22	1011.081	99.107	.000 ^b
Residual	3029.958	297	10.202		
total	5052.120	299			

a. dependent variables: graduates' unemployment

b. Predictors: (Constant), accounting, secretarial and human resource skills

unemployment across the African continent may differ

10. Conclusion and recommendations

Graduates' unemployment is among the contemporary challenges facing many developing countries in African and the issues has affected different sectors of the country. However, the dimension of graduate

but this study only focus on how to solve graduates' unemployment challenges through applicability of business education skills in Ogun State, Nigeria. The following conclusions were drawn based on the

findings of the accounting, secretarial and human resources management skills and business education skills required for solving graduates' unemployment challenges in Ogun State, Nigeria. It was also indicated that there was significant joint contribution of the accounting, secretarial and human resources skills on the graduate's unemployment and that about 36.9% of the variance in graduate unemployment was accounted for by the linear combination of the independent variables (Accounting, secretarial and human resources skills). Based on the findings of the study, the following recommendations are raised:

1. Business education programmed should further focus on skills development, building and lay more emphasize on entrepreneur development and engagement of its recipients.
2. Government should furnish business education library in our institution to enable lectures and students have access and utilized the facilities or better instruction delivery that can further enhance skill building for the students.
3. The teaching and learning of business education should focus more on skill building, development and exposure of students to the rudiments skills acquisition for solving unemployment issues.
4. There should be establishment of business education workshop where student could be train on how to turn skills acquired into practices that can allow them not to largely depend on white collar job, rather the applicability of such skills into practices.

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