

## VOCATIONAL BUSINESS EDUCATION FOR SUSTAINABLE ECONOMIC DEVELOPMENT IN NIGERIA

BY

**Victoria Sofolahan: Universal Basic Education Commission, Abuja, FCT.  
E-mail: victoriaolu14@gmail.com**

### **Abstract**

*The focus of this paper is to explore the role of Vocational Business Education in sustainable economic development. It has been observed that one of the three pillars of development is economic growth and that vocational business education, contributes immensely towards the economic growth of any society. The literature reviewed disclosed that the ability of vocational business education to promote economic growth depends on its relevance to the needs, values and aspirations of the society it is meant to serve. This implies that vocational business education should impact appropriate knowledge, skills, attitudes and competencies needed by the society in order for the products of vocational business education to contribute meaningfully to sustainable economic development. It was concluded that vocational business education is a formidable tool for sustainable economic development in Nigeria because it provides its recipients with the appropriate knowledge, skills, attitudes and competencies that are needed for sustainable economic development. Finally, the findings of the study on vocational business education revealed some issues on: inadequate funding; poor remuneration and motivation of teachers; orientation of administrators; insufficient infrastructure and inaccessibility of digital and internet technology. However, some recommendations are: all stakeholders in Business Education should prioritize and mobilize adequate funds to support the programme; need by government to motivate Business educators adequately through improved remuneration and conditions of service; adequate orientation for school administrators to understand the role of vocational business education in sustainable development, the government supervisory organs in business education should ensure standards are maintained; constant evaluation of the curriculum at every stage with current technological realities; need for business educators to improve on personal skills especially on ICT to keep pace with emerging technologies in vocational business education.*

**Keywords: Sustainable development, Economic growth, Vocational Business Education**

### **Introduction**

Sustainable economic development refers to the sustained, concerted actions of policy matters and communities that promote the standard of living and economic health of a specific area. Ogunleye (2021) defined sustainable economic development as a process whereby the real per capita income increases over a long period of time. There is however a great difference between economic development and economic growth. Economic growth is concerned with the increase in output, while economic development implies increase in output together with a change in technical and institutional arrangement involved in production. This means that economic growth is a subset of economic development as economic development is not purely an economic phenomenon. The attainment of sustainable economic development demands economic diversification.

Sustainable economic development therefore entails the continual enhancement of the quality of human life both for present and the future ahead. This development in essence is a process of change in which the exploitation of resources, the direction of investments, the orientation of technological development and institutional changes are all in harmony and enhance both current and future potential to satisfy human needs and aspirations. Satisfying human needs which is not limited to provision of vocational business education skills for emancipation of economic stagnation is aptly captured on Sustainable Development Goal Eight (Decent Work and Economic Growth). Goal 8 is also aimed at promoting sustained, inclusive, sustainable economic growth, productivity, employment and decent work for all. To achieve this goal, policies that encourage vocational business education and job creation were emulated and despite the formulation of these policies, Antoncic and Hisrich in Ogunleye (2021) posited that competencies and skills acquired by vocational business education graduates will transform the economy. This was in agreement with the findings of Olasunkanmi et al that the availability of resources and favourable government policies alone cannot guarantee rapid economic development but it must be backed up with a veritable vocational business education programme.

Development comprises the process of social, political and economic transformation of both society and individual. Though, subjected to various interpretations, development is however dynamic and a continuum changing with

situations. Anyaehie and Areji (2015) opined that development involves the actualisation of human potentialities, proper grasp, management of the environment and natural resources for sustained human well-being. Thus, the main goal of development is to meet human needs and aspirations. The enhancement of the economy base requires the knowledge of sound vocational business education, hence Okoye (2016) opined that business education is a key driver in any economic in the sense that it has the capability of producing competent, skilful and dynamic business men and women who can effectively compete in the world of work. Vocational Business education is an essential tool for sustainable economic development. According to Adedeji in Ogunleye (2021), vocational business education provides manpower with requisite knowledge, skills and attitude for harnessing other resources for productive purpose which will go a long way to improving or advancing the national economy. This pre-supposes that vocational business education has a diverse avenue of economic activities which accommodate broad spectrum of people. It is not surprising that providing knowledge and skills to the students, which is one of the roles of vocational business education also enables them, as teachers to impact relevant skills and knowledge to others who are key players in the promotion of sustainable economic development. Most of the skills imparted is entrepreneurial in nature gearing self-reliance.

These skills are aimed at producing individuals who are resourceful, functional and can contribute immensely towards the development of the society. In a study to demonstrate the contribution of business education development of the society, Agbim, Orlarewo and Owuduamor (2013) revealed that entrepreneurial leadership has enhanced sustained entrepreneurial success. Agu, Anidiobu and Ezinwa (2016) revealed that the increasing global phenomenon and awareness on vocational business education will enhance the acquisition of the necessary skills for gainful and self-employment. Another study by Owenvbiogie and Ediagbonya (2014) revealed that business education has influence on economic development. It is therefore not unlikely that the acquisition of vocational business education skills helps an individual to function effectively in the turbulent business environment as independent or self-employed person vis-à-vis improves ones economic status and the society at large. Hence, Uloko and Egimkonye (2010) remarked that when youth are empowered through the acquisition of business education skills there is the likelihood that they will use the skills to create avenue for wealth.

### **Concept of Sustainable Development**

Sustainable development means all round development of an individual. This tallied with the statement made by China, Lilly and Igbemi (2017) that sustainable development is all about improving the lives of people. In the opinion of Hansa (2014), sustainable development deals with the carrying capacity of natural system with social, political and economic challenges faced by the society. Sustainable development is believed to be a holistic approach to improve the quality of life through judicious use of available natural resources. In the context of vocational business education, sustainable development means adopting vocational business education strategies and activities that meet the needs of the enterprise and its stakeholders presently and enhancing the human and natural resources that will be needed in the future. In the context of this study, sustainable economic development entails equipping the graduates of business education programme with vital skills for self-employment that they can contribute to the economic development of the nation. This will help to reduce hunger and improve the standard of living of the people. The aim of sustainable development is to balance economic, environmental and social equity and justice.

The United Nations development program (2015) in its framework for sustainable development marshalled seventeen sustainable development goals. The sustainable development goal also known as transforming our world is a set of seventeen goals to transform the world by 2030. The sustainable development goals include among others to end extreme poverty including hunger, promote economic growth and decent jobs within the planetary boundaries; achieve gender equality, social inclusion and human rights; achieve health and well-being at all ages; improve agriculture systems and raise rural prosperity; empower inclusive, productive and resilient cities; curb human -induced climate change and ensure sustainable energy; secure biodiversity and ensure good management of water, oceans, forests and natural resources and transform governance and technologies for sustainable development. The main aim of sustainable development is to balance economic, social and environmental in a society, in support of this, Ukairo (2017) noted that for sustainable development to be achieved in any nation there must be a balance between environmental, societal and economic considerations needed to maintain and improve the quality of generations to come.

### **Concept of Business Education**

Various scholars have discussed the concept of Business education from various perspectives after critical review of each of the scholars' views it boils down to empowerment and basic business skills acquisition. Azuka and Nwosu (2018) defined Business Education as an essential part of the preparation of youths for life and living. Osuala later saw business education as a programme of instruction which consists of two parts: Office Education: A vocational programme of office careers through initial, refresher and upgrading education and General Business Education: A programme to provide students with information and competencies which are needed by all in managing personal business affairs and in using the service of the business world.

Igwe (2017) defined business education as a subject of vocational education which provides the recipient with skills, competencies, attitude and general knowledge to enable the individuals live, function, imbibe and appreciate the present. Furthermore, Akaeze (2014) described business education as that which equips its recipients with creative skills that would make them to perform well as entrepreneurs. Also, Abdullahi in Akaeze (2014) defined business education as an aspect of total educational programme which provides the recipient with knowledge, skills, understanding and attitude needed to perform well in the business world as a producer or consumer of goods and services. The National Open University of Nigeria (2008) also defined business education as an aspect of vocational education that equips people with necessary skills and theoretical knowledge needed for performance in business world either for job occupation or self-employment. From the various definitions of business education enumerated above, it is obvious that business education for sustainable economic development is concerned with the acquisition of skills, competencies, knowledge, attitude and creativity for personal adjustment in society as an employer, employee, a producer or a consumer of goods and services.

### **Vocational Business Education and Sustainable Economic Development**

Vocational Business Education has been defined as an aspect of the educational programme that prepares the individual to acquire relevant skills that are needed for personal use or for employment or for managing business. Since one of the goals of vocational business education, according to the NPE (2014) is to provide the technical knowledge and vocational skills necessary for agricultural, commercial and economic development, it then means that business education is imperative for sustainable economic development in Nigeria. It has been pointed out in this paper that one of the three pillars of sustainable development is economic growth. The issues that need further and careful consideration are the issues of economic growth and relationship with vocational business education. Schumpeter in Wikipedia (2020) defined economic growth as an increase in amount of goods and services produced per head of the population over a period of time. According to him, creativity holds the key to economic growth (Wikipedia, 2020). Investopedia (2019) stated that economic growth is an increase in the production of economic goods and services, compared from one period of time to another. Economic growth is caused by more efficient use of inputs (increase in productivity of labour, physical capital, energy or materials). Education has always been linked to economic development or growth. Explaining how education contributes to economic growth, a U.S Economist Stone (2011) maintained that improvements in labour quality due to education and training can also boost productivity. Stone (2017) also emphasized that improvement in managerial efficiency or technology allows business to produce more with the same amount of labour and capital which can lead to growth on potential GDP of a country.

The issues so far raised above relating to economic growth show that one of the most important factors that lead to sustainable economic development is the quality of available labour. The quality of labour is determined in turn by education and training. Besides, the type of education received by individual at any given period of time and in any geographical area, to great extent, determines the quality of labour supply in the area. The point being made here therefore is that business education provides entrepreneurial, managerial, marketing, accounting and ICT skills capable of contributing meaningfully to sustainable development in Nigeria. Policy statement number 71 of the Policies Commission for Business and Economic Education identified competencies provided by Business Education as critical element for sustainable economic development. These include:

**1. Accounting Competence:** According to the policy statement, knowledge of accounting enables the individual manage organizations' financial resources, understand how accounting procedures can be applied to decisions about planning, organizing, allocating personnel and financial resources. Okoli (2013) defines accounting as the process of recording, classifying, selecting, measuring, interpreting, summarizing and reporting financial data of an organization to the users for objective assessment and decision making. Accounting is a service activity and its

function is to provide quantitative information, primarily financial in nature, about economic entities that is intended to be useful in making. Accounting education equips the recipients with saleable skills that prepare them for dual jobs. Graduates of the programme can either teach accounting subjects or serve as accounting officers in various public and private parastatals, (Azih, 2013).

**2. Business Law Competence:** Business Law establishes business relationships among business partners and clients. The statement expressed believe in ability of skill in business law to assist the business professional to analyze the relationship between ethics and the law in conducting of business in the national and international market place; understand the laws affecting businesses, families and individual consumers. Brown (2013) stated that students who took business law courses are equipped with legal principles that cultivate developmental thinking skills on how to detect and address possible legal concerns and are valuable to their employers than students who never took business law courses as they possess ambiguous ideas on the law and how to handle concerns as they arise.

**3. Career Development Competence:** Business education is a life-long education. In Nigeria, it begins at the junior secondary school where it is referred to as a pre-vocational elective, as provided for in the National policy in Education. According to Azuka and Nwosu (2018), the aims of business education at the junior secondary school, include:

- a. To furnish exploratory experience.
- b. To contribute to the guidance programme.
- c. To give students elementary business knowledge and simple business skills that he can use in his personal affairs.
- d. To contribute to consumer business knowledge and socio-economic understanding of all students.
- e. To form a foundation for study of advanced business subjects.

It can be seen from the aims outlined above that business education at the junior secondary school level is designed to build the needed foundation for the development of life-long careers in the different fields of business as the individual progresses in academics through the senior secondary school to the tertiary levels - College of Education, Polytechnics and Universities. In this regard, the Commission for Business Education further believes that business education develops occupational competence for obtaining business positions and advancing in business careers; understanding the ever-evolving requirements of the workplace and the relationship of life - long learning to career success.

**4. Communication Competence:** Communication is an essential element of human interactions. Business education enables the recipient to master oral and written communication skills/competence. Communication competence according to the commission enables the individual to interact effectively with people in the workplace and in society; understand the development of technology and processing skills for acquiring, interpreting, evaluating and managing information, hence ability to manage information is essential for sustainable development. Oduma and Ile (2021) defined communication competence as the possession of the abilities or skills of the use and transmission of information either through the electronic media or any other medium. Communication competence describes ones ability to use words, language,construct letters, memos, any other communication documents meaningfully, to use and transmit same using appropriate media. The success of every organization depends to a large extent on the ability of the management to influence and mobilize the organizations' workforce to perform and use its skills in controlling organizational relationship with its external environment. Communication is a veritable instrument for organizational goal achievement. It is essential therefore, that employees possess the ability to communicate meaningfully. If communication fails or ceases being effective, it is obvious that employees are bound to work without direction and clear objective. If employees do not possess the communication competence, the flow of information, the human interchange of ideas, thoughts and opinions required for mutual understanding and directives will not be possible among individuals or workgroups in an organization.

**5. Computation Competence:** The commission also believes that business education offers computation skills. This enables the individuals to solve mathematical problems, analyze and interpret data, apply sound decision-making skills in business. Chadi (2017) stressed the importance of computational skills in business education courses such as economics, business mathematics, quantitative techniques, accounting and business finance. Computation competency enables students to solve simultaneous equations, understand the concept of a functional relationship and that of common functions in modelling business concepts, use abstraction to build simple model. Computational skill also support business education students to apply basic concept to business problems, measures

of central tendency and of dispersion, probability, discrete and continuous probability distribution and hypothesis testing. It also makes possible for them to examine, summarise, analyse graph and interpret data sets used in business. The Philosophy and objectives of NCE Business Education emphasised the provision of intellectual and professional background adequate for teaching business subjects and possess the right skill that will enable them to engage in the life of work. Eiselen, Strauluss and Jouck in Chadi (2017) concluded that computational skill assist Business Education students to develop arithmetical operations and use of numerical information, translate problem situation into their symbolic representations and use those representations to solve problems. Ballard and Johnson in Chadi (2017) explained that problem areas in business mathematics are algebra, calculus, statistics and probabilities that deficiency in those aspects made business students to perform poorly in business courses.

**6. Economic and personal finance Competence:** Use of knowledge of economy and economic systems to manage the individual's roles as an informed citizen, wise consumer and producer of goods and services; understand how to effectively manage personal finance, is essential for sustainable development. Stan (2023) described economic and personal finance competence as an avenue to ensure the business utilizes its resources wisely. The knowledge acquired through Business education enables an individual to handle the organization's accounting needs, comply with government regulations and find ways to make the organization cost-effective as much as possible.

**7. Entrepreneurship Competence:** According to the commission, entrepreneurship competence provided by business education enables the individual appreciate the importance of responding to new business opportunities in domestic and international business environments; understand that entrepreneurship integrates the other areas of business, accounting, finance, marketing, management, the legal and economic environments in which a new venture operates. Entrepreneurship education is highly needed in Nigeria in general now than ever before due to the ever growing army of unemployed youths, most of whom are graduates of the different levels of our educational system. It has been argued that many university graduates are simply not employable because they lack the requisite competence needed for employment. Besides this, the increasing number of young people being churned out from our tertiary institutions is more than the present state of the nation's economy can absorb -hence the growing advocate for the introduction of entrepreneurship education in the school curriculum. For instance, Okoli (2010) advocated that for vocational business education to achieve its vision and mission the curriculum developers should integrate entrepreneurship education in the curriculum and insist that all tertiary institutions in Nigeria should include it in their programmes. Lending his voice on the need for entrepreneurship education as a means of curbing graduate unemployment and its attendant consequences, Oduma (2012) pointed out that entrepreneurship abilities and skills have to do with effective contribution to economic activities leading to self - employment and job creation as well. He emphasized that the very essence of entrepreneurship education is to provide viable entrepreneurs who can use their spirit of initiative and innovation to invent business and manage same to escape the dangers of unemployment. Business education, as a leader in entrepreneurship education in Nigeria contributes meaningfully to sustainable development.

**8. Information Technology (IT) Competence:** The commission - believes that through Business Education, Information Technology (IT) competencies can be acquired. According to Commission, applying technology to analyze, synthesize, and evaluate situations at home, school and work and also to solve problems and complete task efficiently and effectively; understand that Information Technology (IT) is an information gathering, information organizing and problem-solving tool that supports every discipline are Information Technology (IT) skills acquired through business education. According to Okoye (2017) ICT include any equipment or interconnected system or subsystem or equipment that is used in automatic acquisition, storage, manipulation, management, control and reception/communication of data or information. Information and communication technology includes various kinds of electronic devices that aid communication such as computers, internet system devices, database systems, software resources among others which have brought about powerful and tremendous changes in all sectors of life. The use of ICT in Business Education programme will assist in developing the students' ICT competencies and intellectual needed in the establishment of business enterprise. In the present technological dispensation, the acquisition of ICT competences by graduates of Business education are of paramount importance vis-a-vis ICTs communication, technology, organization and management skills. Business education should embrace enormous changes in technology in a bid to provide quality students who will become successful in the modern business world. Turner in Okoye (2017) contended that those in education (business education inclusive) have moved at light speed in the area of education technology. Business educators should possess and make effective use of information

and communication technology competencies in the impartation of knowledge to the students' on word processing, spreadsheets, database, electronic presentation, e-mail management, digital cameras, file management and windows explorer, video conferencing, installing computer software, scanner knowledge, computer related storage devices. Information and communication technologies have the potentials to innovate, accelerate, enrich and deepen skills to motivate and engage students to help relate school experiences to work practices, create economic viability for tomorrow's workers as well as strengthening teaching and helping institutions change.

**9. Management Competence:** This aspect of business education enables the individual analyze the organization of a business in the global marketplace; understand various management theories, basic management functions and relationships. By so doing business education develops low and high level managers who possess abilities to manage personal business and or corporations thereby contributing to sustainable development. Managerial competencies are the skills, motives and attitudes necessary to a job and include such characteristics as communication skills, problem solving, customer focus and the ability to work within a team. Managerial competences are needed by all managers in all organizations for discharging their duties effectively and to gain effectiveness in their duties in order to achieve objectives. Managerial competencies therefore are competencies which are considered essential for staff with managerial or supervisory responsibility in any service or programme area, including directors and senior posts, Mbadugha and Eze (2021). Furthermore, managerial competencies, according to Ademiluyi in Mbadugha et al (2021), are required by Business education graduates in starting, developing and managing an enterprise. It includes competencies in decision making, control and negotiation, essential in creating and growing a new business venture. It simply referred to sum total of all attributes and abilities required for successful operation of small and medium scale enterprises.

**10. Marketing Competence:** It is also believed that by acquiring marketing skills the individual will be able to describe the element, design, and purposes of a marketing plan; understand the business functions that directly relates to marketing activities. Marketing competencies are skills applied to traditional marketing functions like advertising, sales, promotion, public relations, marketing research and brand management. These competencies are highly valued by Business Education graduates in almost all sectors of the economy, job market, expected to persuade the public on the quality of his/her brand, thereby ensuring the product sells, need to assess and understand the needs and preferences of stakeholders and persuade others to take appropriate action. Promoting any product, service, or idea encompasses many different marketing skills and personal qualities. The process begins with analysing the audience and defining their perceptions of the product, service or idea. Verbal, writing and public speaking skills, when refined, will help the business education graduate to convey the pitch clearly and creativity will help to capture the attention of the audience, Akeke, Oche, Akuegwu and Ushie (2022).

These content areas of business education, according to the Commission are not isolated. Understanding their interrelatedness enables the individual use the content for creating and managing information, solving problems and making decisions. In addition, business education provides the individual with some value added skills; such as creative skills, innovative skills, self-management skills; human relations, team work and leadership skills. Business education goes far beyond mastery of content but adds value because of the essential skills that it impacts to the individual. In supporting the role business education plays, Ahmed and Adamu (2019) pointed out that business education is a dynamic field of study geared towards preparing youth and adults for and about business. They added that business education makes positive impact on the development of human resources, productivity and economic growth. Ahmed and Adamu (2019) concluded that to achieve sustainable development attention should be paid to strengthening the bridge between education, schooling and preparation for the world of work with respect to improving vocational education of which business education is inclusive.

### **Impediments to Effective Vocational Business Education Programme in Nigeria**

Writing on challenges facing business education in Nigeria, Ahmed and Adamu (2019) identified six of them. These challenges according to them are insufficient funds, poor remuneration and motivation of teachers, orientation of school administration, insufficient infrastructural facilities, increase in students' enrolment and inaccessibility to digital and internet technology.

**1. The issue of funding in Business Education:** Most Business Education programs are offered in public schools owned by governments at local, state and federal levels in Nigeria. For business education in Nigeria to achieve its goals, it requires adequate funding to employ and retain adequate number of qualified staff, develop curriculum and

provide a wide range of modern infrastructural facilities such as comfortable classrooms, typing pool, model office, computers, typewriters, duplicating machines, office cabinets, perforating machine, stop watches, typewriting furniture, photocopy machines, scanning machines, textbooks, well equipped laboratories, libraries workshops and teaching aids that meet the needs of current business and economic environment (Onwubuya, Nkiru & Amobi, 2021).

**2. The issue of poor remuneration and motivation of teachers:** Teachers constitute a critical element in any educational set up. The problem however remains that generally in Nigeria; teachers are poorly remunerated and ill-motivated. This situation also affects business education teachers. Poor remuneration and motivation of business education teachers, no doubt, kill their morale and adversely affects their job performance. Poor teacher performance is a major cause of falling standard of education in Nigeria. Okoroma (2007) asserts that teachers may be largely blamed for contributing to the fall in educational standards it is also important to give some reasons for the situation. For many decades teachers in Nigeria were neglected and their welfare was not adequately protected. This observation is supported by Udoh in Okoroma (2007) who noted that teachers cannot contribute to a high standard of education except the teaching profession can guarantee necessary conditions such as societal recognition, high status and dignity, security of jobs, job satisfaction, adequate remuneration and professional excellence.

**3. The issue of orientation of administration:** One issue that business educators need to address is the question of who should administer business education programme. What happens in many cases is that those who administer educational institutions are ignorant of the value and potentials of business education in national competitiveness and development. Hence Nwalogburu and Eneogwe in Ahmed (2019) stated that business education in such school may not have the level of support it needs to gain acceptance among students and staff.

**4. Issue of insufficient infrastructure:** In many institutions where business education is offered, insufficient infrastructural facilities are basic challenge. Business education as a skill builder needs a variety of modern and relevant equipment, machinery, gadgets and tools for students' optimum performance in acquisition of practical skills. Due to the dynamic nature of business environment, existing facilities need to be constantly up-dated in line with changing technologies. But what obtains according to Aworanti in Ahmed (2019) is that basic facilities like studios, libraries, laboratories and entrepreneurship research center have declined in quality and quantity, where they are available, they are not only in bad and non-functional state but also very obsolete.

**5. Inaccessibility of digital and internet technology:** Modern business operation is IT-driven. Any business concern in the present technological age that lacks access to ICT will be in the dark. For business education to achieve its mission of producing youth with relevant and competitive employability skills access to digital and ICT facilities is imperative in the classroom. For digital and internet facilities in a business education classroom to be effective, the following conditions must be met:

- a. Business education teachers must have the knowledge and skill to use the new digital tools and resources to help students achieve high academic standard.
- b. Students and business educators must have sufficient access to digital technologies and internet in their classrooms and business education institutions.
- c. High quality, meaningful and culturally responsive digital contents must be available for both business educators and learners.

### **Conclusion**

As far as the formal sector is concerned, the average products of Nigeria educational programme are basically unemployable due to inadequate skills required by employers of labour (Uddin and Uddin, 2013). This situation has resulted in the ever increasing army of unemployed youths on the streets of urban areas and villages with the consequent rise in crime rate in our society today. A situation like this does not create room for sustainable development in any society. In Nigeria, vocational business education is a veritable tool for bridging the unemployment gap. This is because business education equips youth and adults with relevant skills and competencies that enable them contribute meaningfully to the sustainable economic development of their areas as competent employees, entrepreneurs, employers, producers and informed consumers of goods and services.

### Suggestions

Based on the observations, the following suggestions were made:

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

### References

- Agbim, K. C., Orlarewo, G. O. & Owutuamor, Z. B. (2013). An exploratory study of the entrepreneurial leadership capabilities of entrepreneurs in Anambra State, Nigeria. *Journal of Business Management & Social Sciences Research (JBM & SSR)*, 2(9), 68-75.
- Agu, B. O., Anidiobu, G. A. & Ezinwa, C. E. (2016). Entrepreneurship education: A panacea for unemployment in Nigeria. *NG Journal of Social Development*, 5(2), 1-11.
- Ahmed, M. B. & Adamu, M. (2019). Business education: Its role towards development in Nigeria. *ABEN Conference Proceedings*, 1(1), 47-50.
- Akaeze, P. (2014). Role of business education in promoting entrepreneurship in Nigeria. *International Journal of Academic Research in Progressive Education and Development*, 3(4), 72-76.
- Akeke M. N. G, Oche P. E, Akuegwu B. A, & Ushie P. U. (2022). Entrepreneurial skills for Business Education graduates' employability in Cross River State, Nigeria. *Educational Research and Reviews*.17(4), 138-144
- Anyahie, M. C. & Areji, A. C. (2015). Economic diversification for sustainable development in Nigeria. *Open Journal of Political Science*, 5, 87-94.
- Azeeza, A. (2017). *Premium times of 16th Jan*. 2020 <https://www.premiumtimes.com>.
- Azih, N. (2013). Electronic accounting: An imperative tool for quality assurance in accounting education programme in the digital era. *Nigeria Journal of Business Education*, 1 (2), 90-98.
- Azuka, B. E. & Nwosu B.O. (2018). *Fundamentals of business education*. Onitsha: Noben Press Ltd.
- Brown, E. A. (2013). The role of law in Business Education. Retrieved 11 April 2023 from <https://www.researchgate.net/publication/304799446>
- Chadi, A. M. (2017). *Relationship between NCE III Business Education Students Computational Skill and their Cumulative Grade Point Average (CGPA) in Colleges of Education in Bauchi and Gombe States*. *Journal of Education and E-Learning Research*. 4 (3), 118-121
- China M.A, Lilly G. Igbemi, M.J (2017). Sustainable development: A case for female headed households in the Niger Delta Region of Nigeria. *International journal of scientific research in Education*. 10(2)145-155. Retrieved from <http://www.ij sre.com>
- Federal-Republic of Nigeria (2014). *The national policy on education*. Lagos: NERDC Press.
- Hansa, M. (2014). *Feature of sustainable development*. Canada: Ottawa Policy. Research [www.ceaa-acee.gc.ca](http://www.ceaa-acee.gc.ca)
- Igwe, S.N. (2007). Opportunities for wealth creation in business education. *Journal for Business Education*, (1), 111.
- Investopedia, P. (2019) *National economic growth and development*. <https://investopedia.org>.
- Mbadugha, J. C. & Eze A. N. (2021). Managerial competencies required of business education graduates for handling entrepreneurship challenges in Anambra State, Nigeria. *European Journal of Education Studies*. 8(5), 1-17
- National Open University of Nigeria (2008). *Business education method*. Lagos: National Open University of Nigeria.

- NBEA Policy Statement No. 71. <http://www.nbea.org.-poliv>. Retrieved on 25 January, 2020.
- Oduma, C. A. (2012). *Fundamentals of entrepreneurial education*. Abakaliki: Citizens Advocate Publishers.
- Oduma, C. A. & Ile, C. M. (2021). *Communication competencies required by Business Education Graduates for Effective Performance in Organizations*. Retrieved 15 April 2023 from <https://www.globalacademicgroup.com/journals/assertiveness>
- Okoroma, N. (2007). The falling standard of education in Nigeria: Implications for National Development. *Journal of Research in Education*.4 (2), 1-10
- Ogunleye, F.M. (2021). Entrepreneurship education: an indispensable tool for achieving Sustainable development in Ekiti state. *Al-Hikmah Journal of Educational Management and Counselling*, 3(1), JUNE, 125-131.
- Okoli, B. E. (2010). Toward effective development of entrepreneurship education in business education. *Journal of Business and Vocational Education*, 1(1), 22.
- Okoli, B.E. (2013). Ensuring quality in the teaching of accounting in secondary schools. *Nigerian Journal of Business Education*, 1(2), 99-105.
- Okoye, A. C. (2016). Business education as a tool for socio- economic growth in Nigeria: Challenges and a way forward. *Global Journal of Applied, Management and Social Sciences (GOJAMSS)*, 11. 212 – 216.
- Okoye, A. C. (2017). ICT skills required of Business education graduates for effective Entrepreneurship practice in Anambra State. *Nigerian Journal of Business Education (NIGJBED)* 4(1)
- Olasunkanmi, A. A., Babatunde, M. M. O. &Eyo, O. J. (2016). Creating jobs and reducing unemployment among Nigerian university graduates through entrepreneurship education. *International Journal of Innovative Business Strategies*, 2 (1), 58 – 57.
- Onwubuya, U. Nkiru, S. C. Amobi. (2021). Improving instructional resources provision in junior secondary school business studies through public private partnerships In Nigeria. *Nigerian Journal of Business Education (NIJBED)*. 8(10), 1-8
- Osarumwense, R. &Ediagbonya, O. K. (2014). Perceptions of business education students on the relevance of entrepreneurship at the colleges of education level. *Journal of Research in National Development*, 12 (2), 153 – 161.
- Stan, M. (2023). *Importance of Business Education*. Retrieved 13 April from <https://smallbusiness.chron.com/gain-human-resources-experience-16734.html>
- Stone, C. (2017). *Economic growth: causes, benefits and current limits*. U.S.A; Center on Budget and Policy Priorities.
- Uddin, P. O. S. and Uddin, O. (2013). Causes, effects, and solutions to youth unemployment problems in Nigeria. *Journal of Emerging Trends in Economic and Management Sciences (JETEMS)*. 2(3), 195-199.
- Ukairo, M.U. (2017). The place of Business Education in addressing the economic recession in Nigeria for sustainable development. *Association of Business Educators of Nigeria Conference Proceedings 4(1)447-454*
- Uloko, M. E. &Ejinkonye, U. B. (2010). *Entrepreneurial education and training for job creation*. A Paper Presented at 5th Annual National Conference at Main Hall College of Education, Ekiadolor, Benin, Edo State, Jul, 12 – 6th .
- United Nations Development programme. (2015). *Sustainable development goals (SDGS)*. Retrieved from [www.undp.en/home/s](http://www.undp.en/home/s). on 10th may, 2017
- Wikipedia (2020). *Creativity and economic growth*. <https://emwikipedia.org>.