ASSESSMENT OF ADEQUACY OF BUSINESS EDUCATION CURRICULUM CONTENT ON UNIVERSITY STUDENTS ACQUISITION OF REQUISITE SKILLS FOR JOB OPPORTUNITIES IN NIGERIA

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JUNE, 2014

DECLARATION

I declare that the work in this dissertation entitled **"ASSESSMENT OF ADEQUACY OF BUSINESS EDUCATION CURRICULUM CONTENT ON UNIVERSITY STUDENTS ACQUISITION OF REQUISITE SKILLS FOR JOB OPPORTUNITIES IN NIGERIA"** has been carried out by me in the Department of Vocational and Technical Education. . The information derived from the literature has been duly acknowledged in the text and the list of references provided. No part of this dissertation was previously presented for the award of degree or diploma at this or any other institution

_____ _____

Adamu IBRAHIM

CERTIFICATION

This dissertation entitled **"**ASSESSMENT OF ADEQUACY OF BUSINESS EDUCATION CURRICULUM CONTENT ON UNIVERSITY STUDENTS ACQUISITION OF REQUISITE SKILLS FOR JOB OPPORTUNITIES IN NIGERIA**"** b**y** Adamu IBRAHIM meets the regulation governing the award of the degree of Doctor of Philosophy (PhD) of the Ahmadu Bello University, and is approved for its contributions to knowledge and literary presentation.

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DEDICATION

This Research work is dedicated to the following my late father Adamu Sarkin Hausawan Gadabuke; my late Anty Hajiya Halima Usman; my son Ismail Adamu Ibrahim; my late brothers Suleiman Adamu, Usman Adamu & Alhaji Aliyu Musa; My late sisters, Tani Adamu and Fatima Adamu my late friends Abubakar Ahmed Baban-Gambo, Alhaji AbdullahiAfagawo & Anty Halima (Kanden Labaran) and finally to late mentor and lecturer late Dr M. Tukur, may their souls rest in peace, Amen.

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ABBREVIATIONS USED

S/No	Abbreviation	Meaning
1.	A.B.U.	Ahmadu Bello University
2.	A.T.B.U.	Abubakar Tafawa Balewa University Bauchi
3.	BEC	Business Education Curriculum
4.	AW	Administrative Work
5.	F.U.T.	Federal University of Technology
6.	NAU	Nnamdi Azikwe University , Awka
7.	RES	Requisite Employability skills
8.	TRS	Teaching Requisite Skills
9.	UNIBEN	University of Benni, Benni City
10.	UNN	University of Nigeria, Nssuka
11.	EVSSR	Entrepreneurial and Vocational Skills for Self Reliance

ABSTRACT

The study was intended to assess the adequacy of university students' business education curriculum content for the acquisition of requisite job skills and job opportunities in Nigeria. Six research questions were used to guide the study, while six hypotheses were formulated and tested at level of 0.05 significance. The entire 602 final year students from nine federal universities offering business education as at 2011/2012 academic session formed the population and sample of the study. Mean and standard deviations were used to answer the stated research questions, using a benchmark of 2.5 as a criterion for agreement. Simple Regression (SR) was used to test null hypotheses one, two, three and four while ANOVA was used to test null hypotheses five and six. The findings of the study revealed, among others that business education curriculum content in Nigerian federal universities does not provide students with essential skills required for their employability after graduation. In view of the findings, one of the recommendations made was that, business education curriculum need' an in-depth review that would enable the graduates respond to challenges in the labour market and field of work. This should be done by selecting contents that are consistent with emergent and anticipated needs, namely ICT competency, conflict resolution and economic survival and entrepreneurship.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Business education like many other subjects in the school system has been defined in several ways by several scholars, to suit different situations and purposes. Some scholars define it from the way it is practiced in the field, while others define it from the angle it is taught in schools and colleges. Jubril (2010) defines business education as a specialized area of vocational education that provides educational training, skills development, attitudes adjustment towards business orientation and academic challenges. 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. Professionally, business education can be defined as a programme designed to provide students with the basic processes of educational training; decision making; the philosophy, theory, and psychology of management; practical applications; business start-up and operational procedures (USLegal.com 2001).

Curriculum is cluttered by an array of definitions of the concept. It is defined as prescribed course of studies, which students must learn in order to reach a certain level of education. Coles (2003) defined curriculum as the sum of all the activities, experiences and learning opportunities that institution(s) and teacher(s) have responsibility for either deliberately or by default to make learning take place. This author expatiated that

curriculum included the formal and the informal education, the overt and the covert, it recognised and overlooked, the intentional and the unintentional actions that take place in school. Thus, curriculum is plan activities of learning opportunities for a specific time frame guided towards changing learners' behaviour.

Business education curriculum is part of continuous process of planning and development, that involves selection of learning experiences calculated to help in the attainment of goals and objectives of the programme. According to Coles (2003), Business Education curriculum was designed to educate students in the skills, processes, understandings and responsibilities necessary for success in the world of business. Dike (2009) viewed business education curriculum as an educational process of action about opportunities for engagement of students to be educated in business and educational related discipline. Business education curriculum in this context is responsible for equipping students with skills, attributes, knowledge, attitudes and behaviours required for teaching, entrepreneurship, administrative and clerical work.

Requisite job skills are those essential skills that are needed to get most jobs, help employee to stay in a job and facilitate their promotion. The skills are flexibly adapted, applied and transferred under different context necessary for gainful employment. According to Ahmed (2009), requisite job skills include a breadth and depth of specialized knowledge that are needed in the labour market profile. Framework, of requisite job skills of Lapan, Tucker, Kim & Kosciulek (2000); Nabi (2003) and Senior (2009) indicated that, a good curriculum should provide students with skills on:- effective communication; supervision; coordinating; planning and think strategically; clear vision; Information and Communication

Technology; creativity/self-confidence; good self-management and time-management which are consider as requisite skills for job opportunity.

Job opportunities can be defined as the ability to gain initial meaningful employment, or to become self-employed, to maintain employment, and to be able to move around within the labour market profile. Charles and David (2006) defined job opportunities as (1) the number of unfilled job openings whose labour requirements and wage rates are formally specified in firms that are actively recruiting, and (2) the number of men who would be hired that had the same skills and wage requirements to fill corresponding positions. Lee Harvey (2003) highlighted that the job opportunities of graduates come from a complex mix of skills; knowledge; aptitudes; abilities; self-confidence; self-awareness; work and life experience of the candidates.

Bearing in mind that Business education being one of the vocational programmes in Nigeria was targeted at empowering students with skills for the world of life and creates for them employment opportunities. As attested by Federal Republic of Nigeria (2004) that maintained that, business education is to among others impart skills, knowledge and abilities necessary for gainful employment or self-reliant economically. The curriculum focused on fostering student's acquisition of skills in managerial, communication, ethics and human relations, scientific and 21st century technological needs for teaching, administrative/clerical fieldwork and self-reliance. Strengthen this view, Chukwurah (2010) and Stephen (2010) maintained that business education curriculum was prepared to provide students with knowledge, skills, attitudes, and values required for graduates gainful employment or self-reliance. Having gone through the variables that constitute the

background of this study, it can be understood that curriculum is the roadmap to acquire essential working skills, career competency for employment opportunities in Nigeria. Considering this relationship between the variable, the researcher "Assessed the influence of Business Education Curriculum in Federal Universities on Students' Acquisition of requisite Skills for job opportunities in Nigeria"

1.2 Statement of the Problem

In Nigeria, university education plays a crucial role in contributing to economic and human development. The nation's professional and highly skilled personnel such as engineers, managers, technicians and teachers among others are products of universities. Curricula of universities in this context define the in-depth knowledge, skills, competency and attitudes to be achieved. As a result, the curricula are prepared towards integrating relevant skills with diversity in considerations to enable graduates gain job and enhance their performance in the fieldwork (Robert, 2006). As a result, curriculum of business education is geared towards equipping students with broader requisite knowledge and skills attributes, such as team-working, communication, leadership, critical thinking and problem solving for graduals employability has emphasized by philosophy of business education programme in Nigeria.

Despite the laudable philosophy of business education programme in Nigeria, recent studies have shown that business education graduates do suffer labour market discriminations in areas of administrative, banking and financial institutions in the country. Oduma (2010) reported that, most employers of labour continue to reject business education graduates arguing that their skill is only needed in the classroom. The situation

is also found in teaching professions more especially in Polytechnics were graduates of the programme are not considered to be specialist in accounting, marketing, purchases and supply departments.

Beside the discriminations, graduates of business education programme have not adequate skills for life and services to society in various spheres of human endeavor. Indeed, most graduates of the programme lack adequate skill and knowledge for entrepreneurship in the country. In addition, this era of modern technology, business education graduates in Nigeria are ill-prepared for the full range of application of ICT skills required for job opportunity in the 21st century. As a result of these, Okoro (2013) Adamu and Sani (2013) observed that, business education curriculum is inadequate and it has very little capacity to develop students' skills for job opportunities and entrepreneurship consciousness in the country.

By implication, the possibility of securing job is becoming more difficult while number of unemployed graduates is always increasing. The situation triggers hundreds of unemployed university graduates (business education inclusive) to mount a demonstration as far back as October 18, 2000 in Abuja. However the outcry of labour market and other bodies have led to commendable changes in the procurement of more facilities and modern equipment, employment of more manpower, construction and renovation of structures and even partial review of curriculum as testified by Jibrin (2012). Considering that, these developments are anticipated to make robust changes in Nigeria tertiary institutions the researcher to assess the adequacy Business Education curriculum in federal universities on student's acquisition of requisite skills for job opportunities in Nigeria.

1.3 Objectives of the Study

The study assessed the extent to which Business Education Curriculum in Federal Universities equip Students' with Requisite Skills for Job Opportunities in Nigeria.

The specific objectives of this study is to:-

1. assess the influence of business education curriculum content on students acquisition of requisite job skills for teaching profession in Nigeria.
2. determine the influence of business education curriculum content on students acquisition of requisite of requisite job skills for administrative work in Nigeria.
3. establish the influence of business education curriculum content on students acquisition of requisite Job skills of 21st century in Nigeria.
4. establish the influence of business education curriculum content on students acquisition of requisite of entrepreneurial and vocational skills for self-reliance in Nigeria.
5. determine difference in the students views based on their universities on influence of business education curriculum content on their acquisition of entrepreneurial and vocational skills for self reliance.
6. determine difference in the students views based on their universities on influence of business education curriculum content on their acquisition of skills for employability in 21st in Nigeria.

1.4 Research Questions

The research work is expected to provide answers to the following specific research questions:-

1. What is the influence of business education curriculum content on students' acquisition of requisite job skills for teaching profession in Nigeria?
2. What is the influence of business education curriculum content on students' acquisition of requisite job skills for administrative work in Nigeria?
3. What is the influence of business education curriculum content on students' acquisition of requisite Job skills of 21st century in Nigeria?
4. What is the influence of business education curriculum content on students' acquisition of entrepreneurial and vocational skills for self-reliance in Nigeria?
5. What is the difference in the mean views of students based on their universities on influence of business education curriculum content on their acquisition of entrepreneurial and vocational skills for self reliance?
6. What is the difference in the mean views of students based on their universities on influence of business education curriculum content on their acquisition of skills for employability in 21st in Nigeria?

1.5 Null hypotheses

In line with each of the research question, the following null hypotheses were formulated and tested at the significant level of 0.05%.

1. Business education curriculum content has no significant influence on students' acquisition of requisite job skills for teaching profession in Nigeria.

2. Business education curriculum content has no significant influence on students' acquisition of requisite job skills for administrative work in Nigeria.
3. Business education curriculum content has no significant influence on students' acquisition of requisite Job skills of 21st century in Nigeria.
4. Business education curriculum content has no significant influence on students' acquisition of entrepreneurial and vocational skills for self-reliance in Nigeria.
5. There is no significant difference in the mean views of students based on their universities on influence of business education curriculum content on their acquisition of entrepreneurial and vocational skills for self reliance.
6. There is no significant difference in the mean views of students based on their universities on influence of business education curriculum content on their acquisition of skills for employability in 21st in Nigeria.

1.6 Significance of the Study

In view of the central position of graduates of business education to the economic development of Nigeria, the study will be of significance to business education lecturers, students, curriculum planners, business education teachers, federal and state government, scholars and researchers

The findings of this study are expected to yield relevant data required for business education teachers that will strengthen, sustain and expand the skills and training provided to business education students in higher institutions in Nigeria.

The results of this study will serve as guide for business education curriculum planners to review curriculum contents of the programme in federal universities in Nigeria

in order to meet the global requirements and the prevailing job/skills in the country. This will help to provide students with vital skills in addressing the problem of unemployment after graduation.

The results of the study will further provide business education teachers with appropriate knowledge of instructions and strategies that will enhance teaching and learning. This will help to develop the potentials and skills of learners' for self employment.

Besides, the results of this study will help the curriculum planners in collecting usable and reliable data required to support advocacy by various interest groups for a better and practical education system that will meet the needs of the students and labour market. This would highlight the areas of inadequacy that the planners will intervene to address identified skills-gap.

Through this study, the federal and state government will be aware of inadequate level of facilities and equipment require for effective teaching and learning of business education programme. This will motivate them to provide these facilities and equipment which will help to improve students' acquisition of requisite job skills.

The findings of this study will assist business education curriculum planners in Nigeria to in collaboration with Employers of Labour in the designing of curriculum that will meet the skill needs in the fieldwork. Finally, the findings will stimulate further research and expand the frontier of knowledge.

1.7 Assumptions of the Study

The following assumptions were made that:-

i. the curriculum of business education provides students with the opportunity to develop and understand current business concepts, practices, techniques, tools and skills needed in the labour market.

ii. requisite job skills help employees to develop their talents and become more skillful fieldwork.

iii. there is relationship between the curriculum content of business education in federal universities in Nigeria and labour market requirements.

1.8 Scope/Delimitation of the Study

The research work concentrates on the nine Federal universities offering business education in Nigeria. The work was delimited to business education lecturers and final year level students in the institutions. The adoption of this decision was borne out of the need to have students that had relevant level classroom training, and also generate job experience from the Students Industrial Working Experience Scheme (SIWES) and Teaching Practice (T.P). The research further delimited on requisite job skills required for job opportunities for teaching, office work and self employment.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

The chapter highlights related previous research reports on Curriculum, Requisite Job Skills and Job Opportunities. The chapter is organized under the following sub-headings:-

2.15 Theoretical Framework

2.16 Theories of Skills Acquisition

2.17 The Concept of Curriculum

2.18 Concept of Requisite Job Skills

2.19 Importance of Curriculum in Education

2.20 Requisite Job Skills

2.21 Requisite Skill Development Process

2.22 Needs for Requisite Skills Acquisition

2.23 Relationship between universities Curriculum and Students Skills Acquisition

2.24 Requisite Skills and Graduates Employability

2.25 Factors inhibiting Skills Acquisition in Business Education

2.26 need to Reform Curriculum of Business Education

2.27 Empirical Studies

2.28 Summary of Literature Reviewed

2.1 Theoretical Framework

The present study was built on the theory of "Science of Curriculum Product" as stated by Franklin Bobbitt (1918; 1928) and Ralph W. Tyler (1949). They propounded of the theory opines that, the purpose of education is to bring about significant changes in the students' pattern of behaviour. The theory recognizes that statements of objectives in schools are reflected in the curriculum. Tyler (1949) stressed that the success or failure of any programme and the individual learners is judged on the basis of curricula. This theory viewed curriculum as the means that prepares learners for the definite and adequate activities. The advocates of this theory are of the viewed that abilities, attitudes, habits, appreciations, skills and forms of knowledge that learners need in their career is provided by the curriculum content. This theory was acknowledged by some Nigeria curriculum experts such as Tyack (2007), Andi (2007) and Derek (2009) who all observed that curriculum is essentially a roadmap that develops in learner's cognitive, affective, psychomotor and psycho-productivity domain. In this theory, the curricular framework is centered on the grounds of education theory and work-based learning, aimed at boosting the pre-graduation employability of students by increasing their practical knowledge and ability to learn skills.

The theory established that curriculum is built upon the philosophy of economic rationalism that guides the learners into lifetime learning. Under this theory, curricular is the major provider of practical knowledge, skills and technical know-how to learners. The advocates of the theory maintained that, learners get their hands-on experience in the workplace and get accustomed to continuing learning at work. They take the initiative to

build the habit of learning for improvement (Gyang 2003). This way of thinking about curriculum theory and practice was heavily influenced by Nigeria curriculum planner in 6.3.3.4 system of education. This educational system was introduced to replace the former system which was believed to be irrelevant to national needs, aspirations and goals. This is in line with Omorogbe & Eseosa (2010), who observed that theory of Bobbitt and Tyler influences formation of 6.3.3.4 curricular and the authors added that curriculum was to provide the learners with only appropriate skills and the development of mental, competences, physical and social abilities to equip them with life and contribute to the development of the society.

In summary, this theory was based on two components: (1) the core requisite Job skills that are to be integrated throughout the instructional course sequence of a given programme; and (2) the technical skill standards that reflect the occupational-cluster performance requirements unique to a given course. The theory emphasizes on core requisite job skills that are basic requirements for any career. However the theory met with mixed in the late 1920s and 1930s responses of the acceptance. One of the criticisms made was that there is no social vision or programme to guide the process of curriculum construction.

2.2 Theories of Skills Acquisition

In this section, the researcher presents the major theories of skill acquisition and evaluates the extent to which the theories meet the skill acquisition phenomena. A broad distinction can be made between theories of skill acquisition based on the theories reviewed. Fitts (1964), states in Speelman and Krisner (2005) opines that acquisition of

skills involved three phases. The early phase is termed the 'cognitive stage' by Fitts. This stage lasts for only a few trials while the subject comes to terms with instructions and develops performance strategies. According to Fitts, these strategies develop from general 'sets' and strategies developed with previously learned tasks.

2.2.1 Skill Acquisition as Strategy Refinement

Crossman (1959) provided an early view on how practice leads to performance improvements. Crossman further suggested that, when faced with a new task, we have many strategies that can potentially be used. With practice at the task, the teacher monitor the outcomes, this result is as a result of the various strategies used. These are used more often, the advocators of the theory maintained that this produces performance speed-up. Crossman's model qualifies as an example of a theory that proposes that practice leads to more efficient procedures for performing a task. However, the theory does not suggest that practice modifies strategies to make them more efficient. Instead, practice leads to the selection of the most efficient strategy among several. This theory provides an account of the power law of learning. According to the theory, it is easier to find faster, more efficient methods early in practice, and so large gains in performance time are more likely at this stage. As practice continues, more efficient methods become harder to find, and so performance time improves by ever-smaller amounts.

The theory is not comprehensive on the topic of transfer. Obviously transfer is important to the theory as it relies on a range of strategies being available for performance of new tasks, however, Crossman did not deal with the issue in any great detail beyond a re-statement of Thorndike's identical elements hypothesis: transfer of skill from one task

to another will take place where methods appropriate to one are also appropriate to the other' (Crossman, 1959). However, Crossman's model did not specify the origin of the various strategies. In addition, the theory did not provide evidence to support the claim that people will tend to follow the more efficient strategy. Nonetheless, taken with the other theories presented below, it illustrates that there are many ways in which particular behaviour changes (i.e. performance improvements with practice) can be modeled. One of the most influential theories of skill acquisition, and to date, the most comprehensive, is the ACT theory, in its various incarnations.

2.2.2 Skill Acquisition as Memory Retrieval

The approach in Logan's (1988, 1990) Instance theory to accounting for the phenomena of skill acquisition is very different to that of theories like ACT-R and SOAR. The latter theories generally describe improvement with practice as resulting from the refinement and tuning of procedural knowledge. In contrast, the Instance theory sees improvement in performance, particularly faster performance, as resulting from an increased range of episodic representations of past experience to call upon. Three assumptions underlie the Instance theory. The first assumption— obligatory encoding—is that the act of paying attention to something results in a memory representation. Thus, each processing episode results in a separate representation in memory. This representation, or instance, consists of the stimulus conditions, the goal state, and the interpretation given to the stimulus conditions, the response executed, and the result of the responses.

The second assumption is that of obligatory retrieval. According to this assumption attention to an item or event causes whatever was associated with it in the past to be retrieved from memory. In other words, encountering a set of stimulus conditions that have been encountered again will result in the retrieval of all instances that were stored from those previous encounters. The third assumption, instance representation, says that each episode results in a separate instance, even if the episode is identical to previous ones. Together these assumptions effectively mean that attention to a stimulus will result in the retrieval of all previous associations to that stimulus. There could be many instances being retrieved if experience is extensive, and they all will be the same.

Logan (1988) claims that performance can be described as skilled (automatic) when it relies on the retrieval of instances only. This only occurs after a person has had some experience with a task, and therefore some instances to retrieve. With sufficient practice, exposure to the task will result in the retrieval of a past solution. When performance follows a remembered solution, behaviour is said to be automatic. Clearly, though, when we first encounter a task we do not have any instances to retrieve. So the Instance theory describes a process whereby initial performance with a task can commence, and, with practice, improve.

Development of skill according to Logan (1988), the initial performance on a task is under the control of an algorithm. Logan makes no claims as to where these algorithms come from. As far as the other predictions of the theory go, the origin of the algorithm is not crucial. Still, the theory does overlook a substantial number of phenomena associated with developing a skill. Logan (1990) acknowledged the theory's shortcomings on this

point and notes that a full understanding of the nature of instances requires some understanding of the algorithms that enable initial performance and result in instance representation. To say that we perform a task initially by applying an algorithm means that somehow we acquire or develop a method for generating a solution to the task. For example, when children first learn to add single digit numbers, they typically generate an answer by counting (e.g. they might count out each addend on their fingers and then count the total) (Siegler and Jenkins, 1989).

The initial performance proceeds by the execution of an algorithm, each time the task is executed, something is remembered about that processing episode (obligatory encoding assumption).What is stored in memory is an instance. Each episode results in a separate instance; even if the episode is identical to previous ones (instance representation assumption). In the single digit addition example, each time is evaluated with the counting algorithm, a representation of the problem and the solution ('5') would be stored in memory. As the task is practiced, more instances are represented in memory. For any particular processing episode, the algorithm can be executed, and the episode can access instances (obligatory retrieval assumption). In the single-digit addition, for example, can be evaluated using the tried-and true counting method, but at the same time, the present episode will retrieve past attempts at solving this expression (i.e. past solutions). As a result, performance in the present episode can take advantage of this retrieval of a past solution. Certainly, children appear to eventually remember the sums of all pairs of single digits, and perform addition by memory retrieval (Siegler, 1987). Thus, with practice,

there are two options for controlling performance: algorithmic processing or instance retrieval (i.e. retrieval of a past solution).

According to the Instance theory, only one mechanism can control processing in any one episode. Initially performance is controlled exclusively by execution of an algorithm. As the number of instances increase with practice, a race develops between algorithmic processing and instance retrieval. In any particular processing episode, the two processes will proceed in parallel. Initially the algorithm wins all the time, because there are very few instances to draw from. Those that exist will be retrieved too late to control performance because the algorithm will have been executed already. With practice, more instances are stored. Logan (1988) said that instances have a distribution of retrieval times associated with them. Logan shows that as the number of instances increases, the time it takes to retrieve an instance decreases. Coupled with the claim that algorithm execution time does not change with practice, this means that, as the number of instances increases, the chance of retrieving an instance before the algorithm is executed also increases. Thus, practice leads to a reduction in performance time.

Logan (1988) demonstrated how the reduction in performance time conforms to the power law of learning. As practice leads to an increase in the number of instances, the size of the distribution increases. Logan suggests that the distribution of retrieval times is a Weibull distribution. Weibull distributions and others that are roughly bell-shaped for example the Normal distribution) have a characteristic relationship between an increase in their size and the values of their extremes. Logan has demonstrated how an increase in size is associated with an increase in value of the extremes. This relationship is a power

function. That is, the value of the extremes increases as a power function of the size of the distribution. In terms of practice and retrieval times, the shortest retrieval time (that is the instance that will control performance) is a power function of the number of instances.

Logan (1990) provides a more intuitive description of how performance time on a task improves with practice according to the power law of learning: Logan has also demonstrated that this relationship between distribution size and instance retrieval time predicts that the standard deviation of performance time will decrease as a power function of practice. Moreover, this power function will have the same learning rate as the power function describing improvement in performance time. Both of these predictions have been supported by experimental data (Logan 1988). One of the tasks Logan has used in his demonstrations of features of the Instance theory has been the alphabet arithmetic task. This involves subjects evaluating expressions, such as Subjects are simply required to say whether the statements are true or false (i.e. the first example is true and the second is false). Logan (1988) claims that subjects initially perform this task by counting through the alphabet. Eventually though, after much practice, subjects invariably perform by remembering solutions to expressions experienced before. Logan (1988) showed that RT on this task and standard deviations of RT were reduced as a function of practice, and that these functions had the same learning rate.

In many respects, Logan's Instance theory is a more elegant theory than most of the theories that describe skill acquisition as a process of strategy refinement. What this means is that Logan proposes a fairly simple learning mechanism (the accumulation of experience) and this accounts for several learning phenomena almost as a by-product. On

the other hand, theories, such as Anderson's ACT-R theory, involve several mechanisms designed to account for several phenomena. This gives the theories a bit of an ad hoc flavour. Still, elegance is not the only criterion by which theories are evaluated. Accounting for all the data is the most important.

2.3 The Concept of Curriculum

Curriculum has various definitions among scholars, however the term is used here to refer to the knowledge that a society selects from the total available reservoir of knowledge and deems as valued and essential for students to learn in schools. In this context can be defined as all the learning activities which are planned and guided by the school, whether it is carried on in groups or individually, inside or outside the school, it comprises the totality of the experiences of children for which schools are responsible. Grundy (2000) defined curriculum as a programme of activities (by teachers and pupils) designed so that pupils will attain certain educational and other schooling ends or objectives. The definition sees curriculum from the angle of what is done in schools under the guardians of teachers. The Commonwealth of Learning (2000) viewed curriculum as a composite whole including the learner, the teacher, teaching and learning methodologies, anticipated and unanticipated experiences, outputs and outcomes possible within a learning institution. This definition considered curriculum from the angle of what is happening during teaching and learning exercise.

In another related definition, Ubulum (2000) viewed curriculum as an intentions about opportunities for engagement of persons to be educated with other persons and things (all bearers of information, processes, techniques and values) in certain

arrangements of times and space. Buttressing this definition, Hass (2001) maintained that curriculum is all experiences that individual learners have in a programme of education whose purpose is to achieve broad goals and related specific objectives, which is planned in terms of a framework of theory and research in past and present professional practice. The definition considered curriculum as the aspect of deliberate actions or intention made teaching and learning. Hass emphasized on educational experiences of the learners during their schooling period. In another related definition, Emmanuel (2008) defined curriculum as a plan that consists of learning opportunities for a specific time frame and place, a tool that aims to bring about behaviour changes in students as a result of planned activities, these include all learning experiences received by students with the guidance of the school. The definition unlike others stressed on time frame, place and materials used in bring desirable change on the learners.

Curriculum is a connective link between teacher and student, organized in such a way to achieve goals previously set by the teacher, the learning organization or by the curriculum specialists (Vuca, 2006). The author centered on relationship that exists between teachers and students geared towards achieving educational goals. Tricia (2010) defined curriculum as the contents of a subject, concepts and tasks to be acquired, planned activities, the desired learning outcomes and experiences, product of culture and an agenda to reform society. From the definitions reviewed so far, curriculum can be defined as the sum of all the activities, experiences and learning opportunities for which an institution or a teacher takes responsibility either deliberately or by default. This includes in such a

broad concept of curriculum the formal and the informal, the overt and the covert, the recognised and the overlooked, the intentional and the unintentional actions.

2.4 Concept of Requisite Job Skills

Requisite skills are known and used by a number of terms in different parts of the world. In some countries they are specifically related to employment, while in others greater emphasis is placed on their social relevance. Most attempts to define generic skills more closely "have resulted in a plethora of superficially similar but often significantly different lists. Kearns (2001) defined requisite skills as 'the skills which can be used across a large number of different occupations. They include the key competencies or key skills but extend beyond these to include a range of other cognitive, personal and interpersonal skills which are relevant to employability'. Globally, requisite skills have been defined by a number of terms including core skills, key skills, essential skills, basic skills, generic skills and workplace skills. In some countries they are specifically related to employment and in others, more emphasis has been placed on the social and economic relevance of skills. New agenda of requisite skills for the 21st century maintained that it essential life skills as well as enterprise and requisite Job skills. (Kearns, 2001).

Guile (2002) contended that definitions of requisite skills are grounded in the complexity of relationship that they imply, which in turn directs how the skills are being taught. Guile illustrates this point by describing two ways in which requisite skills are viewed. In the first, requisite skills otherwise called generic skills are viewed as the specific property of the individual and defined as the general skills that are needed to work in routine environments. In the second instance, generic skills are viewed in terms of a

relationship between an individual and his/her work context; they refer to the skills used in the context of unique, changing work environments. However, requisite job skills can be defined as general skills that are needed to get most jobs and helps employee to stay in a job and work their way to the top. The skills are general competences and behaviours that are essential for successful working. These skills were seen to have relevance to both entry-level and established employees. It was also recognised that the skills would be prioritized and adapted to suit various job-roles. Requisite skills are defined as skills required not only to gain employment, but also to progress within an enterprise so as to achieve one's potential and contribute successfully to enterprise strategic directions (DEST 2002). Agreeing with the definition, Emmanuel (208) opined that requisite skills are the knowledge, experience and resources that support and inform the understanding and practice of enhancing student and graduate employability. According to skillsyouneed.co.uk (2011) requisite job skills are those skills necessary for getting, keeping and being successful in a job. They author emphasized those skills and attitudes enable employees to get along with their colleagues, to make critical decisions, solve problems, develop respect and ultimately become strong ambassadors for the organisation.

Requisite skills include a set of generic core/basic 'hard' skills, interpersonal/ relationship 'soft' skills and personal attributes. Bhuwanee (2012) maintained that requisite skills including number of terms which include core skills, key skills, essential skills, basic skills and workplace skills. He stressed that in some countries they are specifically related to employment and in others; more emphasis has been placed on the social and economic relevance of generic skills. Requisite skills in summary referred to

basic skills such as literacy and numeracy, interpersonal skills such as communication and teamwork, and personal attributes such as the capacity to learn and embrace change. In summary, requisite Job skills as those skills that apply across a variety of jobs and life contexts. Often, the skills is sometimes called key skills, core skills, life skills, essential skills, key competencies, necessary skills, generic skills and transferable skills that industry's preferred term is requisite Job skills.

2.5 Importance of Curriculum in Education

Curriculum is a vehicle through which the school strives to achieve educational objectives, it is the life wire of school programme and it is a track that prepares students for their future life. In school and colleges, curriculum is the heart of any educational endeavour, as it determines what and how educational content should be taught. Sternberg and Subotnik (2006) maintained that curriculum is essentially a roadmap for learning that focuses on knowledge and skills that are important in learning. The authors added that the success or failure of any educational system depends on the successful planning and execution of curriculum. Hence scholars claimed that the wealth or poverty of a nation depends on the content of the curriculum.

Curriculum is concerned with all activities in the school which will lead to the development in the learner, the domains of learning – cognitive, affective, psychomotor and psycho-productive (Tyack, 2007). Supporting this view, Andi (2007) opined that curriculum is very important in guiding and helping to keep instruction organized in schools. Hence, the observed that curriculum is a tool that facilitates teaching and learning. Derek (2009) pointed out that curriculum planning brings coherence to the

instructional programme of schools. Derek further added that curriculum assists teachers in bringing unity to both their teaching and their students' learning. In agreeing with Derek, John (2010) opined that curriculum determines course to be taught and method to be adopted. Supporting this views, Okiti-Okagbare (2010) opined that curriculum consists of a carefully mapped out programmes of what to teach, and how to teach, the author stressed that it is through curriculum that the values, the dreams, and the desires of a nation are better interpreted.

Scholars claimed that the wealth or poverty of a nation depends on the content of the curriculum. It is therefore a road mapped of programmes of activities to be followed in the teaching/learning in a formal school system, it is concerned with all activities in the school which will lead to the development in the learner, the domains of learning – cognitive, affective, psychomotor and psycho-productive. Gysbers and More (2009) observed that curriculum is the official document used in the school or any formal educational setting that prepare the learner and serves as a guideline for a facilitator of learning. The purpose of curriculum planning and development is to design a programme which will be used for educating members of a society. Arguing this, Okagbare (2010) maintained that curriculum is the tool that guides the content of education system. Hence, curriculum is a vital instrument of any educational reform and policies that directs how knowledge and skills will be impacted to the learners. Functional educational can only be attained through formal education in which curriculum serves as a pivot to which goals and objectives of education can be achieved (Okagbare, 2010).

In summary, the role of curriculum in educational system is indispensable component in education. It determines the extent to which the educational system succeeds in achieving its desired goals. Thus, curriculum is responsible for directing teacher's creativity and meaningful teaching and learning that can enhance strategies, and contexts that teacher will encounter. School curriculum determines the values, the dreams, and the desires of a nation are better interpreted.

2.6 Requisite Job Skills in Nigeria

Requisite skills are essential requirement for job opportunity in the labour market. Review on requisite skills of employers is the first step to getting graduate students to think about what they can offer future employers. Nicolas (2008) wrote that without overall framework and without a link to the research project. Nicolas highlighted that it is wasting time and creating superficial knowledge in our graduate students. Framework, of requisite Job skills s indicated that communication skills such as the ability to listen, speak, supervise, coordinate, manage, clear vision and creative are essential for job opportunity. The most important to these employers (rating over 92.6%) were basic skills, thinking skills, personal quality skills, and interpersonal competencies; technology competencies and systems competencies rated the lowest at 54.5% and 52.8% respectively (Richens and McClain 2000).

In another study, employers identified lack of soft skills (e.g., general social skills, calling if one is going to be late or absent, staying on the job despite frustrations, etc.) as the primary barrier to employment (Owen et al. 2000). According or report of DEST (2002), requisite skills include communication, teamwork, problem solving, self-

management, planning and organizing, technology, life-long learning, and initiative and enterprise and associated attributes. Paul, Holland and David (2002) opined that requisite skills as a range of qualities and capacities that are increasingly viewed as important in higher education. They identified the skills to include logical and analytical reasoning, problem solving and, intellectual curiosity; effective communication skills, teamwork skills, and capacities to identify, access and manage knowledge and information; personal attributes such as imagination, creativity and intellectual rigour; and values such as ethical practice, persistence, integrity and tolerance.

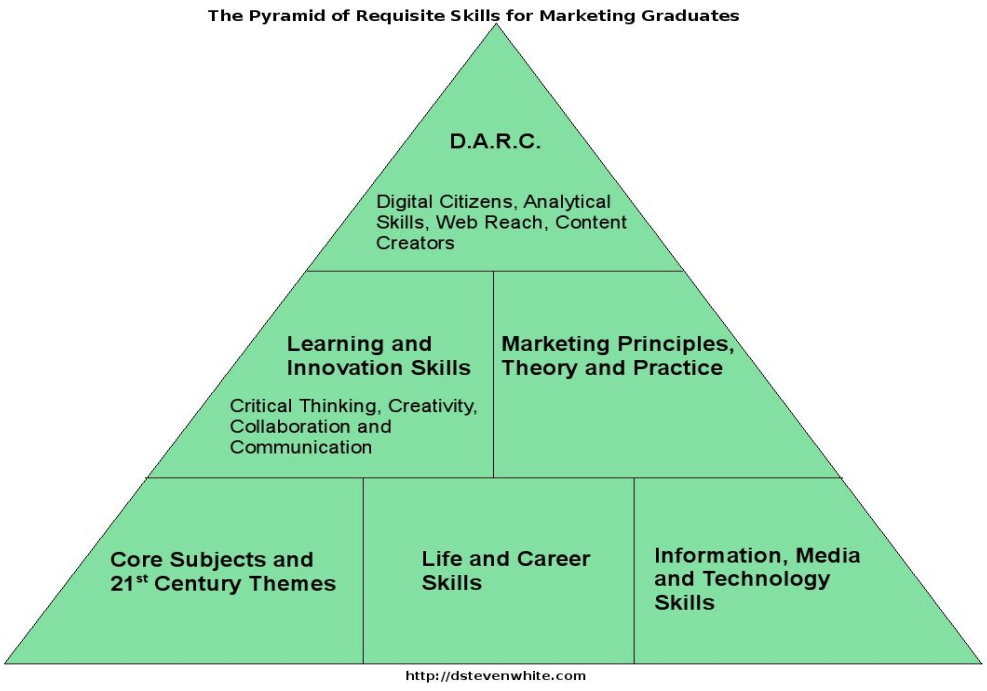
Publications such as Allen Consulting Group (2006) link the term requisite skills with other terms such as key skills, core skills, life skills, generic skills, essential skills, key competencies, necessary skills and transferable skills. Requisite Job skills s data from the Graduate outlook 2006 showed that employers rate applicants' academic skills and performance significantly higher than they rated them on areas aligned with requisite Job skills. The table displays data gathered from Graduate outlook 2006 on graduate employers' top ten key selection criteria, other than relevant qualifications.

Though ranking of scholars opinion on requisite job skills varies from one school of taught to another. Table 2: Top 10 selection criteria for recruiting graduates according Precious Consultancy report 2006 are as followings

Table 1: Grouping of Requisite Job skills by United Nations Competency Model (2006

S/No	Key Selection Criteria	Percentage
1.	Interpersonal and Communication Skills (written and oral)	57.5%
2.	Academic Qualifications	35.4%
3.	Work Experience	27.6%
4.	Leadership Skills	18.1%
5.	Passion/Knowledge of Industry/Drive/Commitment/Attitude	15.7%
6.	Teamwork Skills	15.7%
7.	Critical Reasoning and Analytical Skills/Problem Solving/Lateral Thinking/Technical Skills	15.0%
8.	Emotional Intelligence (including self-awareness, strength of character, confidence, motivation)	8.7%
9.	Activities – includes both intra and extra curricular	7.9%
10.	Cultural Alignment/Values Fit	7.9%

In another related development, http://dstevebwhite.com is as presented the Pyramid of requisite skills as reported as follows:-



According to United Nations Competency Model (2006) in Marjunda (2010) group requisite job skills into three as presented in Table 2.6.2

Table 2: Grouping of Requisite Job skills by United Nations Competency Model (2006)

Core values	Core competencies	Managerial competencies
Integrity	Communication Accountability Creativity	Leadership Vision Empowering others
Integrity	Teamwork Client orientation Commitment to continuous learning	Building trust Managing performance
Integrity	Planning & Organisation Technological awareness	Judgment/decision making

Source: United Nations Competency Model, Adopted from Majumda

According to Bernie (2011), the workforce of today (across all industries) needs to have a mix of these skills:

1. Analytical thinking
2. Creative problem solving
3. Independent thinking aligned with employer's goals
4. Written communication in long form and short form
5. Strong command of productivity software including word processing, spreadsheet, graphics
6. Some understanding of specialized software such as CRM or ERP
7. Multi-tasking across multiple roles in a downsized economy
8. Public speaking
9. Effective customer interaction at all levels
10. Willingness to work more than 8 hours a day
11. Strong collaboration skills with colleagues
12. Ability to work remotely
13. Ability to meet aggressive deadlines
14. Ability to manage an email inbox
15. Contributions to marketing regardless of the employee's title

The Federal Department of Industry, Innovation, Science, Research and Tertiary Education and Consulting Groups (2012) to develop a list of general requisite Job skills that are recognised in the modern labour market are presented in Table 2.6.3

Table 2.6.3: Competencies for Next Generation Employability by Forfas (2006)

Competencies	Scope
Ability to adapt & change	Flexibility
Ability to sell skills in client environment	Personal competence and strengths recognition
Business acumen	Knowledge of business requirements
Communication skills	Listening, writing, interpreting, verbalizing
Conflict resolution	Negotiation & influence to resolve conflict
Creativity, Innovation, Entrapreneurship, Entrepreneurship, Vision	Design, development and implementation of new ideas/concepts
Customer Centric Skills-execution	Understanding, listening customer needs and requirements
Customer Centric Skills - relations	Addressing customer needs, requirements
Decision making/risk taking	Ability to decide in absence of facts and information
Effective Collaboration	Work within and across teams
HR Management	Developing processes to facilitate people management
ICT Skills	Use of ICT,e-mail, office operating systems, networking, collaboration, inter/intra net, manufacturing systems, learning management systems
Personal Social Development	Self-development and progression
Influencing	Persuasion of groups for desired result
Information Management	Information processing and management
Knowledge to customize solution to corporate customer	Providing tailored solution to meet customer's requirement
Language skills	Foreign language
Leadership- Corporate Management	Leading people to achieve corporate goal
Negotiation skills	To reach win-win outcome
Presentation skills	To effectively design, develop and present information to target audiences
Priority Setting	Differentiating and scheduling tasks based on business impact
Problem solving	Use of tools and techniques to resolve problems
Project management	Manage projects from concept to implementation
Proposal generation & ability to articulate	Business plan, project outline
Reflection	Review, evaluate and appraise one's own work/learning/role

Source: UL – PUII Report adapted by Forfas (2006), Adopted from Majumda

In summary, required skills for employability in Nigeria labour market are Communication and interpersonal skills, Critical and creative thinking, Personal effectiveness, Integrity and Ethical Conduct, Teaching Competence, Societal & Civic,

Responsibilities, Leadership, Research management, Knowledge mobilization & knowledge translation and Career Management.

2.7 Requisite Skill Development Process

In order to understand how to assess high-performance skills it is useful to understand how they are acquired. The research in cognitive science in skill and knowledge acquisition provides a useful basis for this. Learners first start acquiring analytical knowledge which they will improve incrementally (1) by increasing their knowledge base and (2) by transferring various entities of their analytical sub-optimal knowledge base towards situational knowledge. According to Hyslop-Margison (2000), when instruction puts differing categories of concepts under a single identifier, such as "generic skills", Hyslop-Margison contends that it would be a mistake to place team spirit in the same category. He maintained that skills such as teamwork, problem solving, and critical thinking must be learned in context and preferably linked to students' social worlds.

Educational forum advocate that in critical thinking, teachers share a responsibility to help students contextualize knowledge by discussing the historical, social, and economic conditions from which it emerges. Drummond, Nixon, and Wiltshire (1998) offer several broad approaches to developing skills within the curriculum.

1. Integrate generic skills within the career-technical education curriculum
2. Use free-standing modules that are not integrated into the curriculum, relying on the support of student tutors
3. Initiate work placements or work-based projects that will help students to develop employment-related skills within the context of real-world situations

Kalina and Alem (2000) highlighted the following steps for acquiring requisite working skill:-

> Practice on a number of situations requiring this particular skill. During this phase the learner constructs situation patterns to reduce the number of elements dealt with by short-term memory.
>
> Exercise this skill under high resource load. An increase in the resource load means a higher number of tasks to execute a lower time frame to accomplish them and greater fatigue/stress. This is the step where the student automates the skill by executing other tasks simultaneously and under stress conditions.

http://targetjobs.co.uk/careers-advice/career-planning postulated the following top tips for developing the skills employers want

1. Make the most of university life and extra-curricular activities to develop your general skills.

2. Plan early to get relevant work experience and voluntary work which will give you transferable that will make you work ready: have something lined up for each vacation, and get ready for formal placement and internship applications at the beginning of your second year.

3. Religiously record the skills you gain and work experience activities you do so that you can pull out good examples on applications and in interviews. If you want to identify your key strengths (and weaknesses you need to work on) sign in and use our free careers report tool.

4. Network! Use family, friends and contacts to get work experience and to find out more about career areas that interest you.

5. Visit your university's careers service: find out whether it runs any employability skills sessions; sign up for relevant courses and workshops; get help from a careers adviser to write a CV that really showcases your competences and abilities.

6. Take advantage of careers fairs and employer presentations: talk direct to recruiters to find out what they look for.

7. Always do your homework before applying for jobs. Employer research will help you identify the skills and competences a particular organisation places most emphasis on. In turn, you can tailor your application so that it stands out.

Employer Insights reports on targetjobs.co.uk stated that the accumulation of situation patterns has consequences on the processing time: the more the learner faces cases of a type of situation, the quicker and the better he/she will react since the compilation of patterns create automatisms which reduce the use of analytical knowledge (controlled processing). The short-term memory is then more available to focus on new or planning tasks. Since the accumulation of patterns and the creation of automatisms are the two key steps in the development of expertise, they therefore have an impact on both the way the skill training is conducted and the way it should be assessed.

2.8 Needs for Requisite Skills Acquisition

The pace of change, driven by technology and globalisation, is affecting the needs of every organisation. Organisations are therefore less willing to make long-term commitments to individuals; where they do, it is in exchange for flexibility about the roles and tasks the individuals will perform. Increasingly, therefore, security lies not in employment but in employability. Individuals who want to maintain their employability have to be willing to regularly learn new skills. Thus, skills acquisition are now increasingly seen not as being 'chosen' but as being constructed, through the series of choices about learning and work that people make throughout their lives. Tony (2002) highlighted that requisite job skills enhance each employee's current job performance, enable individuals to take advantage of future job opportunities and fulfill agencies' goals for a dynamic and effective workforce.

The importance of requisite skills tends to vary to individuals, but for many people, employability skills among other things, a significant contribution to personal

happiness and financial security. Lainie (2011) observed that when workers ignore the importance of employability skills, they may find themselves stuck in dead-end jobs that are at best unfulfilling. Effective employability skills support is important not only for individuals but also for the organisations that employ them. Hirsh and Jackson (2004) point out the six (6) importance of developing skills. These include enhance job performance, promote workers skills, promote business relationship, hones new skills, promote career comprehension and promote government efficiency. Each of these is briefly explained in sub-heading 2.8.1 to 2.8.6.

2.8.1 Enhanced Job Performance

The primary objective of any organisation is to enhance job performance and skills development. According to Sikorski (2007) skills development is needed to prepare against different roles and accountabilities to meet the changing needs and goals of organisation, department or functional area. Smith (2011) opined that the primary purpose of skills development activities is to enhance job performance. He added that some professionals might opt for employee that introduces new and innovative skills, and others might choose to participate in an information session, and the point of these activities is to improve job performance. Justin (2010) affirmed that skills development is a very important aspect of a person's life. In supporting Justin, Ford (2011) affirmed that a continued education program for experienced workers based on their job duties helps to alleviate sloppy, inefficient and even unsafe work habits. Petersen (2011) maintained that the skill of the employee who goes through the career development program is improved. From the reviewed of related literature, the researcher concluded that educational training

helps in providing required skills and competency capable of promoting job performance of learners.

2.8.2 Requisite Job skills Promote Workers Efficiency

The current global skills and change in labour market profile called for requisite job skills in order to avoid been obsolete in the field of work. Sikorski (2007) stated that workers should expect the nature of the work they perform evolve and change over time. Requisite skills are needed to identify and develop abilities needed to stay ahead of the changes. Smith (2009) observed that requisite job skills means working to maintain an up-to-date knowledge of the skills the professional already possess. According to Petersen (2011) Requisite job skills are needed to enable worker remain relevant in the field of work. The writer added that employees that are trying to avoid obsolete, study industry trends that compromise the security of his job and take steps to sharpen their skills. In related reviewed, Ezekiel (2011) affirmed that the major benefit of requisite skills to employees is that they get helpful assistance and guidance with their career decisions. This therefore means that through employability skills, students get to know about their own aspirations, objectives and desires and understand how to shape their career.

2.8.3 Promoting Business Relationship

Good business relationship depends on motivation and human relation in an organisation. In the statement of Sikorski (2007), requisite job skills are required to enable manpower meet organizational need of developing a pool of transferable/promotable talent to handle temporary leaves, fill vacancies, and plan for successions. According to Smith (2009) a requisite skills build solid working relation with colleagues. Most requisite job skills are development session include activities that

focus on identifying and repairing trouble spots in business relationships. Some of the important features of requisite job skills stated by Rama (2010) are as follows:-

i. A requisite job skills develop over time covers objective conditions (such as job, duties, responsibilities) and also includes subjective reactions (such as enthusiasm, boredom

ii. It is the individual who ultimately must judge the success in a career. He must set his own criteria for success, and such criteria can be far ranging (e.g. pay, adventure working with new people in new environments helping others etc

iii. The important element in one's career is experiencing psychological success which basically is, feeling a sense of personal accomplishment and fulfillment.

iv. The typical career of a person today would probably include many different positions transitions and organizations more so than is in the past when employees were less mobile and organizations more stable as employers.

In a related reviewed, Ford (2011) highlighted that requisite skills increase employees productivity and it saves them time to get initiated into their job. In addition, Petersen (2011) opined that when an employee acquired requisite skills, it helps him to be more effective. Career training increases knowledge and teaches work ethics that assist to improve efficiency and productivity. Ezekiel (2011) maintained that requisite job skills establish a reputation of the organization in the market. From the forgoing reviewed, the researcher observed that through acquisition of job skills, workers improves their good working relationship and enhance their specialization.

2.8.4 Job Skill and Promoting of Job Opportunities

Requisite job skills promote intellectual capability of workers in an organisation. Contributing to this, Smith (2009) maintained that means understanding the requisite job skills in turn, leads to providing a better quality service or product. Petersen (2011) concurred with Smith by affirming that other than the increased time management and other factors, the employees are also able to learn the correct method of working, work

ethics and various other important things about work. In summary, requisite job skills help to increase the output of the employee and also increase the quality of the work life of the employees.

2.8.6 Requisite Skills Increase Prospects of Graduates in the Labour Market

Skill is a well established habit of performing tasks in a manner acceptable by workers in the profession. Possession of a skill is to demonstrate the habit of acting, thinking and behaving in a specific activity in such a way that the process becomes natural to the individual through repetition or practice (Okorie, 2000). Skill is essential for success in any productive work, through skill acquisition, unemployed business education graduates are cubed of some of the anti-social ills such as armed robbery and stealing. People, who work, however, are required to possess relevant skills if they are to work effectively. In the opinion of Azikiwe (2006), the three major universally accepted objectives of skills acquisition to business education students are to:

a. equip the learner with necessary skills that would ensure his/her livelihood;

b. help develop his/her powers to contribute to the development of the society;

c. socialize the recipient into tradition, norms and values of his/her society.

i. According to Akpan (2010), Acquisitions of business skills enable the graduates to become self-employing, self –sustaining and self –reliant in the society in the areas such as commerce.

ii. Acquisition of requisite skills will make the graduates to be job creators rather than job seekers and encourage positive attitudes toward lifelong occupation in the youths.

iii. Acquisition of business skills will integrate the graduates into the society as useful citizens that will contribute effectively and efficiently to the wealth of the nation.

iv. Empowering the students with multi-various business skills will ensure their full participation in national development

v. Skill acquisition would enable individuals in various countries of the worlds to meet the technological changes and advancement in office automation and to deal with economic issues.

vi. Acquisition of business skills will promote self–initiatives and innovations in business technology thereby encouraging the utilization of information and communication technology for self-improvement and development through job creation awareness.

vii. Acquisition of business skills will alleviate poverty among business education graduates and increased their productivity.

The summary of this reviewed revealed that requisite job skills provide an individual with talent, understanding, attitude and improve specialization that makes him more relevant in the labour or place of work and promote their efficient in the place of work.

2.9 Relationship between Universities Curriculum of Requisite skills Acquisition

There is no doubting the major shift in the discourse of higher education over recent years, the move towards a mass rather than elite system, structural changes in the labour market, and a political and economic regime. It was argued that the rationale of the new orientation is derived significantly from the needs of the national economy as defined by employers rather than for some ideal objective (Bridges, 2000). This therefore means that emphasizes here is on the links between education and economic competitiveness, which have increased focus on higher education as part of preparation for

employment. Bridges (2000), observed that issues of skills development and increasingly responsive to employability are generated from curriculum. This explained why Fallows and Steven (2000) maintained that, universities have initiated the incorporation of skills required within the academic curriculum for all disciplines.

The means to which students career can be improve is through developing and adopting an education curriculum, particularly a higher education curriculum that is tailored to create skillful manpower which will be of the same time infused with the desired ethics and values. Knight and Yorke (2003) acknowledged that higher education is indeed in a state of flux and faces more demands than ever before. Billing (2003) opined that employability skills provided by universities include problem solving skills, communication skills, critical thinking skills, team work, interpersonal skills and much more. Supporting their views, Leitch (2006) reviewed that university is an arena where skills provide the solution to economic competitiveness.

The importance of integrating employability skills cannot be overemphasis. Not only does this increase the quality perception of (business education) among employers, but they also best know which specific skills are on demand in the labour market (OECD, 2009). Agreeing with this opinion, Looney (2009) observed that it is only schools and teachers that have the capacities to make the improvements by aligning curriculum to requisite job skills development. Scholars are of the opinion that curriculum of higher education is believed to be an instrument that will provide educational opportunities to serve the needs of graduates and the community. Looney (2009) added that business education curriculum is expected to development career of the learner that will enhance:-

i. immediate employment or advanced education for later employment.
ii. knowledge, attitudes, and skills that are oriented around business, marketing, education and management careers.
iii. students basic learning concepts and skills needed for business and teaching.
iv. students understanding of free enterprise system and the relationships among consumers, businesses and government; also, to provide the student with a working knowledge for teaching and learning.
v. career orientation, and exploration of job opportunities and requirements in the labour market.
vi. personal-use skills that will permit one to become adept in the personal business and educational activities of life.

Considering curriculum as the life wire of educational programme of any institution and the vehicle that the schools strives to achieve their educational objectives. Okagbare (2010), maintained that curriculum play a vital instrument that educational change in any country depends on. According to Abia, Udofia and Udofa (2000) the balanced approach should be emphasized in the school curriculum through the integration of technical employability and entrepreneurial and vocational skills in business education. Furthermore, Njoku, (2003) posited that for our educational system generally to be relevant, qualitative and quantitative, it has to conform with the following measures

i. Education should be directly related and relevant to basic needs of communities, the country and individual citizens of the society
ii. Every individual should be able to contribute in the social political and economic development of his or her society through Education.
iii. Human and economic resources wastage minimization through a unique manpower and education plans
iv. The Education system input-output measures should be able to give rise to productivity and efficiency in society.
v. Education system should be able to give the nation a status of self-reliance.
vi. The consumer of educational system should see any type and degrees

The highlights shows that functional educational can only be attained through formal education in which curriculum serves as a pivot to which goals and objectives of education can be achieved. In another related review, Bryant (2003) affirmed that curriculum is meant to achieve the following objectives:-

a. Social progress, which recognizes the need of everyone:
b. Effective protection of the environment;
c. Prudent use of natural resources: and
d. Maintenance of high and stable levels of economic growth

Based on Bryant opinion, curriculum should be in line with the needs and aspiration of the society and the knowledge and skills acquired in it should make the learner productive to contribute to economy development of the nation. This is in line with Onwuka (2009) who argued that curricula, is an important and controversial issue for Transition from School-to-Work, based on cost/benefit comparative analysis of academic vs. vocational curricula, raises serious doubts for providing school students with desire skills that will facilitate their job opportunities and enhance their competency in field of work.

In summary, the researcher observed that the primary role of curriculum of higher education is to enhance students' knowledge, skills, attitudes and abilities while simultaneously empowering them as lifelong critical, reflective learners. The focus of curriculum goes beyond having a workforce for economic competitiveness. To achieve this; the curriculum must be in line with skill development that is related to the needs of

the labour market. This therefore means that, to reducing problem of unemployment among business education, their curriculum must be aligned with the needs of the labour market.

2.10 Requisite Skills and Graduates Employability

The emergence of competition in the labour market has affected the employability of graduates in Nigeria. The job opportunities available to graduates in Nigeria today depend on their employability skills. According to Paul, Susan and David (2002), Requisite job skills refer to a range of qualities and capacities that are increasingly viewed as important in higher education, these skills are essential on job prospects of graduates. Grip et al. (2004) observed that to understanding workforce employability utilizing three attributes measured at levels of willingness and capacity of an individual. The attributes were: mobility (changing jobs and organizations), training (skill enhancement), and functional flexibility (changing shifts, working beyond job description. They maintained that to secure a job is not just about getting a job or pursuing a profession, but also sustaining it over lifetime 'an aspiration of every employee of knowledge societies' (Tin 2006).

Requisite employability skills are essential demand of the labour market. Allen Consulting Group (2006), DEST (2006) linked employability with requisite skills. The the range of qualities and skills contributes to the individual's employability. Supporting them, Fugate, Kinichi and Ashforth (2004) pointed out that the likelihood of gaining employment depends on requisite skills of the applicants. Hence, employability not only depends on whether one is able to fulfil the requirements of specific jobs, but also on how

one stands relative to others within a hierarchy of job seekers (Brown and Hesketh, 2004). In utilising and amalgamating the above skills and competencies for the purposes of defining graduate employability, the intrinsic link between graduate skills and competencies and the needs of the labour market (Trunk et al., 2006) was considered of paramount importance. In summary, requisite job skills are vital issues for employability of graduates. The attributes and skills acquired will go a long way in facilitating graduates job opportunities and efficiency in the place of work.

2.11 Factors Inhibiting Skills Acquisition in Business Education

Skills acquisition refers to the ability of an individual acquire skills needed for employability and essentials of knowledge and imbibing new ways of doing things. Career development provides the potentials to keep humanity moving forward in an attempt to solve problems. Various kinds of skills are needed to keep individuals abreast with modern changes in time of need. Skills acquisition of business education students in Nigerian universities is affected by a lot of factors that affects achieving the lofty goals of the programme. Scholars such Ahukannah (2000), Arhedo (2007) and Okoli (2010) discussed on the problems. Reviewed of the discussion was presented in 2.11.1 to 2.11.8.

2.11.1 Lack of Adequately Trained Teachers:

Skill acquisition can hardly take place without adequate and trained teachers. Scholars believe that lack of adequate and trained teachers is affecting teaching and learning in Nigerian universities. Ahukannah (2000) believed that the strength of an educational system largely depend upon the quality of its teachers. Ahukannah added that no matter how efficient the administration is, how up-to-date the equipment is the value of

all these to the students is largely determined by the quality of the teachers. Ibrahim (2010), pointed out: "Our educational production has reached a point of diminishing returns especially with too many misfits without adequate manpower". In another related review, Arhedo (2007) observed that teachers should be properly trained in modern technologies to enable them educates students who would be expected to function effectively in a modern work environment and to compete in the global market place". In addition, Okoli (2010) asserted that the excellence of any school system depends on the goals it sets for itself, and achievement of goals in-turn depends on what the teachers are capable of doing. In summary, the researcher observed that in most of higher education in Nigeria, there is poor staffing in terms of quantity and quality. In addition, teachers hardly go for further training, they continues to use skills that are likely to be obsolete as a result of lack of updating knowledge by business teachers.

2.11.2 Lack of Basic Learning Facilities

Technical equipment, tools, machines and facilities in workshop in schools play important role in the development of students' knowledge, skills and attitudes required for productive and happy working life. The importance of training facilities to the overall success of any educational enterprise has never been in doubt. It is on this basis that Chika (2000) emphasized that training equipment and facilities needed in business education should be a replica of what is obtained and used in business offices and which the business teacher trainees must appreciate. The ability of the teachers to perform depends on the type of training available to them, the quality of facilities, materials and the environment under which they operate (Ehiametalor, 2003). Isyaku (2003) observed that teaching

materials and learning environment rank second after the inadequate capabilities of the learner in ensuring success in the educational ability of the students. Uddin and Uwaifo (2005) stated that training equipment such as modern black board, textbooks, computers and milling machines are just inadequate and in some cases are not available, he added that the few available ones are hardly maintained, protected or cared for.

In most of the tertiary institutions, there is shortage of classrooms teaching aids like projectors, computers, etc. Stephen (2011) lamented that, some of the important equipments needed for teaching are not available and where available, they are not relevant in today's business world. A situation where these basic facilities are not available makes the graduates to go into the world of work without a sound knowledge, understanding and skills of what is required of them, and they therefore remained underemployed or unemployed.

2.11.3 Lack of Spirit of Hard Work among Students:

In view of the abnormalities and other irregularities plaguing the Nigeria educational system at all levels, the interest and habit of reading, procurement of books and other skill development materials have seriously reduced among students. Students find it frustrating to spend time to master appropriate skills. In addition, they do not want to discipline themselves by creating new habits of thought and action as well as in time management to achieve their desired goal. Jimoh and Enaigbe (2007) posited when morale is high, work done will be high but when morale is low, work done will equally be low and of poor quality". Timothy, Judith, Ron and Szendre (2008) indicated that lack of students' self-efficacy, interests, and incentives is affecting their skills acquisition. Self-efficacy was also the focus of a study by Albert and Daniel (1986) in Claudia (2007), who

found that motivation through aspiration, provides an important and continuing source of self-efficacy, interest, and personal satisfaction. They authors believe that students lack challenges which is affecting their striving to succeed. Claudia (2007) explained that without aspirations and active involvement in activities, people are unmotivated, bored, and uncertain about their capabilities".

2.11.4 Parental Influence Career Development

A family is a place in which children learn to interpret reality, thus parents serve as significant interpreters for children of information about the world and children's abilities. Kerka (2000) observed that there is a link between career development and such factors as socioeconomic status, parents' educational and occupational attainment, and cultural background of parents. Generally, parents' career aspiration on children career choice is influence by their knowledge of occupations and familiarizes them with occupational roles and requirements. Whether the child internalizes those aspirations is greatly determined by numerous values found within the home (Hairston, 2000). Mickelson and Velasco (1998) in Kerka (2000) highlighted that the notion of family interaction or functioning incorporating parenting style (authoritarian or passive), level of support, guidance, and responsiveness may have more influence on skills development than demographics, including educational aspirations of parents. The authors added that the level of parental support and encouragement are factors that have been found to influential on student's career outcome. in the same lane, Lawrence (2011) argued that parents affect the level of career development or education training that their children achieve; the knowledge they

have about work and different occupations; the beliefs and attitudes they have about work; and the job skills they learn by the**:**

1. attitudes and behavior they reward and punish, approve or disapprove of;
2. expectations they have for their children's education and career;
3. examples they set for their children;
4. influence they exert on who is around them - the children and adults who will become their children's "significant others;"
5. opportunities they offer their children to learn and develop; and
6. kind of parent-child relationship they develop.

2.11.5 Poor Funding:

Tertiary institutions in Nigeria have been facing problem of inadequate funding. This has been affecting the procurement of required training equipment and facilities for effective teaching and learning. The effects of corruption, misappropriation and outright mismanagement have significant affect provision of facilities and equipment needed for skills development. Business education needs reasonable financial support to procure equipment, machines, tools, and instruments etc needed for practical. Related literature revealed that many schools are not teaching vocational aspect in the school curriculum, some schools are theorizing vocational subjects instead of emphasizing on practical aspect of the course. It is a point of view shared by Maduewesi (UNESCO, FME, 2001), who addresses the fact that funding has remained a major deterrent to progressive curriculum implementation in Nigeria.

Woolman (2001) added that limited resources hamper the expansion of education across the entire African continent. Supporting the view of Woolman, Ugiagbe (2003) stressed that poor funding caused acute shortage of typewriters, computer systems, furniture and sizeable laboratories for business teacher education programme to become effective as is found in most developed nations. According to Chukwurah (2011) maintained that funds are required and necessary to maintain both the human and material resources of the system in order to achieve desired goals. The current situation is that education is underfunded with the result that facilities are grossly inadequate, projects are abandoned and salaries are not paid".

2.11.6 Availability and Utilization of Resources

Availability of teaching/learning resources that will enhance the acquisition of vocational skills in schools is grossly inadequate in business education programme in Nigerian universities. Competent personnel, instructional materials, facilities and equipments are not adequately provided in the classroom for effective teaching and learning. Business education students have no access to needed learning resources such as books, writing materials, facilities and equipment for their practical when required. Toby (2000) posited "educational resources are teachers, curriculum, facilities, support services and co-operative training opportunities". Uddin et al (2005) stated that training equipment such as duplicating machines, scanning machines, type writers, adding machines, computers and milling machines are just inadequate and in some cases are not available and that the few available ones are hardly maintained, protected or cared for. Most students who go through business education programme are to an extent ill-equipped for

the future. Folaranmi (2007) asserted that indeed, there is dearth of business education books in schools, he added that most of higher institutions libraries are either empty or stored with very old and archaic books." In another related review, Oyeniyi (2008) reported NERDC that most classrooms are not conducive and facilities are in gross short supply, and that in no condition can students acquire practical skills without relevant text books.

2.11.7 Faults in Curriculum Content and Delivery

Curriculum is the entire body of knowledge offered by school including selection and organisation of knowledge, skill, attitude, values and beliefs to be transmitted. Hence Sadker and Sadker in Njoku (2003) noted that "It is the power of curriculum to shape students and, ultimately, society that takes curriculum development out of the realms of philosophy and education and into the political arena. Nations expend vast amounts of time and resources on designing what ought to be learned in schools in order to elevate social consciousness and improve economic viability, Nigeria is no exception. Since its independence in 1960, Nigeria has struggled with designing and implementing a sustainable educational curriculum that will adequately prepares its children for adulthood. Several years later, the country faces the rising tide of educated graduates but unemployable workforce, as Nigerian students graduate from secondary and tertiary institutions without essential workplace skills.

Holden and Hamblett (2007) observed that lack of interdisciplinary integration in the curriculum of business education is especially disconcerting at a time when more jobs require knowledge and skills across a range of domains. The authors added that part of

the problem is that policy makers seem overly concerned about providing vocational options for students, thereby creating a divide between academic and non-academic courses. Oduolowu (2007) opined that, the curriculum of business education is overload is one of the hallmarks of ineffective policy implementation. He further affirmed that the Nigerian curriculum covers too much information, and suggests redesigning its content to remove unnecessary, irrelevant facts. In another opinion, Njoku (2003) maintained that, the Nigeria society is disenchanted about the programme of studies- curriculum content and mode of delivery in higher education as many of the graduates are armed with doubtful credentials.

In a research conducted by Marinho (2009), it was observed that notwithstanding laudable efforts to consolidate subjects and themes; the scope of curricular content has practically remained the same, and in some cases has expanded. In order to cover course content on time, teachers are forced to rush through subject topics. The researcher observed that any of higher educational institutions in Nigeria turn out graduates to be either not employed for lack of employment opportunities or not employable either because of their exposure to "wrong" curriculum content or unsuitable mode of content delivery, or even both.

2.11.8 Lack of Adequate Staff Development

The existing human knowledge and skills in business Education need to be refurbished and update to meet the emerging societal technological changes through in service training, workshops, seminars and conferences. This training, Workshops and seminars should be on regular bases to all Business Education students. Akpan (2004)

observed that staff development would acquaint individuals with new techniques, knowledge and skills to meet the society changes. In confirmation to this statement, Awili, Nwanze, Adamu and Robbin (2008) opined that, staff training will enable business teachers to acquire new knowledge, skill and values for constant improvement of the quality of their services that will enable them to impart the needed skills to the students. They added that through the training, new knowledge, skills and techniques will be injected into business education lecturers; this will make them to be more relevant in their place of work.

In summary, acute shortage of funding, poor planning (including inaccurate research data), inadequate facilities and infrastructure, teacher incompetence, and inconsistent monitoring and evaluation poor materials in schools affects skills acquisition of the students.

2.12 The need to Reform Curriculum of Business Education

Education, skills development and technical training are central to business education and job opportunities. Tertiary institutions are the ladder that prepares people for career development in Nigeria and thus play an important role in creating job opportunities to graduates. The better the training and the more refined the skills are in terms of human capital, the higher the income and returns and the better the rural livelihoods. The vital question is whether the present curriculum of Business Education provides adequate Instruction in these new areas? Does the programme prepare students for the changing graduate labour market? Noting the roles of curricula, Ojo (2004) stressed that business education curriculum should be viewed from the point of

occupational and pedagogical competence, relevance to the needs of the students, society and employers, comprehension in scope, depth in knowledge and competence in skills.

In a similar write up, Law (2001) advised that as new ideas accumulate in business and industry, and as Nigeria will have to fully embrace advanced ICT, the curriculum of business education have to be enriched in technological era. The extent to which a curriculum assists business students and business teacher-trainees to competently enter and succeed in the world of work spells out success. Adeniyi (2001) agreed that curriculum of business education should be resigned to meet the needs and goals of society. Adeniyi further stressed that the curriculum should be sensitive to the culture, traditions, values and norms of the society for which it is created.

Ibigbami (2004) observed that business education curriculum should be developed in response to the national demand for education reform. Business teachers are therefore expected to demonstrate specific skills, apply knowledge and possess professional qualities which will enable them prepare students who can meet society's demands for high performance. Federal Government of Nigeria (2004) in accordance with the existing Business Education provides for career development in business education at secondary school level to make it possible for recipients who cannot continue their education to the next level to find useful jobs. Business teacher education should exist with emphasis geared towards creating or offering employment opportunities covering a wide range of training requirements from certain semi-skilled sorting and filling jobs to managerial and executive positions (Ekpenyong, 2005).

According to Oduma (2006), business education graduates job applicants face employment challenges from these pertinent areas of work competencies. Oduma stressed that deficiencies indicated above have in recent times continued to be source of their business education job applicants' misfortune in recruitment exercises. In the statement of Omolewa (2007), curriculum of business education curriculum designers must become familiar with traditional modes of knowledge accumulation in order to make learning meaningful and useful. Mohammad (2008) opined that, Business Education programme in Nigerian universities today has been in place for more than two decades. This is in spite of changes which are continually taking place in the national and international business environment, curriculum of business education in Nigeria still remain rigid. Umezulike and Ile (2008) opined that for Business Education graduates to be viable, identify opportunities around them, as well as use information technology effectively, there is need for adjustment in curriculum of the programme by integrating it with information technology courses.

Ohiwerei (2009) observed curriculum of business education is not inculcating desired skills as many graduates of business education complained about lack of jobs, on the other hand companies complained of unskilled applicants. Curriculum should be reformed to take account of changes in the school order. To this end, Offorma (2002) synthesized that changes are to be reflected in curriculum of business education in order to make it more effective. Corroboratively, Adeniyi (2001) pointed out that curriculum is interwoven with the social order that sustains it. This implies that what the society values and believes in her ideas and purposes should be in the curriculum. Admittedly,

experience has proved that these societal values, goals, ideas and aspirations change with time. Thus curriculum reform would take account of the new goals for which the former method was just inappropriate. When there is dissatisfaction with an existing system, or curriculum, there is always that necessity of changes or modifications.

It was observed that, the Nigerian educational system was largely a colonial heritage which did not take the cultural values of the people into consideration (Anwukah, 2000). Rather, the British colonizing agents hoisted on the educational landscape ideals and pattern, which were completely alien to Nigerians, thereby compelling them to unquestioningly accept and adopts foreign educational system. Arguably, such inherited colonial curriculum failed to address the problem of Nigerians. According to Ada (2008), the Nigerian curriculum was prepared to produce educated-colonized men who acquired the white man's way of life, his language, and his religions and, to a great extent, his culture. Ada added that, most of what he received as education did not address the problems facing the Nigerian in his everyday life. Based on the foregoing account, the disappointment of the inherited colonial curriculum necessitated Nigerian curriculum reforms. At this point, one may like to know how the inherited colonial curriculum was reformed or changed.

The need for the curriculum of business education to be relevant to the needs of the student cannot be overemphasized. To collaborate to statement, Chukwurah (2011) maintained that the curriculum of business teacher education should not only be systematically developed, but should not be static or irrelevant. As put by Finch and Crunkilton in Chukwurah (2011) highlighted that Business education curriculum should

be data-based, dynamic, and explicit in its outcome, fully articulated, realistic, student-oriented, evaluation conscious and future-oriented.

2.13 Review of Related Empirical Studies

Studies on curriculum, requisite job skills and job opportunities have received a major focus in terms of research work in recent years by researchers. Researchers that have contributed to the study of these variables among others include:-

Balarabe and Usman (2001) conducted a study on "Relationship between Career development and Labor Market needs. The paper presented empirical evidence on labour market needs on school curricula in tertiary institutions in Nigeria, with emphasis on vocational education. The researcher used 1999 graduates of Colleges of Education with population of the study 75,600. The sample size of 4,986 was drawn using the "quota sampling" technique in the study. The sample was stratified according to gender, school type (vocational intensity of curriculum) in the Geo-Political zone. Interview was used for data collection and the results generated for the respondents, showed a generally high employment mismatch (68%-85%). The largest mismatch attributed to graduates from an integrated-comprehensive curriculum option and the smallest to graduates from the occupation specific curriculum option. The researcher concluded that the cost/benefit of low vocational intensity curricula was much higher than general education. The research work contributed immensely to the present work as it guided the researcher on literature reviewed. However, the researcher intends to bridge the gap in area of test of null hypothesis that the previous researcher did not treat.

Qualitative Diagnostics of Relationship between Schooling and work was conducted by Zydziunaite, Katiliute and Aiste (2006). The study investigated the influence of school curriculum on student's transition to work. As a guide, two objectives and two research questions were raised. The study aimed at illuminating the elements from which consists the content of relationship between schooling and work. 40 respondents were interviewed to generate data used for the study. Data generated were analyzed using phenomenological hermeneutic.

The findings of the study included among others that, what student learned in schools bears little relationship with what is needed to perform a job and professional career development. The researchers recommended among others that teaching techniques, evaluation and counseling processes as important in pupils' learning and preparation to professional career development. The paper helps in directing the current researcher on formulation of questionnaire items; however the researcher did not raised any hypothesis, in addition, the tools used to answer the research questions were not population in educational research which makes the work difficult to understand.

Dieter & Eddy (2009) conducted a study on "Relation between Curriculum of Formal Education and Skill Acquisition". As a guide to the researchers, six null hypotheses were formulated. Descriptive survey design was adopted in the study and the researcher randomly interviewed 6000 students to generate data on educational training and labour market career. Data collected were subjected to Pearson Product Moment Correlation Coefficient in testing of all the null hypotheses. The result of the findings shows among others that the level of formal education and level participation or skill

acquisition depends on the curriculum. This research work assisted the researcher in organisation of his work, however the researchers did not proffer recommendations that will solve the problem, which will be made in the current study.

Ratneswary and Rasiah (2009) conducted a research on "Relationship among School Curriculum, Graduate Careers and Job Opportunities" The study involved a survey using a structured questionnaire designed to elicit information regarding the students' perception of the impact of an assignment on their learning outcomes using the conceptual framework of Taylor's Graduate Capabilities. A total of seventy five students (the total number of first-year students undertaking this module) were involved in the survey. 55.1% were females and 44.9% were males. The Statistical Package for Social Sciences (SPSS) was used to process the data.

The results were summarized using descriptive statistics such as frequency distribution; mean scores, standard deviations, factor analysis and reliability tests. The use of open ended questions allowed for written feedback which further enriched the findings. A content analysis of the students' written feedback was employed to investigate the effectiveness of the assignment in developing and enhancing the students' skills and whether or not these skills matched the transferable skills or graduate capabilities set in the conceptual framework of Taylor's Graduate Capabilities. The study revealed among others that assignment had been most effective in enhancing the students' ability to effectively use ICT and related technologies, a skill that is industry relevant and very much in demand in the current competitive era.

The researcher concluded that the emergence of a "skills gap" in the employer/graduate interface. The researcher recommended among others that universities have to address the need to equip their undergraduates with lifelong learning experiences, by putting them through the rigour of an industry-relevant curriculum that enhances their subject-specific knowledge as well as their transferable skills, eventually enhancing their employability and career prospects. The study contributed immensely in the area of literature review and formulating of research questions, however it was observed that the researcher did not identify relation between the curriculum and vocational skills expected from the graduates. The current study will cover the gap.

Oduma (2010) conducted a research work on "A Survey of Business Education Graduates and Employers Expectations for Gainful Employment" The study survey the Employers expectations of the General Work Competences needed by business education graduates for gainful employment in organizations. The descriptive survey design was adopted for this study. The respondents consisted of employers of labour (Chief Executive Officers) responsible for employment exercises which were drawn randomly from government and private establishments' organizations in Ebonyi State. Two hundred and eighty (280) Chief Executives were used in this study to serve as the sample for the study. The instrument for data collection in this study was a structured questionnaire developed by the researcher. Weighted mean and standard deviation were used for answering research questions.

The study revealed among others that employers of labour desired business education graduates to possess leadership competencies as a pre-requisite for gainful employment in establishment and organizations. In addition employers of labour indicated that business education graduates should possess good emotional intelligence to blend with their ability to use power. The researcher concluded that the present programme of business education in tertiary institutions have some shortfalls and weaknesses in the content and delivery. It was recommended among others that business education programme in tertiary institutions should be restructured to enable the recipients acquire cluster of general work competencies or organizational behaviours desired by employers of labour. Although the research lacked basis for generalization because it concentrated in one geo-political zone in Nigeria, this current study hope to bridge the gap. However the study served as a guide in literature reviewed and formulation of objectives.

Obiunu and Ebunu (2010) conducted a study on "Factors affecting career development of Students in Ethiope East Local Government Area of Delta state. Four research questions were raised that guided the researcher. Descriptive survey research design was used for the study. The population of the study stood at 2,226 students and 480 students were used as samples for the study. Structured questionnaire was used to generate data from the respondents which were analyses using simple percentages. The findings of the study revealed among others that educational factor (Curriculum) affected career development of students. This means that a student's position in school and skills acquired affected career development significantly. The researcher recommended that Career development should be seen as inevitable to the happiness and self-actualization of

the child and as such, the home, classroom and the community at large should be seen as a workplace and all members as workers. The study help the current researcher in the areas of literature review and procedure for data collection, however study lacked null hypotheses and standard tool for answering research questions which will be addressed by the current study.

Anho (2011) conducted a study on An Evaluation of the Quality and Employability of Graduates of Nigeria Universities. The study evaluated the perception of public and private sector employers on the employability of graduates of Nigeria Universities. Expost-facto research design was adopted in the study. Data were generated covering the period 2000 – 2010. One research question was raised and one null hypothesis was formulated. Samples were obtained from the major towns and cities in the South-South geo-political zone of Nigeria. Stratified purposive sampling technique was used, a total of 1,480 respondents who were senior Staff of various organizations were selected for the study. Structured questionnaire was used for data collection. The frequency and percentage statistics were used in the analysis of data and used to answer the research question, while the t-test statistics was used to test the null hypothesis. The study revealed among others that both the public and private sector employers perceived and rated the employability and quality of graduates of Nigeria Universities as ranging between 'average' and ' high' on the 20 indices of quality. The researcher observed that there is need for adequate and appropriate funding and assessment of the education sectors and urgent need for reforms of the university system. Also entry into Nigeria Universities should be strictly on merit and efforts should be made by the authorities to ensure that

only competent students are admitted. Curriculum should be reviewed to suit the needs of the various industries in the country.

Benjamin (2011) conducted a study on "The Relationships between Career Development Opportunities and Job opportunities as Perceived by Organizations, the study tested the structural model that explains the relationships between Development Opportunities and Job opportunities in four (4) private universities in Malaysia. Survey method was adopted for the study. A total of 1000 survey forms were distributed to the academic staff of the four private universities in Malaysia. In total, 408 employees responded, generating an overall response rate of about 40%. All the variables were measured by the subjects' responses based on the 15 items questionnaire made of 5-point Likert-type scales (1=strongly disagree to 5= strongly agree). Structural equation modeling (SEM) was used to conduct a simultaneous test of the entire system of variables in the hypothesized.

This study found among others that the academics' perceived career development opportunities positively influenced the level of POS and POS had a direct positive relationship with affective organizational commitment. Although the study serves as a guide to the current research work on setting questionnaire items, however the research questions used by the researcher were not in the study, in addition, the model used to answer the research questions is not popular and difficult to understand by a layman. Through this study, the researcher hopes to cover the gaps that exist.

Imeokparia and Ediagbonya (2012) conducted a study titled Employability of Business Education Graduates. The main aimed at investigating skills possessed by

Business Education graduates and their employability. Four research questions were raised in the study and three null hypotheses were formulated and tested. The researcher used case study research design in the study. 60 postgraduates of University of Bennin were used for the study. Four rating scale structured questionnaire titled "Employability of Business Education Graduates Questionnaire (EBEGQ)" was used to generate data from the respondents. The Statistical Packages for Social Sciences (SPSS) version 16.0 was used in analyzing the data. The descriptive statistics to be used include mean and standard deviation. The mean value of 2.50 was used in taking decision. A mean value of 2.50 and above was considered as high while a mean value of less than 2.50 was considered as low. The inferential statistics used was the student t test of independent samples and Analysis of Variance (ANOVA). The analysis revealed among others that the thinking skills of Business Education graduates were not as high as that of Personal Quality skill. One of the recommendations provided was that Institutions should liaise with industries around to form a kind of partnership to ease the transmission of these skills. That is, having school - industry partnership because some of these equipment/facilities are not in the schools.

Udofia, Ekpo, Nsa and Akpan (2012) carried out a research titled "Instructional Variables And Students' Acquisition of Employable Skills In Vocational education In Nigerian Technical Colleges" Three questions and three hypotheses were formulated and tested in the study. The population of the study comprised of senior technical II students in the six technical colleges in the state. The population size was 240. A random sampling technique was used to obtain a sample size of 120. The study adopted a correlational survey design. Twenty eight item structured questionnaire titled, Students' Acquisition of

Employable Skills Questionnaire (SAESQ) with a four-point rating response options were used for data collection. Mean, Pearson Product Moment Correlation (PPMC) and Regressional analysis were used for data analysis. The results indicated that there was significant relationship between teacher quality and students' acquisition of employable skills. The researchers recommended that modern technical equipment, tools, machines and instructional materials should be made available by the state government to the technical college's workshops to enhance the training of students for the acquisition of employable skills and for self-reliance.

2.14 Summary of Literature Reviewed

The emergence of many new trends, including the rise in technology, the change in the industrial profile, the changes in the labour market profile, the growing need for trained, experienced and skilled workers, are presently converging in the workplace and affecting the future careers of business education students in Nigeria. Business education graduates are receiving an unprecedented criticism and challenges in the labour market caused by mismatch knowledge and skills. Employer of labour are demoralized and disenchanted with the caliber of graduates Nigerian universities are producing. Thus, curricula are considered as the bedrock that guide in training students about various skills that are generally required for developing career. Meeting these challenges requires a highly skilled workforce capable of responding flexibly to continuous change. Hence, curriculum is considered essential tool to equip students with employability skills.

Have gone through the literature review and previous research work in the area, there is very little if any evidence-based research that isolates each variable and judges the influence of each on the job opportunities available to graduates of business education programme. The current study covered areas of generic skills; job opportunities in teaching; administrative/clerical work and self-reliance which were are not covered in the previous studies

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

The chapter presents method adopted in conducting the study. The chapter was discussed under the following sub-headings:-

3.1. Research Design

3.2. Population for the Study

3.3. Sample Size and Sampling Procedures

3.4. Instrument for Data Collection

3.4.1. Validity of the Instrument

3.4.2 Pilot Study

3.4.3. Reliability of the Instrument

3.5. Procedure for Data Collection

3.6. Procedure for Data Analysis

3.1 Research Design

Descriptive survey design was used in conducting the study. The design involved collecting and analyzing data gathered. The choice of the design was based on the opinion of Douglass (2006) who highlighted that descriptive survey research design is the most dominant technique for educational research. Kerlinger (2005) emphasized that this design should be employed when a research work involves the use of questionnaire to seek the opinions of respondents. The design was considered suitable because it enables the researcher to understand the social phenomenon from the participants' perspective. It

constitutes the most convenient way to obtain real facts and figures needed, in which the results of the analyses were used for decision taking and generalization.

3.2. Population for the Study

The population for the study comprised of Business Education lecturers and the final year students from nine (9) Federal Universities in Nigeria offering business education. The targeted population of the study was 602 students. The distribution of the population of the study is as shown in Table3. 1.

Table 3.1 Population for the Study

S/No	Institutions	Zone	No of Students
1	Abubakar Tafawa Balewa University, Bauchi	North East	56
2	Federal University of Technology, Yola	North East	110
3	University of Maiduguri, Maduguri	North East	41
4	Ahmadu Bello University, Zaria	North West	84
5	Nnamdi Azikwe University, Awka	South East	50
6	University of Nigeria, Nssuka	South East	88
7	Federal University of Technology Ado-Ekiti, Ado-Ekiti	South West	37
8	University of Benni, Benni City	South South	83
9	University of Calabar, Calabar	South South	53
Total			**602**

Source: Departmental Record Office of the Universities 2012/2013 Academic Year.

3.3 Sample size and Sampling Procedure

The sub-head deals with the sample size and sampling procedures adopted in the study. Glenn (2009) recommended that at Precision level of ±3% for population of ≤ 1,000, all of them should be used as seen in Appendix II, based on this the entire 602 students were used for the study. This is in compliance with decision of Douglass (2006)

who opined that sample size has to be enough, to enable a researcher detect the smallest worthwhile effect or relationship between variables as further affirmed by Bude (2007) who said that estimate of relationship is less likely to be biased if a researcher has a high participation rate. Based on these decisions, the entire population was used. Hence, there was no need for sampling.

3.4. Instrument for Data Collection

A-four point rating scale structured questionnaire was used to generate data from respondents. The instrument was made up of sections "A" and "B" as seen in Appendix II. Section "A" sought of name of institutions of the respondents. Section "B: consisted of 54 items used to collect data that answered the research questions and test of the null hypotheses. All the items were measured, using the four point rating scales of "Strongly Agree" (S.A) 4, "Agree" (A) 3, "Disagree" (D) 2, and "Strongly Disagree" (S.D) 1. Respondents were then instructed to respond in accordance with agreement to the statements contained in the instrument. In order to facilitate data analyses, judgment and general conclusion, lecturers and students responded to the same questionnaire items. The distribution of the questionnaire items with respect to research questions and hypotheses is as presented in Appendix II.

3.4.1. Validity of the Instrument.

The questionnaire items were validated using the researcher's supervisor and two other experts from the department of Vocational and Technical Education in Ahmadu

Bello University, Zaria. The final copies of their corrected items were reproduced for answering research questions and testing of null hypotheses at 0.05 level of significance.

3.4.2 Pilot Test

To establish the reliability of the instrument, sixty (60) copies of questionnaire were distributed to 400 level business education students in Ignatius Ajuru University of Education, Port Harcourt who were not part of the subjects. This was done in order to determine:-

i. the feasibility of the study before administration
ii. how the respondents would react to the items of the questionnaires;
iii. whether the items are clear enough and easily understood;
iv. whether there was need to include more items in certain areas;
v. whether there are some personal items which they did not like to respond to;
vi. the workability of the proposed methods of data analysis; and
vii. the approximate time duration which the subjects would need to fill the items.

Following the pilot test, the areas of difficulties, spellings and ambiguities in instrument were further refined and made easier for respondents' comprehension.

3.4.3 Reliability of Research Instrument.

Data collected were sought using Guttman split-half method. The data obtained from the pilot study were subjected to statistical analysis using SPSS. The result gave reliability co-efficient of 0.79. Tracy (2006) testified that, for a scale to be considered reliable, it should have an alpha value of 0.50 to 1. With this level of reliability index, the instrument was considered capable data for the study.

3.5 Procedure for Data Collection

Letters of introduction were obtained from the office of Head of Department of Vocational and Technical Education, Ahmadu Bello University, Zaria for permission to administer the questionnaire in their respective institutions. Eight people were co-opted into the study as research assistants. At each institution, discussion was held with both the lecturers and students that participated in the study. Those who sought for more explanations on some statements were given necessary attention. Face to face delivery method was employed in the administration and collection of the instruments. This method was preferred, because it afforded the researcher and his assistants, higher percentage return of properly completed questionnaires. In each of the nine institutions, two days were given to the respondents, to complete the questionnaires. The exercise lasted for eight weeks.

3.6. Procedure for Data Analysis

The data collected were analyzed in three stages. In the first stage, frequencies tables and percentages were employed to analyze bio-data of the respondents, while weighted mean was employed to answer the research questions. In the process of analyzing the data used to answer the research questions, "Strongly Agree" and "Agree" were classified as "Agree" and "Disagree" and "Strongly disagree" were classified as "Disagree". A score of 2.5 and above was considered as an index for Agree while a score less than 2.5 were considered as Disagree. The benchmark score of 2.5 was based on an average score of 4 rating scale of $\{(4+3+2+1) \div 4\}$.

In testing of the Null hypotheses, the data generated from respondents were coded, entered and analyzed using the Statistical Package for Social Science (SPSS). The researcher used SPSS to run Simple Regression (SR) to determine the null hypotheses one, two, three and four. This was based on the decision supported by Anthony (2006) who opined that simple regression should be employed if there is one independent variable and one dependent variable that are categorical. Analysis of Variance (ANOVA) was used also to determine the differences among the mean responses from the nine (9) universities in null hypotheses five (5) and six (6). This method was also affirmed by Huck (2004), he endorsed that ANOVA statistic can be used to gain an insight into how a group of means differ. Musa (2011) maintained that the use of ANOVA allows researcher(s) to test whether a sample mean (of a normally distributed interval variable) significantly differs from a hypothesized value. In the analysis, if calculated value is less than table value or ($P \geq \alpha$,) the null hypothesis was accepted and if the calculated value of any of the null hypothesis is greater than the table value or the ($P \leq \alpha$,) the null hypothesis was not retained and all the null hypotheses were tested at significance level of 0.05.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

In this chapter the analyses and results of the data collected for the study are presented. The data analyses are based on the following sub-headings:-

4.1 Bio-data of Respondents

4.2 Answering the Research Questions

4.3 Hypotheses Testing

4.4 Summary of the Findings

4.5 Discussions of the Findings

4.1 Analysis of Bio-Data of the Respondents.

Table 4. 1: Analysis of Respondents by their Institutions

Institution	Frequency	Percentage
Abubakar Tafawa Balewa University, Bauchi	57	10
Ahmadu Bello University, Zaria	75	13
Federal University of Technology Ado-Ekiti	39	07
Federal University of Technology, Yola	95	16
Nnamdi Azikwe University, Awka	52	09
University of Benni, Benin City	62	14
University of Calabar, Calabar	53	9
University of Maiduguri, Maduguri	60	07
University of Nigeria, Nssuka	84	15
Total	577	100

Source: Result of fieldwork 2012/2013

Analysis of Bio-data of the respondents based on their institutions are as presented in Table 4.1. From the Table, 57 (10%) of the respondents were from A.T.B.U. Bauchi.

Respondents from A.B.U. Zaria were 75 (13%). FUT Ado Ekiti had 39 respondents, representing 07%. F.U.T Yola had 95 respondents representing 16%. 52 respondents representing 9% were from Nnamdi Azikwe University, Awka. Respondents from University of Benni, Benin City were 62 (14%). 53 (9%) of the respondents were from University of Calabar. University of Maduguri had 44 and University of Nigeria Nssuka had 84 representing 07% and 15% respectively.

4.2 Answering the Research Questions

Results of data collected from fieldwork that were used to answer research questions 1- 6 is presented in Table 4.2 to 4.7

4.2.1 Research Question One:

What is the influence of business education curriculum content on students' acquisition of requisite job skills for teaching profession in Nigeria?

Analysis of respondents' opinions used to determine the influence business education curriculum on students' acquisition of requisite job skills for teaching profession is as presented in Table 4.2.

Table 4.2: Mean score of the Influence of Business Education Curriculum on Student's Acquisition of Requisite skills for teaching Profession

Option	Total score	Mean score	SD	Decision Rule	Conclusion
Agreed	11183	2.8	0.78	2.8>2.5	Business education curriculum content equips students with requisite job skills for teaching profession in Nigeria.
Disagreed	4964	1.2			
Total	16147	4			

Source: Result of fieldwork 2012/2013

The data analysis used to answer research question one is as presented in Table 4.2. From the Table, scores of 11183 representing 2.8 weighted mean with mean deviation of 0.78 for respondents who opined that Business education curriculum content equips students with requisite job skills for teaching profession and those who disagreed scored 4964 points, representing 1.2 weighted mean. From the analysis, the calculated value was 2.8> 2.5 index score. Hence the study showed that business education curriculum content in Nigeria Federal Universities equips students with requisite skills required in teaching profession. Detail of the result is in Appendix VI A.

4.2.2 Research Question Two:

What is the influence of business education curriculum content on students' acquisition of requisite job skills for administrative/managerial work in Nigeria?

The analysis of data generated to determine the extent to which business education curriculum content equip students with requisite job skills for administrative work is presented in Table 4.3

Table 4.3: Mean score of the Influence of Business Education Curriculum on Student's Acquisition of Requisite for Clerical and Administrative Work

Option	Total score	Mean score	SD	Decision Rule	Decision
Agreed	9989	2.2	0.63	2.2<2.5	Business education curriculum content does not equip students with requisite skills for clerical and administrative work
Disagreed	8156	1.8			
Total	18145	4			

Source: Result of fieldwork 2012/2013

The summary of data used to answer the question two is as presented in Table 4.3. From the Table, respondents that opined that Business education curriculum equips students with requisite skills for clerical and administrative work scored 9989 points

representing 2.2 weighted mean with mean deviation of 0.63. Those that disagreed had 8156 (1.8). Based on the analysis, calculated value was 2.2 lower than the benchmark value of 2.5. The result therefore revealed that business education curriculum in Nigeria federal universities did not provide students with requisite Job skills required for clerical and administrative work in Nigeria. Detail of the result is presented in Appendix VI B

4.2.3 Research Question Three:

What is the influence of business education curriculum content on students' acquisition of requisite Job skills of 21st century in Nigeria?

The result of data used to determine the influence of business education curriculum content on students' acquisition of requisite Job skills of 21st century is as presented in Table 4.4

Table 4.4: Mean score of the Influence of Business Education Curriculum on Student's Acquisition of Requisite Skills of 21st Century

Option	Total score	Mean score	SD	Decision Rule	Conclusion
Agreed Disagreed	12535 10663	2.2 1,8	0.68	2.2<2.5	Business education curriculum does not equip students with requisite Job skills needed in 21st century.
Total	23198	4.0			

Source: Result of fieldwork 2012/2013

Table 4.4 presents the results of data used to answer research question three. The summary of the result revealed score of 12535 representing 2.2 weighted mean and standard deviation value of 0.68 from respondents, who opined that business education curriculum content equips students with requisite skills needed in 21st century. Those that had divergent views had 10663 (1.8), and based on the result, calculated weighted mean was found to be 2.2 less than 2.5 benchmark to agree, hence the researcher concluded that

the curriculum of business education in Nigeria federal universities does not provide students with essential skills required for employability in 21st century. Details of the result is in Appendix VI C

4.2.4 Research Question Four:

What is the influence of business education curriculum content on students' acquisition of entrepreneurial and vocational skills for self-reliance in Nigeria?

Analysis of respondent's opinion used to determine the influence of business education curriculum content on students' acquisition of entrepreneurial and vocational skills for self-reliance is as presented in Table 4.5.

Table 4.5: Mean score of the influence of Business Education Curriculum on Student's Acquisition of Entrepreneurial and vocational skills for self-reliance

Option	Total score	Mean score	SD	Decision Rule	Remark
Agreed	7594	2.2	0.59	2.2<2.5	Business education curriculum content does not adequately equip students with entrepreneurial and vocational skills for self-reliance
Disagreed	6324	1.8			
Total	13918	4.0			

Source: Result of fieldwork 2012/2013

Result of items 44 to 54 used to answer research question four is as presented in Table 4.5. The summary of the result shows that respondents that agreed business education curriculum content equips students with entrepreneurial and vocational skills for self-reliance scored 7594, equivalent to 2.2 weighted mean. The standard deviation was 0.59. Those who had contrary opinion had 6324 points representing 1.8 weighted mean. From the analysis, calculated weighted mean was 2.2<2.5 index for agreed. The result therefore shows that business education curriculum in Nigeria federal universities do not adequately equip students with entrepreneurial and vocational skills for self-reliance. Details of the result is in Appendix VI D

4.2.5 Research Question Five:

What is the difference in the mean views of students based on their universities on influence of business education curriculum content on their acquisition of entrepreneurial and vocational skills for self reliance?

Analysis of difference in the mean opinion of respondents used for answering research question five is as presented in Table 4.6

Table 4.6: Analysis of the Difference in the Responses from the nine Universities on Influence of Business education Curriculum on Students Self-Reliance

Institution	Total			Mean Score	SD	Decision Rule	Conclusion
	Agreed	Disagreed	score				
A.T.B. Bauchi	700	678	1378	2.0	0.58	2.0 < 2.5	Disagree
A.B.U. Zaria	716	691	1407	2.0	0.55	2.0 < 2.5	Disagree
F.U.T. Ado-Ekiti	900	690	1590	2.3	0.61	2.3 < 2.5	Disagree
F.U.T. Yola	751	740	1491	2.0	0.54	2.0 < 2.5	Disagree
N.A.U. Awka	621	699	1320	1.9	0.58	1.9 < 2.5	Disagree
Uni. Benin	1116	700	1816	2.6	0.79	2.6 > 2.5	Agree
Uni. Calabar	880	616	1396	2.5	0.77	2.5 = 2.5	Agree
Uni. Maduguri	726	790	1516	1.9	0.52	1.9 < 2.5	Disagree
Uni. of Nigeria Nssuka	1184	720	1904	2.5	0.78	2.5 = 2.5	Agree

Source: Result of fieldwork 2012/2013

Table 4.6 presents the analyses of data used to answer research question five. The mean scores of the first group of universities were less than 2.5. From the Table, N.A.U. Awka and University of Maduguri had mean scores of 1.9 each. A.T.B.U. Bauchi, A.B.U. Zaria and F.T.U Yola scored 2.0 respectively, while F.U.T. Ado-Ekiti had 2.3. Based on the results the respondents from these universities had the opinion that business education curriculum does not equip students with skills for self-reliance. Those that held contrary opinion were from University of Calabar, University of Nigeria Nssuka with scored 2.5 and University of Benin with the highest mean of 2.6. The mean score of these

universities were greater than benchmark score of 2.5 for agreed. Hence the researcher concluded that university of Calabar, University of Nigeria Nssuka and University of Benin University equip their students requisite skills for self-reliance.

4.2.6 Research Question Six:

What is the difference in the mean views of students based on their universities on influence of business education curriculum content on their acquisition of skills for employability in 21st in Nigeria?

Result of items used to answer research question six is as presented in Table 4.7

Table 4.7: Analysis of the Difference in the Responses from the nine Universities on the Influence of Business Education Curriculum on requisite Job skills of 21st

Institution	Total			Mean Score	SD	Decision Rule	Conclusion
	Agreed	Disagreed	Score				
A.T.B. Bauchi	720	670	1390	2.1	0.54	2.1 < 2.5	Disagree
A.B.U. Zaria	721	682	1403	2.1	0.58	2.1 < 2.5	Disagree
F.U.T. Ado-Ekiti	757	690	1447	2.1	0.51	2.1 < 2.5	Disagree
F.U.T. Yola	760	745	1505	2.0	0.57	2.0 < 2.5	Disagree
N.A.U. Awka	640	695	1335	1.9	0.56	1.9 < 2.5	Disagree
Uni. Benin	1160	704	1864	2.5	0.78	2.5 > 2.5	Agree
Uni. Calabar	920	611	1533	2.4	0.63	2.4< 2.5	Disagree
Uni. Maduguri	736	799	1536	1.9	0.52	1.9 < 2.5	Disagree
Uni. of Nigeria Nssuka	1180	728	1908	2.5	0.75	2.5 = 2.5	Agree

Source: Result of fieldwork 2012/2013

Table 4.7 presents the results of data used to determine the difference in the mean score of universities on the influence of independent variable on dependent variable in research question six. From the Table, respondents who opined that business education curriculum does not equip students with requisite Job skills of 21st century were from University of Maduguri and N.A.U. Awka with mean score of 1.9 each. F.U.T. Yola had 2.0; A.T.B.U. Bauch, A.B.U. Zaria and F.U.T. Ado-Ekiti had 2.0 each while University of

Calabar had the highest mean score in this group with 2.4. Respondents that held contrary views were from University of Benin and University of Nigeria Nssuka with a mean score of 2.5 each. Hence the researcher concluded that, University of Benin and University of Nigeria Nssuka provide their students with generic skills for 21st century employability.

4.3. Test of Null Hypotheses

Results of data collected from fieldwork used to test the null hypotheses is as presented in Table 4.8 to 4.14

Null Hypothesis One: *Business education curriculum content has no significant influence on students' acquisition of requisite job skills for teaching profession in Nigeria.*

Logistic Regression analysis used to determine the influence of independent variable on dependent variable in the null hypothesis as presented in Table 4.8

Table 4.8: Regression analysis of Respondents opinion on the Influence of Business Education Curriculum on Student's Acquisition of Requisite Skills for Teaching Profession

Model	B	Std. Error	T	R-crit	R-cal	R^2	Adjusted R^2	Sig.
TRS	5.694	.648	8.787					
BEC	0.053	.015	3.665	0.088	.860	.740	.696	.000

Source: Result of fieldwork 2012/2013

From the Table, the computations indicated calculated R value of .860 greater than critical R-value of 0.088 at $\alpha = 0.05$, the observed value of ($R = 0.860$) was significant. The summary from the regression analysis Beta, the constant has a value of 5.694 indicating that the regression equation needs to be adjusted by 5.694 in order to get regression equation relating to BEC with TRC. The result indicates 74% of the variability in TRS determined by BEC. The result shows that business education curriculum content

significantly equips students with requisite skills required for teaching profession. Hence the null hypothesis is not retained

Null Hypothesis Two: *Business education curriculum content has no significant influence on students' acquisition of requisite job skills for administrative work in Nigeria.*

Regression analysis for test of null hypothesis two is as presented in Table 4.9

Table 4.9: Regression Analysis of Respondents opinion on the Influence of Business Education Curriculum on Students' Acquisition of Requisite Skills for Administrative work in Nigeria

Model	B	Std. Error	T	R-crit	R-cal	R-cal^2	Adjusted R^2	Sig.
AW	2.584	1.933	1.337					
BEC	0.018	.015	1.200	0.088	0.061	0.004	0.002	.174

Source: Result of fieldwork 2012/2013

The summary of the regression analysis shows calculated R value of 0.061 which is less than R-value of 0.088 at 0.05 alpha levels. The observed Value (R=0.061) is not significant. The summary from the regression analysis Beta, the constant has a value of 2.584 indicating that the regression equation needs to be adjusted by 2.584 in order to get regression equation relating to BEC with AW. The R^2 was observed to be 0.004, indicating that only 0.4% of the variance in the AW is influence by BEC. Hence BEC has no significant influence on student's acquisition of AW. Therefore, the null hypothesis is retained

Null Hypothesis Three: *Business education curriculum content has no significant influence on students' acquisition of requisite Job skills of 21st century in Nigeria.*

Result of test of null hypothesis three is as presented in Table 4.10.

Table 4.10: Regression Analysis of Respondents opinion of Influence of Business Education Curriculum on Student's Acquisition of requisite Job skills of 21st Century

Model	B	Std. Error	T	R-crit	R-cal	R-cal^2	Adjusted R^2	Sig.
21st RES	3.412	2.185	1.562					
BEC	0.020	.015	1.333	0.088	0.056	0.003	0.002	.192

Source: Result of fieldwork 2012/2013

The result of regression analysis used to test the null hypothesis revealed calculated R value of 0.056 which is less than R-value of 0.088 at 0.05 levels of significance. The observed Value (R=0.056) is not significant. The value of Beta, the constant is 3.412 indicating that the regression equation needs to be adjusted by 3.412 in order to get regression equation relating to BEC with 21st RES. The R^2 value is 0.003, indicating that only 0.3% of the variance in the 21st RES is determining by BEC. The analysis shows that BEC has no significant influence on student's acquisition of 21st RES. Therefore, the null hypothesis is retained

Null Hypothesis Four: *Business education curriculum content has no significant influence on students' acquisition of entrepreneurial and vocational skills for self-reliance in Nigeria.*

Regression analysis of influence of business education curriculum content on student's acquisition of entrepreneurial and vocational skills for self-reliance is as presented in Table 4.11.

Table 4.11: Regression Analysis of the Influence of Business Education Curriculum on Student's Acquisition of Entrepreneurial and vocational skills for self-reliance

Model	B	Std. Error	T	R-crit	R-cal	R-cal^2	Adjusted R^2	Sig.
EVSSR	2.922	2.175	1.343					
BEC	0.025	.015	0.167	0.088	0.064	0.004	0.003	.182

Source: Result of fieldwork 2012/2013

The summary of regression analysis used to test null hypothesis four shows R calculated value of 0.064 is less than 0.088 R-critical at 0.05 level of significance. The observed Value (R=0.064) is not significant. The value of Beta, the constant is 2.922 indicating that the regression equation needs to be adjusted by 2.922 in order to get regression equation relating to BEC with EVSSR. The R^2 value is 0.004, indicating that only 0.4% of the variance in the EVSSR is determining by BEC. The result therefore shows that BEC has no significant influence on student's acquisition of EVSSR. Therefore, the null hypothesis is retained

Null Hypothesis Five: *There is no significant difference in the mean views of students based on their universities on influence of business education curriculum content on their acquisition of entrepreneurial and vocational skills for self reliance.*

Analysis of Variance (ANOVA) used to determine the mean difference respondents in Null hypothesis five is presented in Table 4.12

Table 4.12: Analysis of Difference in the Mean response of students from the nine Universities in terms of Influence of Business Education Curriculum on Student's Acquisition of Entrepreneurial and vocational skills for self-reliance

	Sum of Squares	Df	Mean Square	F-Cal	F. Crit	Sig.
Between Groups	96.76	9	10.75	2.77	2.60	.02
Within Groups	3441.94	568	6.06			
Total	3538.70	577	16.81			

Source: Result of fieldwork 2012/2013

Result of ANOVA used to test null hypothesis five is as presented in Table 4.12. From the Table, the sum of squares between groups was 96.76 with degree of freedom of 9 and mean square stood at 10.75. On the other hand, sum of squares within groups was

3441.94, the degree of freedom was 568 and the mean square was 6.06. The F-cal was 2.77 greater than 2.60 F-crit. This can also be seen in alpha value the result 0.02 < 0.05 indicating that difference exists in the mean responses of federal universities on the influence of business education curriculum content on student's acquisition of entrepreneurial and vocational skills for self-reliance. Hence the null hypothesis was not retained.

HO6: *There is no significant difference in the mean views of students based on their universities on influence of business education curriculum content on their acquisition of skills for employability in 21st in Nigeria.*

Analysis of variance (ANOVA) used to determine the mean difference respondents in Null hypothesis six

Table 4.13: Analysis of Difference in the Mean response from the nine Universities in terms of Influence of Business Education Curriculum on Students' Acquisition of Requisite Skills of 21st Century

	Sum of Squares	Df	Mean Square	F. Cal	F. Crit	Sig.
Between Groups	141.93	9	15.77	2.94	2.60	.02
Within Groups	3044.09	568	5.36			
Total	3186.02	577	21.13			

Source: Result of fieldwork 2012/2013

Result of test of null hypothesis six is as presented in Table 4.13. The Analysis revealed values of Sum of Squares for between groups and within groups to be 141.93 and 3044.09, the degrees of freedom stood at 9 and 568, with Mean Square values of 15.77 and 5.36 respectively. The F-cal value was 2.94>2.60 F. crit. The Alpha value was 0.02 less than 0.05 significance value. The analysis therefore revealed that there were significant differences exist in the mean responses of federal universities on the influence

of business education curriculum requisite Job skills s of the 21st century. Hence the null hypothesis not retained.

4.4 Summary of major Findings

Based on the data analysed, the following findings are presented

1. In the test of null hypothesis one, the result shows the calculated r value of 860 was greater than table value of 0.088, hence the finding shows that, business education curriculum content equips students with requisite job skills for teaching.
2. The study further revealed P<.174 in test of null hypothesis two, this therefore indicates that, business education curriculum content has equips students with enough requisite job skills for administrative work in Nigeria.
3. Analysis of data used in test null hypothesis three in Table 4.10 shows the r-cal was less than the r-crit (0.056<0.088). The result therefore shows that, business education curriculum content has no equips students with enough requisite Job skills s of 21st century.
4. Result of test of null hypothesis four in Table 4.11 shows that calculated r-value was less than r-critical (0.064<0.088), this analysis therefore shows that, business education curriculum content has no influence on students acquisition of entrepreneurial and vocational skills for self-reliance in Nigeria.
5. ANOVA used to test null hypothesis five shows F-cal value of 2.77 against F-Crit of 2.60, (P<0.02), the result indicates that, significant difference exist in the mean responses of students' about influence of business education curriculum content on

their acquisition of skills of entrepreneurial and vocational skills for self reliance in Nigeria

6. Result of ANOVA used to determine null hypothesis six in Table 4.13 shows that F-calculated value was greater than F-critical (2.94>2.60), (P<.02). The result of the study therefore shows that, difference exists in the views of students' about influence of business education curriculum content on their acquisition of skills for employability in 21st in Nigeria.

4.5 Discussion of the Findings

(i) The study in Table 4.2 and 4.8 revealed that business education curriculum content in Nigerian federal universities equipped students with requisite skills required in teaching profession. This finding concurred with what was obtained by other researchers such as Stephen (2010) and Imeokparia & Ediagbonya (2012) who posited that business education curriculum has potentials to reinforce students with knowledge, skills, attitudes, and values for gainful employment and be efficient in teaching profession. They had also indicated further that current level of skills possessed by Business Education graduates is good enough for them to secure placement in classroom.

(ii) The result of Table 4.3 and 4.9 shows that business education curriculum content does not provide students with skills needed for administrative/managerial fieldwork. This finding agreed with the result obtained from Bennis and James (2005) who observed that business education programme is facing intense criticism for failing to impart useful skills, to prepare leaders, instill norms of ethical behaviour and even

lead graduates to corporate administrative job. Supporting this view, Oduma (2006) noted that business education graduates job applicants face employment challenges from the pertinent areas of work competencies. This continued to be the source of business education job applicants' misfortune in recruitment exercises. Similar vein Brett, Mark and Craig (2012) observed that the emerging gap between graduate attributes and what industries required is attributed to lack of requisite Job skills needed for managerial roles.

(iii) Furthermore, the research work in Table 4.4 and 4.10 shows that Business education curriculum in federal universities in Nigeria does not provide students the opportunity to acquire requisite Job skills needed in 21st century. This opinion was shared by Ahmed (2009) who observed that the emergence of many new trends, including the rise in technology, the change in the industrial profile, the changes in the labour market profile, the growing need for trained, experienced and skilled workers are affecting the future careers of business education students in Nigeria, Grubb et al. (1991) held the opinion that business education graduates are receiving an unprecedented criticism and challenges in the labour market caused by mismatch knowledge and skills. The author added that the inconsistent globalization trends and technological advances have increased the time span of graduates in the labour market. Supporting this, Mihai (2010) observed that the emergence of many new trends, including the rise in technology, the change in the industrial profile and the changes in the labour market are not integrated in higher institutions curriculum. He

added that the present curriculum does not match the labour market needs of 21st century.

a. Table 4.5 and 4.10 revealed that curriculum content of business education in federal universities in Nigeria does not equip students with vocational skills needed for self-reliance. The work of Okebukola (2001) had earlier shown that there was graduate unemployment and that universities tend to produce fewer graduates in certain areas of vocational skills. Jurie and Gideon (2006) added that vocational skills that will facilitate self-reliance of graduates are not integrated in the curriculum of business/management education in Nigeria tertiary institutions. Derman & Levin (2007) maintained that business and management education placed too much emphasis on theory and quantitative analysis; little emphasis on qualitative factors; much emphasis on tools, concepts and models; much emphasis on bureaucratic management; and little emphasis on entrepreneurial and vocational activities.

(iv) A survey conducted shows that the curriculum content of business education in the nine federal universities does not equip students with entrepreneurial and vocational skills for self-reliance. The finding agreed with Fatunla (2001) who had earlier show that most educated Nigerians have been used to white collar jobs provided by the government or large companies. There was no culture of training for self employment. Okebukola Sofoluwe (2007) Ahmed (2009) further added that the inability of higher education to provide vocational skills to students for self-reliance and self-sufficiency has resulted into youth joblessness which is responsible for increasing incidence of social ills among the youths. This is partly due to the curricula

of the universities and other tertiary institutions, which lay emphasis on training students for "white-collar jobs".

(v) According to the empirical results of the study, no significant difference exist in mean responses of federal universities on the influence of business education curriculum content on student's acquisition of entrepreneurial and vocational skills for self-reliance. By this particular analysis, the finding is in agreed with Ahmed (2009) who observed that the resources provided to vocational and technical education are inadequate, facilities and equipment supplied do not march the expanding intake students, teachers are not motivated to teach practical skills and when students were not actively participating in the training. These inadequacies of facilities and equipment are a hindrance to a pursuit of the critical objectives of providing training and subsequent self-reliance upon graduation.

(vi) In addition, the study revealed that there is significant difference in mean responses of federal universities on the influence of business education curriculum content on student's acquisition of requisite Job skills in 21st century. The differences in the magnitude of requisite Job skills of 21st century was not surprising as the curriculum of some universities is more current than others, in addition, facilities and equipment available are not the same. The result of the findings corroborated the study by Jubril (2010) who maintained that business education programme in first generation universities are most successful in terms of teaching facilities and equipment needed for successful implementation of curriculum. Similarly, Palmer (2007) observed that training provided to business education students in some universities is generally low.

He added that in most universities, training involve passive or rote learning and no practical. Ahmed (2009) opined that due to the outdated nature of curriculum in Nigerian universities, teaching and learning in some universities as passive recipients training. He stressed that there has been a largely 'top down' supply driven process of skills transfer that ignored generic skills of 21st century.

The observed difference in the respondents' opinion as seen research question & null hypothesis five (as seen in Table 7 & 13) and research six & null hypothesis six (as seen in Table in 8 and 14) could be as a result of difference in the curriculum content of the programme in which some universities emphasized on theory while others integrates theory and practical. In addition, some universities have sufficient modern facilities and equipment used for teaching and learning of practical. The result therefore shows that curriculum and facilities appear to be an important precondition for student learning, provided that other conditions are present that support a strong academic program in the school. A previous study by John (2010) has also linked difference on school achievement to curriculum, its implementation, available facilities and manpower. He argued that teaching resources, teachers' skill, and curriculum play a vital role in education.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter is presented under the following sub-headings

5.1 Summary

5.2 Conclusion

5.3 Recommendations

5.4 Suggestions for further study

5.1 Summary

The research work investigated influence of business education curriculum contents on students' acquisition of requisite job skills and job opportunities in Nigeria. The study had six specific objectives, six research questions and six null hypotheses were formulated. The researcher adopted descriptive survey design. Seventy three (73) lecturers and six hundred and two (602) students were involved in the study. Four rating structured questionnaire was used for data collection, using weighted mean score of at least 2.5 as the benchmark for agree. Null hypotheses one to four were tested using 'Regression analyses' while ANOVA were employed to test null hypotheses five and six. All the null hypotheses were tested at 0.05 levels of significance. The study revealed the following findings:-

Based on the data collected and analyzed, one of the results of the findings indicated that business education curriculum content significantly equipped students with requisite skills required for teaching profession. Supporting this finding, the test of null

hypothesis one indicated that 77% of estimate of the variance on students' acquisition of requisite skills for teaching is attributed to curriculum contents of business education

The results from the data generated for the study shows that business education curriculum in Nigerian federal universities do not provide students with requisite Job skills required for clerical and administrative work. Test of null hypothesis two further confirmed the result, the analysis shows that Business education curriculum content has no significant influence on student's acquisition of requisite job skills for clerical and administrative work was retained.

The analysis of data collected used to answer research question three indicated calculated value score of 2.2<2.5 benchmark for agree. The result there shows that curriculum of business education in Nigerian federal universities do not provide students with essential skills required for their employability in the 21st century. Test of null hypothesis three further affirmed the finding.

Result of the research question four revealed the calculated mean score of 2.2<2.5 index score for agree, this implies that business education curriculum in Nigeria federal universities do not adequately equip students with entrepreneurial and vocational skills for self-reliance. This was further confirmed by result of null hypothesis four which revealed that business education curriculum content has no significant influence on student's acquisition of entrepreneurial and vocational skills for self-reliance was retained.

The result also shows that the mean response of university of Calabar, University of Nigeria Nssuka and University of Benin University are greater or equal to the benchmark score for agree, while the result of other universities are less than the

benchmark score. Hence, there is difference in the mean responses of Nigerian federal universities on the influence of business education curriculum content on student's acquisition of entrepreneurial and vocational skills for self-reliance. The result was asserted by result of ANOVA used to test null hypothesis five. The analysis shows the calculated value 2.77 greater than 2.60 F-crti value, indicating that difference exists in the mean responses of federal universities on the influence of business education curriculum content on student's acquisition of entrepreneurial and vocational skills for self-reliance. Thus the null hypothesis was rejected.

Analyses of data generated to determine the difference in mean responses of federal universities on the influence of business education curriculum content on student's acquisition of requisite Job skills of 21st century revealed that, university of Benin and University of Nigeria Nssuka have the mean score of 2.5 each which are equal to the index score for "agree". This implies that the only curriculum content of the two universities equip their students' with generic skills of 21st century, and others do not. Test of null hypothesis six further corroborate the finding. In the test, the F-calculated value was 2.94 greater than F-critical value of 2.60. The analysis therefore revealed that significant differences exist in the mean responses of federal universities on the influence of business education curriculum requisite Job skills of the 21st century. Hence the null hypothesis was rejected.

5.2 Conclusion

The findings of this study present a number of issues and challenges on requisite skills and job opportunities of graduates of business education from federal universities in

Nigeria. Based on the six objectives that the research work addressed, the researcher concluded:-

(i) that curriculum contents of business education equip students with skills required for them to join the labour market as teachers, compete with their mates, secure the job and perform effectively in the fieldwork.

(ii) that business education graduates were not equip with skills and competencies required for gainful employment in office and administrative fieldwork. The inference of the study is that, the possibility of business education graduates to secure administrative and clerical job in Nigeria will be stymied by their generic skills.

(iii) that business education graduates are not well equipped with requisite skills required in 21st century. The implication of the result is that the prospect of business education graduate to secure job in Nigeria will be thwarted by lack of generic skills required by employers of labour in 21st century.

(iv) that business education graduates are deficient in technical skills, conceptual analytical skills and managerial skills needed to initiate business for self-reliance. Thus, most of the graduates will be depending on white-collar jobs.

(v) that there was difference in the curriculum contents of business education in federal universities in Nigeria. As a result, graduates of business education from universities that their curriculum content equipped them with vocational skills have the potentials to become self-reliance. While whose curriculum content is deficient of vocational skills will depend solely on white collar jobs.

(vi) that business education graduates from some federal universities in Nigeria do not have the same skills. By implication, graduates from some other universities were equipped with requisite job skills required in the 21st century, enter labour market comfortably, compete with other colleagues and have brighter chance to secure job in Nigeria.

5.3 Recommendations

The study investigated requisite skills in the curriculum content of business education in federal universities in Nigeria and job opportunities. Based on the findings of the study, the following recommendations were made:-

1. Curriculum of business education needs an in-depth review. This would enable the graduates respond to social goals, economic realities and future life challenges. This should be done by selecting contents that are consistent with emergent and anticipated needs of the society.
2. To solve the problem of requisite job skills require in 2[1st] century, modern technology should be integrated into the curriculum of business education programme in universities. In addition, Government, Institutions, Non Governmental Organizations (NGOs) including philanthropists should assist to provide modern infrastructural facilities and Instructional materials to business education programme, this will ease transmission of generic for employability of graduates in the 2[1st] century.
3. To adequately provide students with requisite skills require for administration and clerical works, the six months period of Students Industrial Works Experience

Scheme (SIWES) should be extended. The coordinator of the scheme should ensure that students carryout their training in places related to their fields and they should be properly supervised by school-based and industry-based supervisors.

4. Business education programme in federal universities should be mandated to establish Entrepreneurship Education Centre. The Centre should be equipped with all the modern facilities which could enrich the students with both theoretical and practical skills. This will help to provide students with practical skills needed for successful business management.
5. Employability of business education graduates should become reference points for the strategic development of the curriculum by taking into account that a modern, dynamic society is driven by new knowledge, new technologies, and new information and communication skills.
6. Business education lecturers should adopt methodology that will aid self discovery and problem-solving ability which allows learners the opportunity for creativity should be entrenched into the curriculum of business education in Nigeria federal universities.
7. Head of the Departments (HOD) and Head of the Section (HOS) should ensure that business education curriculum is fully implemented. This will help to strengthen students' attitude toward positive learning and enhance the acquisition of requisite Job skills and competencies required in the labour market.

5.4 Suggestions for Further Studies

Following the literature of the study, the researcher recommends further study in the following areas:-

1. Influence of Business Education Curriculum in Nigerian Federal Universities on Students Career development and their Employability in Nigeria
2. Influence of Generic Skills of Business Education Students on their Employability and Job Performance in Nigeria
3. Influence of Emerging Generic Skills of business education students in Nigerian Universities on and their Employability and fieldwork in the Technological Era in Nigeria.

5.5 Limitations of the Study

The researcher meets four main limitations in this study, which were:-

1. There are a lot of due process and delay to have the approval of Head of Department to administer questionnaire in some institutions.
2. It was not easy to have access to students in the research work. The researcher or his assistant have to employed the service of lecturers in the affected institutions before students co-operate to fill the questionnaire items.
3. Effort by the researcher to conduct interview with students was in vain, even those that cooperated were not ready to open up.
4. Some students deliberately refused to tick the name of their institutions, this makes their questionnaire invalid. However, face to face interaction with the respondents, co-opting of lecturers in each institution as research assistant and

filling questionnaire of each institution in a separate folder assisted in reducing the impact of the limitations on the outcome of the result of the study.

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Appendix I

Sample Determination Table

Table 1. Sample size for ±3%, ±5%, ±7% and ±10%
Precision Levels Where Confidence Level is 95% and P=.5.

Size of	Sample Size (n) for Precision (e) of:			
Population	±3%	±5%	±7%	±10%
500	A	222	145	83
600	A	240	152	86
700	A	255	158	88
800	A	267	163	89
900	A	277	166	90
1,000	A	286	169	91
2,000	714	333	185	95
3,000	811	353	191	97
4,000	870	364	194	98
5,000	909	370	196	98
6,000	938	375	197	98
7,000	959	378	198	99
8,000	976	381	199	99
9,000	989	383	200	99
10,000	1,000	385	200	99
15,000	1,034	390	201	99
20,000	1,053	392	204	100
25,000	1,064	394	204	100
50,000	1,087	397	204	100
100,000	1,099	398	204	100
>100,000	1,111	400	204	100

a = Assumption of normal population is poor (Yamane, 1967). The entire population should be sampled.

Table 2. Sample size for ±5%, ±7% and ±10% Precision Levels Where Confidence Level is 95% and P=.5.

Size of	Sample Size (n) for Precision (e) of:		
Population	±5%	±7%	±10%
100	81	67	51
125	96	78	56
150	110	86	61
175	122	94	64
200	134	101	67
225	144	107	70
250	154	112	72
275	163	117	74
300	172	121	76
325	180	125	77
350	187	129	78
375	194	132	80
400	201	135	81
425	207	138	82
450	212	140	82

Appendix II

Department of Vocational & Technical Education
Faculty of Education,
Ahmadu Bello University,
Zaria.

Dear Sir,

REQUEST TO FILL QUESTIONNAIRE

I am a PhD (Business Education) Student in the above mentioned Department, conducting a research study on "Assessment of the Adequacy of University Students' Business Education Curriculum Contents for the Acquisition of requisite Job Skills and Job Opportunities in Nigeria" This questionnaire is designed to obtain data for the research work. Please, fill the questionnaire as objectively as possible. All the information supplied will be treated as confidential, and used only for the purpose of this study. Hence, the researcher counts on your cooperation**.**

Thank you.

Yours faithfully**,**

ADAMU Ibrahim
(PhD/Educ/1809/2010-2011)

SECTION A

Instructions for Data Collection

1. Please, tick (✓).

Staff Personal Data;

Institution

(a)	Ahmadu Bello University, Zaria	[ ]
(b)	Tafawa Balewa University, Bauchi	[ ]
(c)	Federal University of Technology, Yola	[ ]
(d)	University of Benni, Benin city	[ ]
(e)	University of Calabar, Calabar	[ ]
(f)	University of Nigeria, Nssuka	[ ]
(g)	University of Maiduguri, Maduguri	[ ]
(h)	Nnamdi Azikwe University, Awka	[ ]
(i)	Federal University of Technology Ado-Ekiti, Ado-Ekiti	[ ]

SECTION B

Respondent, are required to respond to the following statement by ticking as applicable. Note; the responses are rated from four to one as follows;-

S/NO	Option	Abbreviation
1	Strongly Agreed	SA (4 points)
2	Agreed	A (3 points)
3	Disagreed	D (2 points)
4	Strongly disagreed	SD (1 point)

SECTION B: Questionnaire Items

Influence of Business education curriculum content on students' acquisition of requisite job skills for teaching profession in Nigeria.					
S/No	Questionnaire item	S.A	A	D	SD
1.	The objective of business education is to develop student's skills in teaching profession.				
2.	The curriculum content of business education programme in your universities provides students with skills and competency to meet the challenges required during teaching.				
3.	The curriculum of business education of your institution equips students with skills required in classroom management techniques.				
4.	The curriculum of business education of your institution provides students with skills required for effective use of instructional materials in teaching.				
5.	The curriculum of business education of your institution provides students with knowledge to determine appropriate method to adopt while in the classroom.				
6.	The training provided in business education in Nigeria Federal universities w of your institution provide students with strategies to manage their classes effectively				
7.	Business education curriculum of your institution encourages development of work-related foundation skills for teaching all the business subjects				
8.	The curriculum content of business education of your institution expands the use of customized training of students that enables them to meet challenges of computer technology in teaching profession				
9.	Teaching approaches used in business education in universities are geared towards improving creativity and learning modes that will support the development of professional competences of school administrative work.				
10.	Methods adopted in teaching in business education in your institution equip students with skills of setting standard questions.				
11.	The methods of teaching used in business education in your institution have limited skills transfer capacity that will enable graduates meet up the challenges of career in teaching				
Influence of Business education curriculum content on students' acquisition of requisite job skills for administrative work in Nigeria.					
12	The SIWES provides students with an opportunity to apply their knowledge in real work and actual practice.				
13	The curriculum of business education programme in your institution enable students gain skills and competencies needed to work as accountant, clerk or				

	administrative.				
14	The curriculum of business education in your institution provides students with skills and competencies required for preparing accounting records.				
15	Skills and knowledge acquired in business education programme in your institution is related to current reality of clerical and administrative work in offices.				
16	Skills in curriculum of business in your institution are in line with the requirements of office work in the era of technology.				
17	SIWES makes students to be effective in handling files and taking of minutes in office.				
18	Exposing students to SIWES as part of the curriculum of business education of your institution provides them with the skills, to use the modern office machines, and equipment effectively.				
19	Six months of industrial attachment in the curriculum of business education is sufficient to equip students' needs and expectations required for clerical work in the office.				
20	Experience of SIWES expands the students' use to provide training that enables students work with colleagues in the fieldwork.				
21	SIWES in the curriculum of business education helps in developing student's skills and understanding that will make the graduates understand how to work with others in office.				
22	Practical experiences gained from SIWES, expose students to practical skills required for smooth transition from school to working place, as specified by Industrial Training Fund.				
23	SIWES in the curriculum of business education prepares students' transition from school to the world of work easier, and enhance your contacts for later job placement				
24	SIWES experience provides business students with skills, to write reports and take minutes of meetings.				
25	Students Industrial training provides business students with skills, required for office administrative work				
Influence of Business education curriculum content on students' acquisition of requisite Job skills of 21st century in Nigeria.					
26	Business Education programme in your institution equips students with job skills required for effective office administrative work of 21st century.				
27	Materials used in teaching business students blend thinking and innovation skills to meet employers' needs.				
28	Modern technologies are integrated into the curriculum of Business education programme in your institution that enable students to gain skills to meet up with				

	the technological innovations of 21st century				
29	Curriculum of business education provides students with skills to cope with your challenges of internet facilities				
30	Curriculum of business education in your institution emphasized on the use of computer technology in teaching.				
31	Business education programme in your institution equips students with new skills and restructure priorities in applying technology gadgets found in offices				
32	Despite the computer age, manual typewriter is still used for keyboarding learning in your institution.				
33	Facilities used in teaching business education course in your institution provide knowledge that makes the graduates develops right attitudes and skills in the field work in the 21st century				
34	Curriculum of business education in your institution prepare students on the challenges of 21st century				
35	Facilities and equipment used in teaching business education in your institution enable students to respond better to the changing needs and expectations in practical experience				
36	Technical knowledge and craft skills provided in the curriculum of business education in your institution enable graduates to secured jobs easily				
37	Curriculum of business education programme in your institution provides students with skills of modern technology required for job opportunities.				
38	Skills taught in business education programme in Nigerian Federal universities provides students with efficiency to develop their professional competences for work in financial institutions.				
39	Curriculum of business education in your institution enables graduates of the programme to be skillful, to meet the challenges of working required in different areas in this technological era.				
40	Employability skills and competency provided to business education students in your institution widen your job opportunities in the labour market				
41	curriculum of business education in your institution produce trained human resources with qualification that are accepted by prospective employers				
42	Skills provided in business education curriculum in your institution enables graduates to work effectively in office as secretaries.				
43	The curriculum of business education in your institution provides the needed competencies expected in different fields of endeavour.				
44	Curriculum content of business education of your institution develops students entrepreneur skills for self reliant				

Influence of Business education curriculum content on students' acquisition of entrepreneurial skills for self-reliance in Nigeria.					
45	Curriculum of business education of your institution provides students with vocational skills, needed to set up a proper business plans on graduation				
46	Curriculum of business education of your institution promotes entrepreneur skills and entrepreneurial vision of students for self employment				
47	Training provided in business education of your institution plays a crucial role on orientating students, to inculcate the spirit of self employment on graduation.				
48	Curriculum of business education of your institution equips students with vocational skills for self employed on graduation.				
49	Curriculum of business education emphasis on skill-acquisition and sound scientific knowledge, that enable students to use their hands and machine for the purpose of production, maintenance and self-reliance				
50	Training provided in business education of your institution imparts necessary skills, leading to the production of craftsmen and other skills among graduates for their enterprising and self-reliant.				
51	The nature of training provided to business students in your institution promotes students' entrepreneurs vision, to start new venture and develop potentiality to succeed in business organisation.				
52	Business education curriculum of your institution provides training that students work effectively as manager in a company				
53	Curriculum of business education in your institution provides students' with competencies needed to work in data processing industries				
54	Students of business education are equipped with knowledge, attitudes and skills that enables them gain job as stenographers.				

Appendix III

endix IV (A)

S/N	Questionnaire Item	SA	A	D	SD	TA	TD	Mean	Decision
1.	The objective of business education is to develop student's skills in teaching profession.	624	504	316	95	1128	411	2.9	Agree
2.	Curriculum content of business education programme in your universities provides students with skills and competency to meet the challenges required during teaching.	600	498	328	98	1098	426	2.9	Agree
3.	The curriculum of business education of your institution equips students with skills required in classroom management techniques.	596	405	336	125	1001	461	2.7	Agree
4.	Curriculum of business education of your institution provides students with skills required for effective use of instructional materials in teaching.	400	528	406	98	928	514	2.6	Agree
5.	Curriculum of business education of your institution provides students with knowledge to determine appropriate method to adopt while in the classroom.	404	564	356	105	968	461	2.7	Agree
6.	Training provided in business education in Nigeria Federal universities w of your institution provide students with strategies to manage their classes effectively	424	558	320	124	982	444	2.8	Agree
7.	Business education curriculum of your institution encourages development of work-related foundation skills for teaching all the business subjects	520	435	346	129	955	475	2.7	Agree
8.	Curriculum content of business education of your institution expands the use of customized training of students that enables them to meet challenges of computer technology in teaching profession	412	519	306	148	931	454	2.7	Agree
9.	Teaching approaches used in business education in universities are geared towards improving creativity and learning modes that will support the development of professional competences of school administrative work.	592	492	332	99	1084	431	2.9	Agree
10.	Methods adopted in teaching in business education in your institution equip students with skills of setting standard questions.	400	573	338	118	1128	426	2.9	Agree
11.	The methods of teaching used in business education in your institution have limited skills transfer capacity that will enable graduates meet up the challenges of career in teaching	560	420	330	131	980	461	2.7	Agree
Total						**11183**	**4964**	**2.8**	**Agree**

Appendix IV (B)

S/N	Questionnaire Item	SA	A	D	SD	TA	TD	Mean	Decision
12.	SIWES provides students with an opportunity to apply their knowledge in real work and actual practice.	336	261	472	170	597	642	1.9	Disagree
13.	The curriculum of business education programme in your institution enable students gain skills and competencies needed to work as accountant, clerk or administrative.	424	300	352	190	724	542	2.3	Disagree
14.	Curriculum of business education in your institution provides students with skills and competencies required for preparing accounting records.	424	549	320	127	973	447	2.7	Agree
15.	Skills and knowledge acquired in business education programme in your institution is related to current reality of clerical and administrative work in offices.	320	420	446	131	740	577	2.2	Disagree
16.	Skills in curriculum of business in your institution are in line with the requirements of office work in the era of technology.	312	300	452	173	612	625	2.0	Disagree
17.	SIWES makes students to be effective in handling files and taking of minutes in office.	336	381	532	100	717	632	1.9	Disagree
18.	Exposing students to SIWES as part of the curriculum of business education of your institution provides them with the skills, to use the modern office machines, and equipment effectively.	420	210	402	191	630	593	2.1	Disagree
19.	Six months of industrial attachment in the curriculum of business education is sufficient to equip students' needs and expectations required for clerical work in the office.	400	429	400	133	829	533	2.4	Disagree
20.	Experience of SIWES expands the students' use to provide training that enables students work with colleagues in the fieldwork.	300	399	460	136	699	596	2.2	Disagree
21.	SIWES in the curriculum of business education helps in developing student's skills and understanding that will make the graduates understand how to work with others in office.	300	315	452	180	615	632	2.2	Disagree
22.	Practical experiences gained from SIWES, expose students to practical skills required for smooth transition from school to	400	270	412	171	670	583	2.1	Disagree

	working place, as specified by Industrial Training Fund.								
23.	SIWES in the curriculum of business education prepares students' transition from school to the world of work easier, and enhance your contacts for later job placement	412	420	406	130	832	536	2.4	Disagree
24.	SIWES experience provides business students with skills, to write reports and take minutes of meetings.	312	390	440	146	702	586	2.2	Disagree
25.	Students Industrial training provides business students with skills, required for office administrative work	340	309	456	170	649	632	2.4	Disagree
Total						9989	8156	2.2	Disagree

Appendix IV (C)

S/N	Questionnaire Item	SA	A	D	SD	TA	TD	Mean	Decision
26.	Business Education programme in your institution equips students with job skills required for effective office administrative work of 21st century.	328	264	470	171	592	641	1.9	Disagree
27.	Materials used in teaching business students blend thinking and innovation skills to meet employers' needs.	400	303	364	198	703	562	2.2	Disagree
28.	Modern technologies are integrated into the curriculum of Business education programme in your institution that enable students to gain skills to meet up with the technological innovations of 21st century	400	408	370	162	808	532	2.4	Disagree
29.	Curriculum of business education provides students with skills to cope with your challenges of internet facilities	324	411	452	130	735	582	2.2	Disagree
30.	Curriculum of business education in your institution emphasized on the use of computer technology in teaching.	300	309	450	174	609	624	2.0	Disagree
31.	Business education programme in your institution equips students with new skills and restructure priorities in applying technology gadgets found in offices	328	387	530	101	715	631	2.1	Disagree
32.	Despite the computer age, manual typewriter is still used for keyboarding learning in your institution.	400	240	404	190	640	594	2.1	Disagree
33.	Facilities used in teaching business education course in your institution provide knowledge that makes the graduates develops right attitudes and skills in the field work in the 21st century	404	420	406	132	824	538	2.4	Disagree
34.	Curriculum of business education in your institution prepare students on the challenges of 21st century	280	390	480	139	670	619	2.1	Disagree
35.	Facilities and equipment used in teaching business education in your institution enable students to respond better to the changing needs and expectations in practical experience	304	309	456	179	613	635	2.0	Disagree
36.	Technical knowledge and craft skills provided in the curriculum of business education in your institution enable graduates to secured jobs easily	396	249	426	172	645	598	2.1	Disagree
37.	Curriculum of business education programme in your institution provides students with skills of modern technology required for job opportunities.	400	399	422	134	799	556	2.4	Disagree
38.	Skills taught in business education programme in Nigerian Federal	308	378	442	150	686	592	2.1	Disagree

	universities provides students with efficiency to develop their professional competences for work in financial institutions.								
39.	Curriculum of business education in your institution enables graduates of the programme to be skillful, to meet the challenges of working required in different areas in this technological era.	340	300	458	172	640	630	2.0	Disagree
40.	Employability skills and competency provided to business education students in your institution widen your job opportunities in the labour market	388	240	432	174	628	606	2.0	Disagree
41.	curriculum of business education in your institution produce trained human resources with qualification that are accepted by prospective employers	412	432	400	130	844	530	2.5	Agree
42.	Skills provided in business education curriculum in your institution enables graduates to work effectively in office as secretaries.	392	387	400	145	779	545	2.4	Disagree
43.	The curriculum of business education in your institution provides the needed competencies expected in different fields of endeavour.	300	304	478	170	604	648	1.9	Disagree
Total						**12535**	**10663**	**2.2**	**Disagree**

Appendix IV (D)

S/N	Questionnaire Item	SA	A	D	SD	TA	TD	Mean	Decision
44.	Curriculum content of business education of your institution develops students entrepreneur skills for self reliant	336	258	300	156	594	456	2.3	Disagree
45.	Curriculum of business education of your institution provides students with vocational skills, needed to set up a proper business plans on graduation	396	300	366	199	696	565	2.2	Disagree
46.	Curriculum of business education of your institution promotes entrepreneur skills and entrepreneurial vision of students for self employment	388	360	386	164	748	550	2.3	Disagree
47.	Training provided in business education of your institution plays a crucial role on orientating students, to inculcate the spirit of self employment on graduation.	300	411	452	138	711	590	2.2	Disagree
48.	Curriculum of business education of your institution equips students with vocational skills for self employed on graduation.	312	300	400	199	612	599	2.0	Disagree
49.	Curriculum of business education emphasis on skill-acquisition and sound scientific knowledge, that enable students to use their hands and machine for the purpose of production, maintenance and self-reliance	348	399	512	101	747	613	2.2	Disagree
50.	Training provided in business education of your institution imparts necessary skills, leading to the production of craftsmen and other skills among graduates for their enterprising and self-reliant.	404	201	424	192	605	616	2.0	Disagree
51.	The nature of training provided to business students in your institution promotes students' entrepreneurs vision, to start new venture and develop potentiality to succeed in business organisation.	400	426	410	130	826	540	2.4	Disagree
52.	Business education curriculum of your institution provides training that students work effectively as manager in a company	288	396	490	130	684	620	2.1	Disagree
53.	Curriculum of business education in your institution provides students' with competencies needed to work in data processing industries	340	393	400	170	733	570	2.3	Disagree
54.	Students of business education are equipped with knowledge, attitudes and skills that enables them gain job as stenographers.	398	240	430	175	638	605	2.1	Disagree
Total						**7594**	**6324**	**2.2**	**Disagree**