



RELEVANCE OF BUSINESS EDUCATION IN THE TRANSFORMATION OF NIGERIAN ECONOMY: PERCEPTION OF BUSINESS EDUCATORS IN RIVERS STATE TERTIARY INSTITUTIONS

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Abstract

The study investigated the relevance of Business Education programme in Rivers State tertiary institutions as a vehicle for transforming the Nigerian economy. The study adopted a descriptive survey design. Three research questions and three hypotheses guided the study. The population for the study comprised of 87 Business Educators from RSU, IAUE and FCE(Tech) Omoku, Rivers State. The entire population was studied due to its manageable size. Instrument for data collection was a 24-item structured questionnaire titled "Questionnaire on Transforming Nigerian Economy through Business Education (QTNEBE) developed on a 4-point rating scale by the researcher and duly validated by experts in the field. The reliability coefficient 0.82 was determined using the test-retest method and PPMC. The mean and standard deviation was employed in answering the research questions while ANOVA was used in testing the hypotheses at 0.05 level of significance. Findings from the study revealed that Business Education can transform the Nigerian economy through youth empowerment and job creation. Findings also revealed that the relevance of the programme is challenged by factors such as poor funding, poor public image of the programme, dearth of qualified business educators, poor implementation of the curriculum among others. The study concluded that Business Education is very effective in bringing about the desired transformation the nation and its citizens are craving through its youth empowerment and job creation roles it offers and as such very significant in curbing challenges such as unemployment, poverty reduction, insecurity and economic instability in the country. Based on the findings and conclusion of the study, it was recommended among others that enrolment into Business Education programme especially at the higher education level should be encouraged; government and stakeholders should create awareness on the relevance of Business Education programme to individuals, society and the state at large, through seminars, conferences and workshops.

Keywords: Business Education; Transforming; Relevance; Nigerian Economy; Sustainable Development;



Introduction

Nigeria is the most populous nation in Africa and the largest economy in the continent. A multi-ethnic and culturally diverse nation endowed with an abundance of natural resources with the potential of becoming a great economy with enormous production and consumption activities. Nigeria is Africa's biggest oil exporter and also has the largest natural gas reserves in the continent. It has the highest nominal GDP in Africa with a large and viable capital market. Despite these endowments, the nation is faced with diverse economic challenges such as high youth unemployment, high poverty, high inflation, lower standard of living, high corruption rate, loss of manpower, currency devaluation, high level of insecurity, increase in youth restiveness, social vices and more that has virtually stagnated the economy. (Abubakar, 2016; Edokpolor&Oduma, 2018). Businesses are encountering difficulties in growth and expansion; there is decline in real income, slow down of industrial production, salary cuts, increase in job losses and a big decrease in consumer spending. The general standard of living is low making life difficult for the average Nigerian (Adenubi, 2017). These myriads of economic problems are clear indications of the need to transform the economy so as to bring about the desired changes that the nation and its citizens are craving.

Transformation according to Anyachie and Areji (2015) is a dynamic process that involves empowering people and bringing about purposeful changes that contributes to social and economic wellbeing and advancement. Economically, it brings about improvement in human welfare, quality of life and social well-being and can be measured using a range of economic indicators such as: Inequality Adjusted Human Development Index (IHDI), Gross Domestic product (GDP), Purchasing Power Parity, GDP per Capita, unemployment rate among others. The authors further asserted that transformation encapsulates the process of economic, political and social development of the individual and the society and that it involves the acquisition of human potentials, proper understanding and management of the environment and the resources for sustained human wellbeing.

The goal of transformation is to promote sustainable economic growth, development, productivity and unemployment reduction that will ensure the satisfaction of human needs and aspirations. These in the opinion of Msheila (2013) can only be achieved in every sector of the Nigerian economy through functional skill-oriented education that can help build her economy on the principle of self-reliance. This corroborates the assertion of Wolugbom (2018) that Nigeria still wallows in abject poverty and social socio-economic backwardness due to her inability to build her economy on the principle of self-reliance through skill acquisition via functional skill-oriented educational programmes that can help boost economic activities of the nation. A functional skill-oriented education will result in the creation of jobs, poverty reduction, human capital development, manpower development and improved economic activities in the nation.

Education has been recognised and adopted by nations as an instrument for national development and change having identified, established and reflected its relevance on the objectives of the National Policy on Education in Nigeria as the process that helps individuals acquire appropriate skills, abilities and competencies to develop both mentally and physically (FRN, 2014). Its importance to a nation cannot be over emphasized and obviously a genuine key to economic growth, development, technological advancement and economic empowerment. In recognition of this fact, the governments commit immense resources to ensure the provision of education for their citizens and also modify their policies towards ensuring that it is made accessible to all citizens (Oyebade, Oladipo & Adetoro, 2008). Abdulkarim and Osiah (2014) noted that federal and state governments of Nigeria through various institutions are in continuous design and implementation of educational programmes that can empower the youths with knowledge and skills for self-reliance, self-employment and good citizenship to serve as refuge for youth empowerment, job creation, and human capital development in the long run.



This explains why the Federal Government of Nigeria (2017) in its plan for economic recovery and growth (2017-2022) stipulated that the shift in global economy have changed the skills required of the work force. Thus, the onus lies with educational sector to prepare its products to meet the demand of the changing technological and economic environment, thereby helping to revamp the economy. This implies that meaningful economic changes and transformation can only be achieved through the education of the citizens and that economic transformation, growth and development will remain an illusion without functional education which seems to be the only remedy to achieving this purpose. This validates the assertion Darling-Hammond (2010) that the key to transforming the economy lies in improving the quality of education with more emphasis on vocational and technical education (Business Education) as the gateway to the economic transformation of any nation.

One of such education designed to achieve this purpose is Business Education programme especially in higher education. Business Education has been recognized globally as a tool for empowering people, especially the youths, for sustainable livelihood and socio-economic development (Yusuff & Soyemi, 2012). It is an indispensable part of the general education that educates individuals for and about business, covering a wide range of economic activities (Ubulom, 2012). FRN (2014) described Business Education as an aspect of the general education that involves the acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of the economy and social life. Amesi and Gianmi (2018) asserted that this programme was established to impart youths with practical and employable skills that will enable them function effectively in the Nigeria economy. It is an aspect of education that includes education for business, teaching, office occupation, business administration as well as for economic understanding (Althanasius, 2019). To Ikpesu (2019) it is a body of knowledge that has been systematically designed to develop in students, skills and understanding, which will enable them, identify and explore economic opportunities and make them responsible citizens in the society.

Business Education was introduced as an aspect of functional vocational education needed to reduce economic challenges through self-reliance. It has among others, a mandate to graduate individuals who will be self-reliant and committed to putting the Nigeria economy back on track. Today, many African nations are given more attention to Business Education and training as reflected in their national and regional policies (Okon & Usoro, 2014). There is no doubt that the application of the various skills and knowledge acquired through Business Education will foster the desired transformation, development and growth of the economy as reflected in the goals for vocational and technical education (FRN, 2014): to train manpower in applied sciences, technology and in business; to provide the technical knowledge and vocational skills necessary for economic development and to give training and impart the necessary skills to individuals who shall be self-reliant economically.

The general philosophy of the programme involves the development of high calibre professionals who will become social engineers of change in every facet of the economy (National Universities Commission, 2018). Based on this philosophy, the objectives of the Business Education programme, borne out of the needs of industry, commerce and the society (Shaibu & Ahmadu, 2015) include; producing manpower endowed with analytical and critical knowledge of the major factors in contemporary business world to influence the development of a virile economy, empowering educators who will propel social changes through education both intellectually in attitudes, skills, values and worldviews; producing educators with entrepreneurial skills to enable them to be self-reliant (Otamiri, 2010; RSU, 2017, NUC, 2018).

Business Education, in tertiary institutions, encompasses several skill-oriented disciplines such as Accounting, Management, Marketing, and Office Management Technology providing practical skills for students who may want to move into and improve their career in business; giving them the opportunity of becoming teachers, accountants, secretaries, marketers, managers, business executives, entrepreneurs, financiers, business managers, self-employed, computer analyst,



economist, business consultants, insurance persons, in different areas of specializations (Althanasius, 2019). By implication, through knowledge and training acquired from these skill-oriented programmes, Business Education serves as a catalyst to the transformation and development of the economy by re-directing the mindset of teeming youths towards productive ventures giving the nation a proactive measure of solving economic problems via Business Education. According to Okoye (2016) the introduction of the programme into the school curriculum is a panacea for solving economic problems through employment generation. The author further asserted that Business Education is a key driver in any economy in the sense that it has the capability of producing competent, skilful, dynamic and entrepreneurial minded individuals who will effectively compete in the world of work and contribute effectively towards the nation's social and economic development. Thus, the relevance of Business Education in transforming the economy cannot be over emphasized. In line with the objectives of the programme, the role of Business Education in economic transformation include among others:

1. Encouraging self-employment through the creation of small-scale businesses as a panacea to unemployment and poverty challenge confronting the Nigerian economy.
2. Helping individuals to develop innovative and creative minds in business. Innovation and creativity will help individual to develop new ideas, ways and businesses that will thrive in the Nigerian economy and increase productivity;
3. Promoting effective utilization and mobilization of capital and skills.
4. Business Education through entrepreneurship will promote the export trade as an important feature to economic development;
5. Linking various facets of the economy to constitute market that will encourage economic growth and
6. Business Education is an avenue for job creation, as it offers to individuals a broad range of business opportunities that can spur the Nigerian economy to greater heights.

Amaewhule (2017) asserted that the dynamic nature of the programme makes it highly desirable not only for solving unemployment problems and stemming youth restiveness and other antisocial behaviours; it also gingers the economic development of the nation. In the author's opinion, Business Education with entrepreneurship efforts will bring about increase in GDP; wealth creation, products and services, leading to linkage effects and development of technology which will eventually give rise to massive industrialization. Similarly, Okafor, Awak and Jah (2019) opined that the programme exposes recipients to the economic systems of the country and equip them with lifelong skills that would enable them make reasonable judgement as producers (entrepreneurs), employers or consumers of goods and services.

There is no doubt that Business Education deals with the economy, identifying and explaining the role of business as an economic institution and providing content and experience that will train recipients for effective participation as citizens and consumers and by its nature and design relevant in addressing economic challenges such as poverty, unemployment, insecurity, loss of manpower, and much more through youth empowerment, human capital development, job creation, consumer education etc .This paper therefore examines the perception of Business Educators in Rivers State Tertiary institutions as implementers of the programme on the Relevance of Business Education programme in transforming the Nigerian economy.

Statement of the Problem

There is no doubt that, despite being blessed with enormous resources, Nigeria still faces numerous economic challenges especially with a blast of the recent pandemic linked recession. The nation is currently on the path of recovery. To stimulate economic transformation and growth Nigeria needs skill-oriented programmes that can help to build her economy on the principle of self-reliance (Enahoro, 2016). The federal and state governments of Nigeria through various institutions are



continuously designing and implementing educational programmes that can serve as refuge for youth empowerment, job creation, and human capital development in the long run (Abdukarim & Osiah, 2014). This simply implies that functional education seems to be the only remedy to achieving this purpose.

Business Education programme has been identified as a functional skill-oriented education designed to equip individuals with knowledge, skills and attitudes, making them active agents of transformation in the Nigerian economy. Going by the above, the question is, what is the relevance of Business Education programme in transforming the Nigerian economy to bring about the much-desired transformation that the nation and its citizens are craving?

Research Questions

The following research questions were answered by the study:

1. What is the relevance of Business Education programme in transforming the Nigerian economy through youth empowerment?
2. What is the relevance of Business Education programme in transforming the Nigerian economy through job creation?
3. What are the challenges of Business Education Programme in transforming the Nigerian Economy?

Hypotheses

The following null hypotheses formulated to guide this study were tested at 0.05 level of Significance:

1. There is no significant difference in the mean response of Business Educators in RSU, IAUE and FCE on the relevance of Business Education programme in transforming the Nigerian economy through youth empowerment.
2. There is no significant difference in the mean response of Business Educators in RSU, IAUE and FCE on the relevance of Business Education programme in transforming the Nigerian economy through job creation.
3. There is no significant difference in the mean response of Business Educators in RSU, IAUE and FCE on the challenges of Business Education Programme in Transforming the Nigerian Economy?

Methodology

The study was carried out in Rivers State of Nigeria. The design of the study was a descriptive survey and the population comprised of 18, 42 and 27 from Rivers State University (RSU), Ignatius Ajuru University of Education (IAUE) and Federal College of Education Omoku (FCT) respectively, a total of 87 Business Educators from the three selected tertiary institutions. The entire population was studied due to its manageable size as such the study did not adopt any sample/sampling technique. The instrument used for the study was a self-structured questionnaire titled "Questionnaire on Transforming Nigerian Economy through Business Education (QTNEBE)" developed by the researcher from insight gained from literatures reviewed. The questionnaire was divided into two parts; A and B. Session A sought personal information of the respondents while section B elicited information on the perception of Business Educators regarding the research questions. The instrument was a 24-item questionnaire drafted on a 4-point rating scale as follows: Strongly Agree (SA) = 4 points), Agree (A) = 3 points), Disagree (D) = 2 points), and strongly Disagree (SD) = 1 point). The instrument was subjected to face and content validity by the research experts in the field of Business Education. Reliability coefficient of 0.82 was obtained using the test retest method and Pearson Product Moment Correlation (PPMC). The instrument was personally administered and retrieved by the researcher with the help of two trained research assistance. Data collected were analysed using mean and standard deviation for the research questions and Analysis of variance (ANOVA) to test the hypotheses at 0.05



level of significance. Any mean score of 2.50 and above will be considered as Agree while mean score below 2.5 will be considered as Disagree. The decision rule for the hypotheses analysis is: If the F-calculated value is greater than the F-critical value; reject the null and conclude significant difference. Thus, the null hypothesis is accepted if the f-calculated is less than f-critical (table value).

Results

The results of the study were obtained from the respondents is shown below:

Research question 1: What is the relevance of Business Education programme in transforming the Rivers State economy through youth empowerment?

Table 1: Mean responses on the Relevance of Business Education programme in transforming the Nigerian economy through youth empowerment

S/N	ITEM	RSU		IAUE		FCT		REMARK
		\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	
	What is the relevance of Business Education in transforming the Nigerian Economy through youth Empowerment							
1	Produce youths that will become active wealth creators and agents that will stimulate economic development and transformation.	3.54	0.74	3.52	0.68	3.56	0.74	Agree
2	Expose students with experiences to be self-reliant and useful members of society and the world of work.	3.21	0.69	3.40	0.71	2.70	1.04	Agree
3	Promotes better understanding of individual relationship in business and place of business in the Nigerian economy.	3.19	0.62	3.26	0.72	3.16	0.68	Agree
4	Provision of training that will empower youths to be creative and innovative entrepreneurs in the economy.	3.11	0.71	3.07	0.72	3.18	0.63	Agree
5	Encourage individuals to identify viable business opportunities that will grow the Nigerian economy.	3.00	0.59	3.15	0.68	3.25	0.78	Agree
6	Educate youths to discourage exploitation which would deter socio-economic growth of the society.	3.68	0.67	3.20	0.75	3.57	0.69	Agree
7	Educate youths for and about business and the place of business in the economy.	3.14	0.67	3.43	0.68	3.25	0.70	Agree
8	Empower youths with training and skills that to function well as entrepreneurs in the global economy.	3.64	0.63	3.47	0.72	3.53	0.71	Agree



Grand Mean/SD	3.31	0.67	3.31	0.71	3.28	0.75	Agree
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Source: Research Data, 2021

The responses of the respondents from table 1 show items with mean scores ranging from 2.70- 3.64, indicating their acceptance. The grand means of 3.31, 3.31 and 3.28 from RSU, IAUE and FCT respectively are indications that the Business Educators are of the opinion that Business Education programme is very relevant in transforming the Nigerian economy through youth empowerment. The standard deviation scores of 0.67, 0.71 and 0.75 respectively reveal that their response values were compactly distributed. This implies that respondents had about the same opinions as regards their extent of agreement.

Research question 2: What is the relevance of Business Education programme in transforming the Nigerian economy through job creation?

Table 2: Mean response on Relevance of Business Education programme in Transforming the Nigerian Economy through Job Creation

S/ N	ITEMS	RSU		IAUE		FCT		REMARK
		\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	
1	Business education curriculum prepares youths for self-employment.	3.71	0.65	3.59	0.66	3.71	0.56	Agree
2	Youths are exposed to numerous job opportunities through which they can contribute to national development.	3.59	0.64	3.56	0.64	3.59	0.63	Agree
3	Business Education offers a broad range of business opportunities that individuals can fit into within the system for economic development.	3.47	0.65	3.49	0.67	3.46	0.63	Agree
4	Encourage the creation of small-scale ventures as a panacea to unemployment challenge.	3.22	0.68	3.26	0.65	3.38	0.53	Agree
5	Helps in poverty reduction by providing economically self-reliant individuals in diverse areas of the economy	3.63	0.55	3.61	0.60	3.52	0.58	Agree
6	Promotes export trade as an important feature to economic development	2.83	0.72	3.00	0.75	2.97	0.77	Agree
7	Encourage the acquisition of appropriate skills, abilities, knowledge and experiences as a solid foundation for job creation which leads to rapid economic transformation.	3.25	0.67	3.23	0.59	3.40	0.58	Agree
8	Business Education encourage the start-up and growth of dynamic businesses that will provide high value-added advantage to the Nigerian economy.	3.25	0.77	3.19	0.73	3.25	0.82	Agree



Grand Mean/SD	3.37	0.66	3.24	0.66	3.41	0.64	Agree
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Source: Research Data, 2021

The responses of the respondents from table 2 show items with mean scores ranging from 2.83- 3.71, indicating their acceptance. The grand means of 3.37, 3.24 and 3.41 from RSU, IAUE and FCT respectively are indications that the Business Educators are of the opinion that Business Education programme is very relevance in transforming the Nigerian economy through job creation. The standard deviation scores of 0.66, 0.66 and 0.64 respectively reveal that their response values were compactly distributed. This implies that respondents had about the same opinions as regards their extent of agreement.

Research question 3: What are the challenges of Business Education Programmes in Transforming the Nigerian Economy?

Table 5: Challenges of Business Education Programme in transforming the Nigerian Economy

S/ N	ITEMS	RSU		IAUE		FCT		REMARK
		\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	
1	Poor funding of Business Education at all levels	3.71	0.52	3.75	0.49	3.85	0.35	Agree
2	Dearth of qualified business educators	3.59	0.62	3.55	0.55	3.54	0.51	Agree
3	Inadequate infrastructure, instructional resources, tools and equipment	3.46	0.63	3.46	0.61	3.37	0.65	Agree
4	Lack of self-empowerment	3.49	0.72	3.20	0.71	3.42	0.54	Agree
5	Poor public image of the Business education programme	3.15	0.76	3.13	0.71	3.15	0.78	Agree
6	Poor implementation of the Business Education curriculum	3.32	0.65	3.22	0.59	3.31	0.74	Agree
7	Incessant strike actions	3.31	0.53	3.24	0.57	3.40	0.58	Agree
8	Inadequate research	3.15	0.65	3.22	0.70	3.23	0.81	Agree
Grand Mean/SD		3.39	0.64	3.35	0.62	3.41	0.62	Agree

Source: Research Data, 2021

Table 3, reveals the perception of Business Educators on the challenges of Business Education programmes in transforming the Nigerian economy with grand means of 3.39, 3.35 and 3.41 for the respondent's groups. This indicates that the respondents agreed that there are obvious challenges confronting business education programmes arising from the state of the Nigerian economic situation. The standard deviation values of 0.64, 0.62 and 0.62 for RSU, IAUE and FCT is an indication that the respondents were not far from each other in their responses.



Test of Hypotheses

Hypothesis 1: There is no significant difference in the mean response of Business Educators of Rivers State University (RSU), Ignatius Ajuru University of Education (IAUOE), and Federal College of Education (FCE) on the relevance of Business Education programme in transforming the Nigerian economy through youth empowerment.

Table 4: Summary of ANOVA on the Relevance of Business Education programme in transforming the Nigerian economy through youth empowerment.

Source of variance	Sum of squares	Degree of freedom	Mean square	Level of significance	F-cal.	F-crit.	Decision
Between groups	9	2	4.5				
Within groups	182	84	2.2	0.05	2.05	3.15	Accepted
Total	191	86					

Source: Field Survey Data 2021

The summary of ANOVA result as on the relevance of Business Education programme in transforming the Nigerian economy through youth empowerment as presented in table 4 showed the F-calculated value as 2.05 less than the f-critical value of 3.15 at 0.05 level of significance and 2 and 84 degree of freedom. The researcher consequently accepts the null hypothesis and therefore concluded that there is no significant difference in the perception of Business Educators as regards the relevance of Business Education programme in transforming the Nigerian economy through youth empowerment.

Hypothesis 2: There is no significant difference in the mean response of Business Educators in RSU, IAUOE and FCE on the relevance of Business Education programme in transforming the Nigerian economy through job creation.

Table 5: Summary of ANOVA on the relevance of Business Education programme in transforming the Nigerian economy through job creation.

Source of variance	Sum of squares	Degree of freedom	Mean square	Level of significance	F-cal.	F-crit.	Decision
Between groups	9.4	2	4.7				
Within groups	190.3	84	2.3	0.05	2.04	3.15	Accepted
Total	199.7	64					

Source: Field Survey Data 2021,

The analysis of variance (ANOVA) presented in Table 5 above on the relevance of Business Education programme in transforming the Nigerian economy through job creation revealed that the F-calculated value of 2.04 is less than the f-table value of 3.15 at 0.05 level of significance and 2 and 84 degree of freedom. This implied that, there is no significant difference in the mean response of the three respondents' groups as regards the relevance of the Business Education programme in



transforming the Nigeria economy through creating job opportunities. Therefore, the null hypothesis of no significant difference was upheld.

Hypothesis 3: There is no significant difference in the mean response of Business Educators in RSU, IAUOE and FCE on the challenges of Business Education programme in transforming the Nigerian economy.

Table 6: Summary of ANOVA on the Challenges of Business Education programme in transforming the Nigerian economy.

Source of variance	Sum of squares	Degree of freedom	Mean square	Level of significance	F-cal.	F-crit.	Decision
Between groups	7.2	2	3.6				
Within groups	190.3	84	2.27	0.05	1.59	3.15	Accepted
Total	197.5	64					

Source: Field Survey Data 2021,

The analysis of variance (ANOVA) presented in Table 6 above on the challenges of Business Education programme in transforming the Nigerian revealed that the F-calculated value of 1.59 is less than the f-table value of 3.15 at 0.05 level of significance and 2 and 84 degree of freedom. This implied that, there is no significant difference in the mean response of the three respondents' groups as regards the challenges faced by Business Education programme in transforming the economy.

Discussion of Findings

Findings of the study from research question one regarding the relevance of Business Education in transforming the Nigerian economy through youth empowerment showed an agreement by respondents that Business Education is relevant to Nigerian economic transformation via: preparing youths to become wealth creators and agents of transformation, exposing youths to training and experiences, providing better understanding of the business world, creativity and innovation as entrepreneurs among others. This finding strengthens the view of Babalola (2007) who asserted that the empowerment of the youth is the empowerment of the nation as it is an avenue for economic transformation. It also corroborates the view of Amaewhule (2017) that Business Education through the advancement of its role provides for the empowerment and self-reliance of students through the development of skills in the various skill-oriented disciplines of the programme and other related areas for students. Nwanaka and Amaechule (2011) also asserted that Nigeria will be able to reduce her economic challenges, if she has citizens who have been empowered in their various field of specialization. There is no doubt through Business Education youth empowerment role the Nigerian economy can be revamped. The programme empowers recipients in diverse practical aspects of business operations such as identifying business opportunities, exploiting viable opportunities through creation of new products and services, discovering new markets to existing products and services, applying creative packaging system and distributive approaches to facilitate product and service distribution.



Results from research question two indicated the relevance of Business Education in transforming the Nigerian economy through job creation. Findings with respect to this research question also revealed an agreement by the respondents on all items. Business Education can contribute to the transformation of the economy through: motivating youths for self-employment, exposing youths to numerous job opportunities, encouraging the creation of small-scale businesses, encouraging the acquisition of skills among youths and so on. This is in line with the view of Kulo, Effah and Okudare (2011) that Business Education provides for acquisition of relevant practical skills which are translated into job creation and self-employment after graduation. It also supports the assertion by Okoye (2016) that Business Education helps in the reduction of unemployment by contribute immensely to generation of employment opportunities in across Nigeria. This also implies that through Business Education job creation role unemployment and poverty as major challenge of Nigeria can be mitigated.

Generally, findings of the study proved that Business Education programme is a vital tool for economic transformation. These findings have far-reaching implications for government and education stakeholders on the relevance of Business Education to economic transformation.

Conclusion

This paper examined the perception of Business Educators' on the relevance of Business Education programme in transforming the Nigerian economy through youth empowerment and job creation as well as the challenges faced by the programme in a bid to revamping the economy. Based on the findings of the study, the study concludes that Business Education is very relevant and effective to bringing about the desired transformation the nation and its citizens are craving through its youth empowerment and job creation roles it offers. Business education is very significant in curbing the numerous challenges such unemployment, poverty reduction, insecurity and economic instability in the country. However, business education is constrained by in its effort in bringing about this desired change in the Nigerian economy. Thus, it has become imperative that Business Education programme in at all levels of education in the country be strengthen and recognised as the gateway to economic transformation.

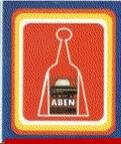
Recommendations

Based on the findings and conclusion of the study, the following recommendations were made by the researcher:

1. Enrolment into Business Education programme especially at the higher education level should be encouraged so that youths can be empowered through training, knowledge and experience received to become self-reliant individuals.
2. Government, stakeholders and other partners of education should device strategies that will take graduates of Business Education out of the street and create opportunity for them to translate knowledge, training and skills acquired to creation of jobs that will sustain the Nigerian economy.
3. Government should improve on the funding of Business Education programme across the country at all levels by introducing a finance scheme for the programme that can be sustained. Financial aids in form of grants, sponsorships and loans should also be provided to youths who are interested in pursuing Business Education.

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