

FACILITY UTILIZATION AND EMPLOYABILITY SKILLS OF BUSINESS EDUCATION STUDENTS

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Abstract

It has been noted that each year, graduates from business education program are not able to find gainful employment and unemployment has a significant negative impact on poverty, homelessness, hopelessness, family cohesion, and other social evils. The study examined how business education students in Adamawa State Nigeria utilized the resources and their employable abilities. The study sought answer to three research questions and two null hypotheses were tested at alpha level of 0.05. Descriptive survey designed was adopted for the study. The population for the study was made up of 430 final-year business education students from three public tertiary institutions in Adamawa State. Using Taro Yammane, a sample of 208 respondents was taken from the population. The 208 were drawn from the entire population of final-year business education students using purposive sampling technique. The Facility Utilization and Students' Employability Skills Questionnaire (FUSESAQ), which has a Cronbach reliability coefficient of 0.83, was used to collect data. Mean statistics and standard deviation were utilized to answer the research questions, and regression analysis was employed to test the study's hypotheses. results of the data analysis showed that business education students at the selected tertiary institutions in Adamawa State rarely used instructional facilities for learning; The study concluded that graduates of business education may acquire inadequate employability skills as a result of inefficient use of instructional facilities for teaching and learning. Therefore, it was recommended that the National Universities Commission, National Board for Technical Education, and National Commission for Colleges of Education should establish standards for facility utilization and strengthen their monitoring and evaluation teams in order to guarantee effective use of instructional facilities by both lecturers and students.

Keywords: Facility utilization, employability skills and business education students

Introduction

Graduates have experienced a tremendous deal of anxiety as a result of the alarmingly high graduate unemployment rate in recent years, as well as widespread concern from the general public. While older graduates prowling the streets looking for employment that hardly exist, many Nigerian higher educational institutions continue to annually produce thousands of new graduates. This circumstance has made the problem of graduate unemployment worse. However, it's crucial to remember that despite these sad events, some firms have continued to complain that the majority of graduates who are available are unable to fill some of their openings because they lack the necessary skills and competencies for performance at work (Ademiluyi, 2019). This indicates that a large number of graduates lack the abilities, knowledge, and skills necessary to function well in work. This suggests that there are gaps in many graduates' educational and training experiences that need to be filled. For example, it is expected that graduates in the twenty-first century would be educated and schooled to



be computer aware, especially students of business education who are required by the design of their curriculum to operate or promote business in today's digitalized commercial environment. (Abdulkarim & Onwuchekwa, 2020).

The use of facilities, such as classrooms, playgrounds, furniture, machinery, and other basic amenities, is referred to as facility utilization. It aims to make it easier for students to acquire the necessary skills, information, attitudes, and competences. The usage of educational facilities sparks student interest and promotes their participation in the teaching and learning process. Additionally, the lack of these facilities will restrict students' knowledge and exposure as well as prevent them from clearly developing their innate talents, which are essential for learning new skills. Utilizing facilities for teaching and learning business education courses is as vital as their provision in order to ensure that students acquire the maximum number of employable skills. (Otum, 2018). According to the Federal Republic of Nigeria (2013), learning facilities are important for the development of the mental, physical, and social abilities and competencies necessary for an individual to live in and contribute to the development of society. Utilizing these instructional and physical resources enhances the lesson's relevance and interest, increases retention, frees up time, gets around classroom obstacles, and enhances students' learning of employability skills for the Business Education program.

A person's capacity to get first job, keep it, and find new employment if necessary is known as employability (Asuquo & Agboola, 2017). Once more, from the perspective of employers, "employability" refers to "work readiness," which is the possession of the skills, knowledge, attitudes, and commercial understanding that will enable new graduates to contribute significantly to organizational goals shortly after beginning employment (Mason, et al., 2016). According to Overtoom (2017), employability skills are vital, practical, and enabling knowledge, skills, and attitudes needed for job success for all Business education students. Employability is seen by Imeokparia and Ediagbonya (2015) from the perspective of the labor market, and they believe that the labor market is a system that connects employers of labor and job seekers. They believe that a job seeker needs a specific set of abilities that will decide his standing in the labor market. These abilities include behaviors and attitudes that help employees get along with their coworkers and managers so they may make wise and thoughtful decisions.

Employers anticipate applicants to have highly developed employability skills so they can contribute right away if hired (Saunders & Zuzel's 2018). They went further to categorize these employable abilities which include interpersonal skills, communication skills, problem-solving skills, customer relation skills, office practice skills, competences skills, core skills, and topic knowledge. These are considered to be career foundational skills. Employability skills are the fundamental knowledge and abilities needed to succeed in the workforce, find a job, grow professionally, and perform successfully (Toland, 2014). Chell (2017) said that the Nigerian educational system's skills development through the Business Education program work as a rehabilitator, re-orientation, motivator, and empowerment of students' employable abilities at any level. Omolayole (2014) emphasized that providing students with a variety of employable skills in universities, polytechnics, and institutes of education will help them become independent, relevant, and useful members of the society, whether they work for the government or for themselves. In the same vein, Nwanaka and Amaefule (2017) pointed out that if students are given adequate vocational training skills, raw materials, machinery, and equipment, Nigeria's social and economic problems will be significantly reduced. Only skilled men can harness, handle, and turn raw materials into completed goods.

Due to the current state of the economy, firms are not willing to send their employees or new hires for training any longer. Instead, employers are searching for candidates who have the skills, knowledge, and competencies required to perform at their best in the workplace right out of school. Shafie and Nayan (2020) believed that employers today are concerned with finding good workers who not only love basic academic skills like reading and writing but also higher order thinking skills, like



learning, reasoning, thinking creatively, initiative, decision-making, problem solving, and personal qualities like team spirit, integrity, adaptability, flexibility, self-directed, and self-management, among others. It would seem reasonable to expect schools to prepare students for the workplace; however, a number of employer-sponsored reports have urged tertiary institutions to put more emphasis on teaching students the "key," "core," "transferable," "soft," "employable," and generic skills required in many different types of employment. Nowadays, most firms operate internationally in order to survive the competition that exists among competitive businesses due to the significant technological changes that have taken place in the world. This transformation has had an effect on how business education program is designed, necessitating high levels of technological use in order for students to compete on a global scale (Jailani, et al., 2015).

Business education is the area of education that a person received with the main goal of helping him develop the necessary attitudes, concepts, knowledge, and skills in business activities for his professional use and for a career as a manager, or teacher, or for wherever else he may find himself in the business world (Ubulom, 2013). In addition, business education is a course of study that provides students with the abilities, information, and attitudes required for employment, career growth, and independence. Adelabu et al. (2014).

Business education is designed to create graduates with the necessary abilities, information, and experiences to operate better in both the workplace and in business. This can be accomplished by using qualified and experienced lecturers' proper teaching, learning environments, methods, and abilities that are not developed among business education students. This is attributed to the applicants for business education's poor acquisition of employability skills; however, adequate provision of instructional facilities does not ensure proper utilization of those facilities; availability of facilities is one thing, proper utilization of those facilities is another. It has been noted that each year, graduates from this skilled program are not able to find gainful employment. In general, unemployment has a significant negative impact on poverty, homelessness, hopelessness, family cohesion, and other social evils like crime, violence, family breakup, alcoholism, kidnapping, robbery, and prostitution. Federal Republic of Nigeria (2013), as stated in the National Policy on Education, seeks to develop its youth into highly skilled and competent citizens capable of competing globally and views Technical Vocational Education and Training (TVET), of which Business Education is an integral part. It is recognized that the majority of institutions in Adamawa State struggle with inadequate facilities and inadequate skill development. Thus, it is important to investigate how much the use of learning facilities affects the acquisition of employability skills among 500-level university undergraduates and NCE III Colleges of Education students studying business education in Adamawa State, Nigeria.

Research questions

Three research questions guided the study

1. To what extent are infrastructural facilities utilized for learning in Business Education courses in Tertiary Institutions?
2. To what extent are instructional facilities utilized for learning in Business Education courses in Tertiary Institutions?
3. What is the extent of students' employability skills acquisition in Business Education program in Tertiary Institutions?

Hypotheses

In line with the research questions the researcher tested the following null hypotheses at 0.05 level of significance.

1. Infrastructural facilities utilization has no significant influence on business education students' employability skills.



2. Instructional facilities utilization has no significant influence on business education students' employability skills.

Methodology

Descriptive survey design was used for this investigation. This research designed was found suitable since it allowed the researcher to collect information on students' perceptions of their facility use and employability skills. Sambo (2015) claimed that survey research focuses on individuals, the essential facts about people, their views, opinions, attitude, motivation, and behaviors. This research strategy was deemed ideal because it is cost-effective in the sense that it allows for generalizations about the full population that was the subject of the investigation and allows for inference from representative samples. The study population consisted of 430 final year Business Education students from Modibbo Adama University (MAUTECH), NCE III from Federal College of Education, Yola and College of Education Hong. Taro Yammane was used to calculate the sample size, which was 208, and a purposive sampling technique was used to select only the final year business education students from a population of 430 because they have been in school for 5 and 3 years, respectively, and are mature enough to respond to questions about their employability skills. This is consistent with Saleh's (2013) assertion that the researcher should choose a sample-by-method that enables the production of an impartial and adequately closed estimate of the relevant population characteristics when it is difficult to investigate the complete population of individuals or objects. The researcher created a 45-item questionnaire for the study titled "Facility Utilization and Students Employability Skills Questionnaire"(FUSESQ) A two-section researcher-designed questionnaire was used to collect the data. The respondents' demographics were questioned in the first section. The second segment was divided into 45 items and was organized using a 4-point rating scale. Its purpose was to elicit answers to the research questions that had been developed. The items were placed on the 4-point rating scale of Very Highly Utilize (VHU- 4points), Highly Utilize (HU- 3points), Fairly Utilize (FU- 2points), Rarely Utilize (RU- 1point) for Section B was on Very High Extent (VHE-4Points) High Extent (HE- 3 Points), Low Extent (LE- 2Points), and Very Low Extent (VLE-1 Point). The items were validated by two lecturers in the department of business and entrepreneurship education while Cronbach Alpha method was used to determine the internal consistency of the instrument reliability yielded coefficient of 0.83. The three selected tertiary schools that are providing Business Education courses in the state were given the 208 copies of the questionnaires with the help of two research assistants. Specifically, 43 students from Modibbo Adama University (MAUTECH), 55 students from Federal College of Education Yola, and 110 students from College of Education, Hong. Every item was duly completed and useful for analysis when it was returned. Mean statistics and standard deviation were employed for the analysis of the data to provide answers to the research questions, and regression analysis was performed to test the null hypotheses at the 0.05 level of significance. For the research questions, things with a score of 2.50 and higher were assessed as being highly utilized and having a high extent, respectively, while items with a score of 2.49 and lower were considered being rarely utilized and having a low extent. For the test of hypotheses, if the probability value was less than or equal to the fixed probability value (0.05) level of significance the null hypotheses was rejected, but if otherwise, the hypothesis was accepted.

Results and Data Analysis

Research Question one: To what extent are infrastructural facilities utilized for learning in Business Education courses in Tertiary Institutions?

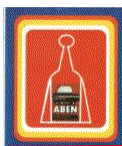


Table 1: Mean and standard deviation of responses on the extent of students' infrastructural facilities utilization

S/N	Items	Mean	SD	Remark
1.	Spacious lecture rooms	2.63	1.02	Highly utilized
2.	Lecture halls	2.79	0.98	Highly utilized
3.	Model offices	2.89	0.64	Highly utilized
4.	Staff offices	2.64	0.91	Highly utilized
5.	Alternative power supply	2.41	1.01	Rarely utilized
6.	Filing cabinets	2.32	0.90	Rarely utilized
7.	Air conditions system	2.43	1.00	Rarely utilized
8.	Fans to support the air conditions	2.65	0.94	Highly utilized
9.	Lecturer's demonstration stands	2.59	0.61	Highly utilized
10.	Water supply	2.75	0.81	Highly utilized
11.	Rest rooms	2.37	1.03	Rarely utilized
Weighted Average		2.59	0.90	Highly utilized

Source: Field Survey, 2021

Analysis of data in Table 1 shows that calculated weighted average mean of 2.59 and standard deviation of 0.90, it shows that business education students highly utilized infrastructural facilities for learning in tertiary institutions in Adamawa State. The Table showed that out of the 11 constructs, business education students highly utilized 7 infrastructural facilities such as spacious lecture rooms (2.63, 1.02), lecture hall (2.79, 0.98), model offices (2.89, 0.64), staff offices (2.64, 0.91), fans to support the air condition (2.65, 0.94), lecturer's demonstration stand (2.59, 0.61) and water supply (2.75, 0.81) while other constructs are rarely utilized. Business education students highly utilized infrastructural facilities because both the aggregate/item-calculated statistical mean are higher than the criterion mean of 2.50. This implies that Business Education students in tertiary institutions in Adamawa State highly utilized infrastructural facilities for learning in business education courses.

Research Question two: To what extent are instructional facilities utilized for learning in Business Education Courses in Tertiary Institutions?

Table2: Mean and standard deviation of responses on the level of students' instructional facilities utilization

S/N	Items	Mean	SD	Remark
12.	New modern typing pool or standard BED lab	2.01	0.81	Rarely utilized
13.	Chalkboards	2.89	0.67	highly utilized
14.	Slides	2.18	0.53	Rarely utilized
15.	Recording machines	2.43	0.80	Rarely utilized
16.	Bank notes counting machines	2.03	0.93	Rarely utilized
17.	Dictation machines	2.01	0.81	Rarely utilized
18.	Cheque writing machines	2.17	1.01	Rarely utilized
19.	Overhead digital projectors	2.14	0.62	Rarely utilized
20.	Digital cameras	2.28	0.75	Rarely utilized
21.	Instructional televisions	2.25	0.71	Rarely utilized
22.	Fax machines	2.64	1.00	highly utilized
Weighted Average		2.28	0.79	Rarely utilized

Source: Field Survey, 2021



Analysis of data in Table 2 shows that calculated weighted average mean of 2.28 and standard deviation of 0.79, it shows that business education students rarely utilized instructional facilities for learning in tertiary institutions in Adamawa State. The Table showed that out of the 11 constructs, business education students highly utilized two instructional facilities such as chalkboard (2.89, 0.67), fax machines (2.64, 1.00) and rarely utilized 9 instructional facilities. This means that instructional facilities are rarely utilized for learning in business education because both the aggregate/item-calculated statistical mean are lower than the criterion mean of 2.50. This implies that Business Education students in tertiary institutions in Adamawa State rarely utilized instructional facilities for learning business education courses.

Research Question Three: What is the extent of students' employability skill acquisition in Business Education in Tertiary Institutions?

Table 3: Mean and standard deviation of responses on the extent of students' employability skill acquisition

S/N	Items	Mean	SD	Remark
23.	Managerial skills	2.71	0.43	High extent
24.	Technical skills	2.83	0.35	High extent
25.	Accounting skills	2.69	0.43	High extent
26.	Marketing skills	2.77	0.46	High extent
27.	Problem solving skills	2.92	0.51	High extent
28.	Interpersonal skills	2.95	0.52	High extent
29.	Values and attitudes skills	2.53	0.48	High extent
30.	Organizational communication skills	3.26	0.58	High extent
31.	Subject matter skills	3.37	0.51	High extent
32.	Commitment	2.59	0.48	High extent
33.	Adaptability	2.83	0.50	High extent
34.	Integrity	2.71	0.65	High extent
35.	Dependability	2.77	0.46	High extent
36.	Reliability	2.89	0.60	High extent
37.	Customer satisfactions	2.64	0.41	High extent
38.	Research and development	2.71	0.66	High extent
39.	Ability to use office equipments and tools	2.61	0.65	High extent
40.	Decision making	2.57	1.13	High extent
41.	Critical thinking skills	2.55	0.65	High extent
42.	Creativity skills	2.69	0.71	High extent
43.	Innovation skills	2.75	0.72	High extent
44.	Human relation skills	2.91	0.63	High extent
45.	Leadership skills	2.62	0.65	High extent
	Weighted Average	2.78	0.57	High Extent

Source: Field Survey, 2021

Analysis of data in Table 3 shows that calculated weighted average mean of 2.78 and standard deviation of 0.57, it shows that business education students acquired employability skills to high extent in tertiary institutions in Adamawa State. The Table showed that the respondents indicated



high extent for all the constructs with mean ranging from 2.53 to 3.37. All the constructs have standard deviation ranging from 0.35 to 1.13. This means the responses are not widely spread as they are close to the mean. This implies that Business Education students in tertiary institutions in Adamawa State acquired employability skills to high extent.

Hypothesis one: Infrastructural facilities utilization has no significant influence on business education students' employability skills.

Table 4: Summary of Regression Analysis of infrastructural facilities utilization and business education students' employability skills

Model	N	R	R Square	Adjusted R Square
1	208	.058	.004	.003

a. Predictor (constant): Infrastructural facilities

b. Dependent Variable: Employability Skills

Table 5 Test of significance

Model	Unstandardized Coefficients		Standardized Coefficients		95% Confidence Interval		
	B	Std. Error	Beta	T	Sig.	Lower Bound	Upper Bound
1 (Constant)	0.546	.113		4.828	0.000	0.322	0.769
Infrastructural Facilities	0.856	0.032	0.921	26.84	0.000	0.793	0.919

Dependent Variable: Employability skills

Table 4 summarizes the regression results of infrastructural facilities and business education students' employability skills. The result indicated that there is a positive relationship between infrastructural facilities and students' employability skills ($R = 0.058$) while R-squared is 0.004 which means that the independent variable (infrastructural facilities) explained 0.03% variations of the dependent variable (employability skills). The test of significance results as presented in Table 5 showed that infrastructural facilities utilization statistically significantly influence Business Education students' employability skills ($B = 0.857$; $t_{(207)} = 0.856$, $P = 0.000$). It indicated that at 5% level of significance there is enough evidence that the regression equation is well specified that infrastructural facilities utilization significantly influence Business Education students' employability skills. Based on this, the null hypothesis was rejected.

Hypothesis two: Instructional facilities utilization has no significant influence on business education students' employability skills.

Table 6: Summary of Regression Analysis of instructional facilities utilization and business education students' employability skills

Model	N	R	R Square	Adjusted R Square
1	208	0.130	0.017	0.012

1. Predictor (constant): Instructional facilities

2. Dependent Variable: Employability Skills



Table 7 Test of significance

Model		Unstandardized Coefficients	Standardized Coefficients	95% Confidence Interval			
		B	Std. Error	Beta	T	Sig.	Lower Bound Upper Bound
1	(Constant)	70.19	9.331		7.523	0.000	51.789 88.597
	Instructional Facilities	4.85	2.680	0.130	1.809	0.002	10.133 0.439

Dependent Variable: Employability skills

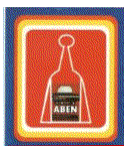
Table 6 summarizes the regression results of instructional facilities utilization and business education students' employability skills. The result indicated that there is a positive relationship between instructional facilities utilization and students' employability skills ($R = 0.130$) while R-squared is 0.017 which means that the independent variable (instructional facilities utilization) explained 0.17% variations of the dependent variable (employability skills). The test of significance results as presented in Table 7 showed that instructional facilities utilization statistically significantly influence Business Education students' employability skills ($B = 4.85$; $t_{(207)} = 1.829$, $P = 0.002$). It indicated that at 5% level of significance there is enough evidence that the regression equation is well specified that instructional facilities utilization significantly influence Business Education students' employability skills. Based on this, the null hypothesis was rejected.

Discussion of Findings

The findings of this study are discussed in line with the research questions. Findings from research question one respondents on business education students imply that they highly utilized infrastructural facilities for learning in tertiary institutions in Adamawa State. This is in line with the agreement of Federal Republic of Nigeria (2013) stated that utilization of these facilities such as infrastructural makes the lesson more meaningful and interesting, improves retention, save time, overcomes classroom barriers, as well as improves students' employability skills acquisition of Business Education courses.

It was also found that Infrastructural facilities utilization has no significant influence on business education students' employability skills regarding the extent of infrastructural facilities utilized for learning in business education program in tertiary institutions. That infrastructural facilities utilization statistically significantly influence business education students' employability skills ($B = 0.857$; $t_{(207)} = 0.856$, $P = 0.000$). Thus, the null hypothesis was rejected. More so, results as regards to research questions two implies that business education students in tertiary institutions in Adamawa State rarely utilized instructional facilities for learning in business education courses and this supported the findings of Asuquo and Agboola (2017) that the instructional facilities in our tertiary education have lost their rigor as many facilities of institutions could not function well. The findings also revealed that there was significant relationship between teaching methods and students' skills acquisition. The test of significance results as presented in Table 7 Instructional facilities utilization has no significant influence on business education students' employability skills which showed that instructional facilities utilization statistically significantly influence business education students' employability skills ($B = 4.85$; $t_{(207)} = 1.829$, $P = 0.002$). Based on this, the null hypothesis was rejected.

Furthermore, results as regards to research question three revealed that business education students in tertiary institutions in Adamawa State acquired employability skills to high extent. This is in line with Shafie and Nayan (2010) viewed that today's employers are concerned about finding good



workers who do not only love basic academic skills such as reading and writing, but higher order thinking skills, like learning, reasoning, thinking creatively, decision making, problem solving, and personal qualities such as team spirit, integrity, adaptability and flexibility, self-directed, self-management etc. In the same spirit, Nwanaka and Amaefule (2017) noted that Nigeria's social and economic problems will be drastically reduced if students are given adequate vocational training skills, raw materials, machineries and equipments. It is only with skilled men that materials can be harnessed, manipulated and transformed into finished products.

Conclusion

Based on the study's findings, the following conclusion was made: Inadequate use of instructional facilities for teaching and learning could result in business education students not developing the employability skills they need. As a result, learning facilities are important for the development of the necessary skills and the mental, physical, and social abilities and competencies needed for business education graduates to live in and contribute to the development of society. therefore, there is need for Proper and effective utilization of infrastructural and instructional facilities significantly influences employability skills acquisition for business education applicants.

Recommendations

The following recommendations were made:

1. In order to provide a more favorable atmosphere for teaching and learning and for more efficient acquisition of employability skills, institutions should continue to build more infrastructure facilities to support the yearly rise in student enrollment.
2. Non-governmental organizations, philanthropies, and alumni should help institutions maintain and distribute educational facilities in an adequate manner to ensure their regular and free use for teaching and learning business education courses and to enhance the development of students' employability skills.
3. The National Universities Commission (NUC), National Board for Technical Education (NBTE), and National Commission for Colleges of Education (NCCE) should establish standards for the effective use of instructional facilities and improve their monitoring and evaluation teams.

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