CO-REATIONAL STUDY ON COMPETENCE NEEDS OF BUSINESS EDUCATION GRADUATES AND EMPLOYABILITY POTENTIALS IN RIVERS STATE, NIGERIA

Adizu Eunice NGOZI, *Ph.D*
Department of Business Education
Faculty of Education
Ignatus Ajuru University of Education
Port Harcourt, Rivers State – Nigeria;

NseAbasi Peter ESSIEN, *Ph.D*
Department of Industrial Technology Education
Faculty of Education
University of Uyo, Uyo, Akwa Ibom State

AND

Angel EMEGHARA
Department of Business Education
Faculty of Education
Ignatus Ajuru University of Education
Port Harcourt, Rivers State – Nigeria

ABSTRACT

The study investigated the relationship between competence needs of Business Education graduates and employability potentials in Rivers State. This study adopted a descriptive survey research design and a correlation research design. The population of this study consisted of 2,552 business education graduates from the period of 2015/2016–2018/2019 academic sessions. The sample size of 331 respondents was derived based on Krejcie and Morgan's (1970) table of sample size determination. A self-structured questionnaire titled "Competency Needs and Graduate Employability Potentials Questionnaire (CNGEPQ)" was used as the yardstick to measure the relationship between competency needs of business education graduates and their employability potentials. The questionnaire was divided into two sections: A and B. Section "A" covered the respondent's demographic information while Section "B" covered the instructions guiding the filing of the instrument and the items of the instrument. Section B was further divided into two sub-sections; Part I covered the items on the dimensions of competency needs, having three clusters – covering quantitative skill competence of 15-items; while Part II covered the items on Employability Potentials, with three clusters – covering white-collar employment, blue-collar employment, and entrepreneurial engagement, with a total of 15-items. To obtain the reliability of the instrument, copies of the questionnaire were trial tested by administering it on 20 Business Studies graduates gotten from old students association of Madonna University, Elele, Rivers State. Cronbach Alpha reliability method was used to analyse the data gotten from the administered instruments to the respondents, yielding a reliability coefficient of 0.88, which by implication was enough to adjudge the instrument as being reliable. Pearson's Product Moment Correlation was used in the analysis of the data collected. The results from the investigation revealed results favouring white-collar employment need for the investigated competence needs of Business Education graduates among the respondents that participated in this study. The study indicated that there was strong and significant relationship between quantitative skill competence and white-collar employment of Business Education graduates. It is recommended that tertiary institutions in Rivers State offering business education need curriculum planners to introduce courses that would ensure that, upon graduation, business education graduates will be equipped with quantitative skills that would help them earn a living instead of seeking white-collar jobs.

KEYWORDS: Competence Needs, Business Education Graduates, Employability Potentials, Rivers State and Nigeria

Introduction

Business education is an educational programme that prepares students for entry and advancement in jobs within business and teaches them to handle their business affairs as well as function intelligently as consumers and citizens in a business economy. Osuala (2004) defined business education as that aspect of vocational education that emphasises job competency, career preparation, and blue-collar employment. It involves the acquisition of special skills in business subject areas. Njoku (2006) defined business education as an educational programme that equips individuals with functional and sustainable skills, knowledge, attitudes, and values that would enable the individuals to operate in the environment they find themselves.

Despite universities' efforts in equipping business education students with competencies and knowledge, it appears that complaints are still prevalent that business education graduates possess little or no competencies for effective job performance in modern offices. So, there is a need for this study to identify areas of competencies required of graduates that give them an employability advantage. Competencies are the abilities, knowledge, attitudes, and facts required to complete tasks (Okoro, 2012). The success of business education programmes can be measured by the official duty performance level of graduates of the programme in the world of work. Office competencies for effective performance in modern offices include electronic publishing, electronic collaborative, electronic image processing, electronic communication, and database management.

According to Ogbuzuru (2011), skill is a manual dexterity that is acquired through repetitive performance of an operation displaying expertness, practical ability, dexterity, and discretion.

A skill is, therefore, a well-established habit of doing something. Jimah et al. (2011) also describe skill as goal-directed, well-organized behaviour that is acquired through practise and performed with an economy of effort. In the same vein, Speelman (2005) expressed skill as the ability to do something well, usually gained through training or experience. Skills are often acquired after a training session or after a practical activity. Consequently, this study covers three areas of business education graduate competency needs; they include: communication skill competence, quantitative skill competence, and technological skill competence.

According to Hall and Wynne (2004), quantitative skills are those skills necessary to frame a problem, analyse empirical information, draw conclusions from the analysis, and communicate the results to an audience. Often, quantitative skills are synonymous with critical thinking skills. Business education graduates with strong quantitative skills possess the ability to reason and solve quantitative problems from a wide array of disciplines and real-life situations and can clearly communicate the process and results in a variety of formats (e.g., words, tables, graphs, mathematical equations). According to Azen and Budescu (2003), most academic disciplines seek to foster strong quantitative skills in their students. These skills are critically important for success in today's data-driven marketplace.

Despite the importance of competency skills on the employability of fresh graduates in the Nigerian labour market, it is unfortunate that responses of employers of labour on competencies on the use of modern technology by recent graduates reveal that these skills are lacking. Corroborating this fact, Williams (2003) reported that graduates are deficient in transferable skills required of the workforce in the era of modern technology. Tymon (2011) added that employers view that graduates are not yet ready to enter and face the complexities and challenges of the world of work in the era of modern technology. It is against this background that this study investigated the relationship between competency needs of business education graduates and employability potentials in Rivers State, Nigeria.

Statement of the Problem

The goal of business education programmes in Nigeria is the acquisition of both physical and intellectual skills, which will enable individuals to be self-reliant and become useful members of society. It is the responsibility of Nigerian higher institutions to prepare the required human capital through appropriate work force training and re-training. An outstanding human capital assumption is that after finishing formal tertiary education, graduates should be able to make a successful transition from these institutions of higher learning to become productive workers, self-reliant entrepreneurs, responsible parents, good citizens, selfless leaders, and live healthy lives. It is assumed, also, that on graduation, young people could have developed additional skills through training and experience that could further enhance their opportunities, capabilities, and success in their life endeavours.

In spite of the available business opportunities and conducive environment for businesses to thrive in Rivers State, the researcher has observed that business education graduates are yet to maximise these opportunities by using their creative abilities in creating jobs for themselves and others. Instead, the business graduates go about the streets in search of jobs, which are either few in supply or not available. This high rate of unemployment has generated frustration and low self-esteem amongst Business Education graduates in Rivers State and has led to increased vulnerability among some youths to drugs, disease, social instability, conflict, militancy, hooliganism, poverty, thuggery, arm robbery, restiveness, ethnic-political clashes, and other social vices. Inadequate skills among graduates have also resulted in marginalisation and exclusion from social activities and government affairs due to inferiority complex.

The researcher also observed that some of the graduates even venture into small-scale businesses and, at the end of the day, fail in achieving the goals of the business established. The business failure might not be because the business graduates do not have the necessary capital and machines to stay afloat, but most likely because the graduates lack the foundational skills to deal with the process of recognising a business opportunity, operating, and maintaining such businesses, as well as growing from a small position to a bigger one. It is against this background that this study seeks to determine the competency needs of business education graduates for employability potential in Rivers State, Nigeria.

Aim and Objectives of the Study

The study determined the relationship between competence needs of Business Education graduates and employability potentials in Rivers State. Specifically, the study sought to:

1.   Ascertain the relationship between quantitative skill competence and white-collar employment of Business Education graduates in Rivers State.

2.   Determine the relationship between quantitative skill competence and blue-collar employment of Business Education graduates in Rivers State.

3.   Examine the relationship between quantitative skill competence and entrepreneurial engagement of Business Education graduates in Rivers State.

Research Questions

The following research questions were answered in the course of this research work;

1.   What is the relationship between quantitative skill competence and blue-collar employment of Business Education graduates in Rivers State?

2.   What is the relationship between quantitative skill competence and entrepreneurial engagement of Business Education graduates in Rivers State?

3.   What is the relationship between technological skill competence and white-collar employment of Business Education graduates in Rivers State?

Hypotheses

The following null hypotheses were formulated to guide the study and were tested at the 0.05 level of significance.

HO$_1$:   There is no significant relationship between quantitative skill competence and white-collar employment of Business Education graduates in Rivers State.

HO$_2$:   There is no significant relationship between quantitative skill competence and blue-collar employment of Business Education graduates in Rivers State.

HO$_3$:   There is no significant relationship between quantitative skill competence and entrepreneurial engagement of Business Education graduates in Rivers State.

Research Design

This study adopted a descriptive survey research design and the correlational research design. Descriptive survey design, according to Osuala (2004), enables researchers to obtain vital information and facts about people, their beliefs, opinions, attitudes, and behaviours. Anyakoha (2009) also stated that the design entails the use of questionnaire, interview, and observation in order to determine the opinions, attitudes, preferences and perception of the respondents. On the other hand, correlational research design involves the collection of data to objectively determine the relationship between variables. It helps to indicate the direction and magnitude of the relationship between the variables.

Therefore, descriptive survey research and the correlational research design are considered appropriate for this study because questionnaire was administered to obtain

data on the competency needs of business education graduates for employability potentials from which the relationship between the independent and dependent variable were determined.

Population for the Study

The population of this study consisted of 2,552 business education graduates from the period of 2015/2016 – 2018/2019 academic sessions. The population comprised of graduates drawn from the Department of Business Education from the tertiary institutions used for the study for the period covered by this study. Consequently, the tertiary institutions used comprised of the Ignatius Ajuru University of Education Port Harcourt, Federal College of Education Technical (FCET) Omoku, and Rivers State University, as shown below.

Sample and Sampling Technique

The sample size of 331 graduates from the selected institutions constituted the sample for the study. The researcher sent copies of the questionnaire to the respondents via social media platforms, like WhatsApp, Telegram, and Emails. The sample size of 331 respondents was derived base on Krejcie and Morgan (1970) table of sample size determination; that recommended for the utilization of 331 as sample size, for the population within the range of 2,401 – 2,599. Furthermore, the Bowley's proportional allocation formula was adapted for an even distribution of the sample across the institutions utilized for the data collection.

In selecting the sample for the study, purposive sampling technique was adopted; since the researcher cannot meet the respondents face-to-face to administer the instrument; only respondents who were reached via social media platforms (WhatsApp, Telegram, and Email) constituted the sample size of the study. The study adopted the social media approach for easy distribution and retrieval of the instrument to the respondents many of whom would be difficult to reach one-on-one.

Methods of Data Collection/Instrumentation

A self-structured questionnaire titled "Competency Needs and Graduate Employability Potentials Questionnaire (CNGEPQ)" was used as the yardstick to measure the relationship between competency needs of business education graduates and their employability potentials. The questionnaire was divided into two sections; A & B.

Section "A" covered respondent's demographic information while section "B" covered the instructions guiding the filing of the instrument and the items of the instrument. Section B was further divided into two sub-section; the Part I covered the items on the dimensions of competency needs, having three clusters – quantitative skill competence, and technological skill competence with a total of 15-items, while the Part II covered the items on Employability Potentials, with three clusters – covering white-collar employment, blue-collar employment, and entrepreneurial engagement, with a total of 15-items. However, the items of the questionnaire were rated on a modified five (5) point Likert scale, ranging from Very High Extent (VHE) = 5, High Extent (HE) = 4, Moderate Extent (ME) = 3, Low Extent (LE) = 2, and Very Low Extent (VLE) = 1 for items of Part I, while the response of the items of Part II were also rated on a five (5) point Likert scale on a from Strongly Agree (SA) = 5 points; Agree (A) = 3 points, Undecided (UD) = 3 points; Disagree (D) = 2 points; and Strongly Disagree (SD) = 1 point, with a mean criterion of 3.0 for the two instruments.

Validity of Instrument

The fact validity of the instrument was ascertained three experts from the departments of Business Education in Ignatius Ajuru University of Education and Rivers State University. The researcher's supervisor and three other research experts were given copies of the questionnaire to check the adequacy and correctness of the questionnaire items. Suggestions, observations, and criticisms from the experts helped to modify and improve the instrument.

Reliability of Instrument

To obtain the reliability of the instrument, copies of the questionnaire were trial tested by administering it on 20 Business Studies graduates gotten from old students association of Madonna University Elele, Rivers State. The graduates from the institution were used in carrying out the reliability testing of the instrument, because the institution offered business education. In addition, the institution was selected because; it shared similar geographical and socio-economic factors with public institutions in the State. However, for obtaining the internal consistency of the instrument, Cronbach Alpha reliability method was used to analyse the data gotten from the administered instruments to the respondents, yielding a reliability coefficient of 0.88, which by implication was enough to adjudge the instrument as being reliable.

Administration of Instrument

The researcher, aided with information derived from the various Heads of Departments of the selected institutions used for the study, distributed, and retrieved the instrument used for the data collection. In order to effectively access the respondents, an introductory letter prepared by the researcher was presented to the Heads of Department of the selected tertiary institutions, for permission to access the brochure and contact details of the graduates from the Department of Business Education for the period of 2015/2016 – 2018/2019 academic sessions. Since, the researcher cannot reach the respondents face-to-face to administer the questionnaire, the researcher sent copies of the questionnaire to the respondents via social media platforms, like WhatsApp, Telegram, and Emails. Calls were put across to some of the respondents to aid distribution and retrieval of the instrument, and to clarify respondents who needed clarification on what the essence of the study was all about. At completion of the filling of the instrument, the respondents send back the instrument via the platform it was received.

Consequently, after distribution and retrieval of the distributed questionnaire; out of the distributed copies (331) 322 copies were returned and properly filled. Therefore, 322 was used for further analysis in the study.

Method of Data Analysis

Mean, Standard deviation, Pearson Product Moment Correlation (PPMC) were used to answer the research questions while the null hypotheses were tested using Regression Analysis, and Analysis of Covariance at the 0.05 significance level. However, the data analyses were carried out using the Statistical Package for Social Sciences (SPSS) version 22.

Range of relationship and descriptive level of association

The following interpretations were used for the analysis

±0.8   -   ±1.0   Very strong
±0.6   -   ±0.79 Strong
±0.4   -   ±0.59 Moderate
±0.2   -   ±0.39 Weak
±0.0   -   ±0.19 Very Weak
(**Source:** Etuk & Uchendu, 2008).

Results and Discussion

Data Presentation

Table 1: Questionnaire Distribution

Tertiary Institutions	Questionnaire Distributed	Questionnaire Returned	%
Ignatius Ajuru University Education of Port Harcourt	131	129	98
Federal College of Education Technical (FCET) Omoku	46	44	96
Rivers State University	154	149	97
Total	**331**	**322**	**97.3**

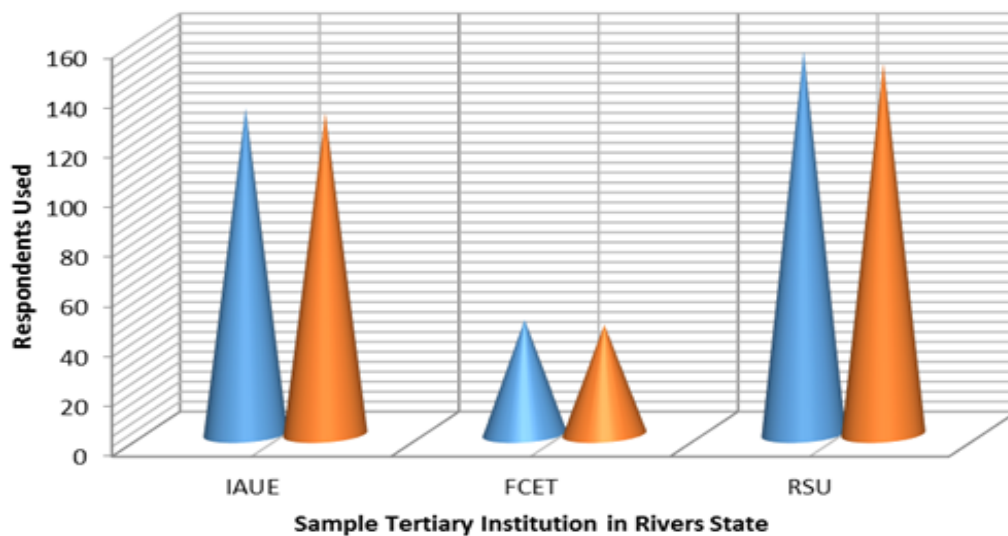**Source:** Researcher's Computation 2021.

Figure 1: Chart showing the questionnaire distribution and retrieval rate

Table 1 and Figure 1 showed the questionnaire distributed and retrieval rate with respect to the sampled tertiary institutions used for the study. The result indicated that out 331 copies of the questionnaire that were distributed representing 100%, 322 copies of questionnaire retrieved were properly filled, which represents 97.3%, as such 9 copies of the questionnaire representing 2.7% of the questionnaire were discarded because they were not properly filled. However, the table further indicated that more returns was gotten from Ignatius Ajuru University of Education Port Harcourt with 98%, followed by the Rivers State University with 97%, and lastly the Federal College of Education Technical (FCET) Omoku with 96%.

Data Analysis and Result

Research Question 1: What is the relationship between quantitative skill competence and white-collar employment of Business Education graduates in Rivers State?

Table 2: Pearson's Product Moment Correlation analysis on the relationship between quantitative skill competence (QTSC) and white-colar employment (WTCE) of Business Education graduates in Rivers State

Variables	Mean	Std. Dev	N	R	Remark
QTSC	14.940	2.253			
			322	0.846	Very Strong
WTCE	14.550	2.419			

Source: SPSS Computation

Table 2 shows the extent of the relationship between quantitative skill competence and white-collar employment of Business Education graduates in Rivers State. However, the result indicated that the relationship that exist between quantitative skill competence and white-collar employment of Business Education graduates in Rivers State is very strong (r = 0.846). The implication of this result is that the extent of relationship between quantitative skill competence and white-collar employment of Business Education graduates in Rivers State is very strong.

Research Question 2: What is the relationship between quantitative skill competence and blue-collar employment of Business Education graduates in Rivers State?

Table 3: Pearson's Product Moment Correlation analysis on the relationship between quantitative skill competence (QTSC) and blue-collar employment (BLCE) of Business Education graduates in Rivers State

Variables	Mean	Std. Dev	N	R	Remark
QTSC	14.940	2.253			
			322	0.456	Moderate
BLCE	15.150	2.496			

Source: SPSS Computation

Table 3 shows the extent of the relationship between quantitative skill competence and blue-collar employment of Business Education graduates in Rivers State. However, the result indicated that the relationship that exist between quantitative skill competence and blue-collar employment of Business Education graduates in Rivers State is moderate (r = 0.456). The implication of this result is that the extent of relationship

between quantitative skill competence and blue-collar employment of Business Education graduates in Rivers State is moderate.

Research Question 3: What is the relationship between quantitative skill competence and entrepreneurial engagement of Business Education graduates in Rivers State?

Table 4: Pearson's Product Moment Correlation analysis on the relationship between quantitative skill competence (QTSC) and entrepreneurial engagement (ENLE) of Business Education graduates in Rivers State

Variables	Mean	Std. Dev	N	R	Remark
QTSC	14.940	2.253			
			322	0.474	Moderate
ENLE	14.690	2.711			

Source: SPSS Computation

Table 4 shows the extent of the relationship between quantitative skill competence and entrepreneurial engagement of Business Education graduates in Rivers State. However, the result indicated that the relationship that exist between quantitative skill competence and entrepreneurial engagement of Business Education graduates in Rivers State in Rivers State is moderate (r = 0.474). The implication of this result is that the extent of relationship between quantitative skill competence and entrepreneurial engagement of Business Education graduates in Rivers State is moderate.

Hypothesis 1: There is no significant relationship between quantitative skill competence and white-collar employment of Business Education graduates in Rivers State.

Table 5: Summary of simple linear regression of the relationship between quantitative skill competence and white-collar employment of Business Education graduates in Rivers State

Variables	Coefficients	Std. Error	t	Sig.
(Constant)	10.597	0.879	12.059	0.000
QTSC	0.265	0.058	4.549	0.000*
R	0.846[a]			
R-squared	0.661			
Adjusted R-squared	0.658			
F-statistic	202.150			
P-value	0.000[b]			
Df	320			

a. Dependent Variable: WTCE   b. Independent Variable: QTSC

c. *Items show significant relationship with the dependent variable at the 0.05 level of significance

Source: SPSS Computation

The result of Table 5 show that r-value of 0.846 indicates a very strong relationship between quantitative skill competence and white-collar employment of Business Education graduates in Rivers State. The r^2-value of 0.661 indicated roughly the variation of 66% to the relationship between quantitative skill competence and white-collar employment of Business Education graduates in Rivers State. Furthermore, since, F-statistic = 202.150, t = 4.549, at df = 320, and p = 0.000 < 0.050, hence, null hypothesis four is rejected at the 0.050 level of significance. Therefore, there is significant relationship between quantitative skill competence and white-collar employment of Business Education graduates in Rivers State.

Hypothesis 2: There is no significant relationship between quantitative skill competence and blue-collar employment of Business Education graduates in Rivers State.

Table 6: Summary of simple linear regression of the relationship between quantitative skill competence and blue-collar employment of Business Education graduates in Rivers State

Variables	Coefficients	Std. Error	t	Sig.
(Constant)	7.590	0.833	9.115	0.000
QTSC	0.506	0.055	9.178	0.000*
R	0.456a			
R-squared	0.208			
Adjusted R-squared	0.206			
F-statistic	84.233			
P-value	0.000b			
Df	320			

a. Dependent Variable: BLCE
b. Independent Variable: QTSC
c. *Items show significant relationship with the dependent variable at the 0.05 level of significance
Source: SPSS Computation

The result of Table 6 show that r-value of 0.456 indicates a moderate relationship between quantitative skill competence and blue-collar employment of Business Education graduates in Rivers State. The r^2-value of 0.208 indicated roughly the variation of 21% to the relationship between quantitative skill competence and blue-collar employment of Business Education graduates in Rivers State. Furthermore, since, F-statistic = 84.233, t =9.115, at df = 320, and p = 0.000 < 0.050, hence, null hypothesis five is rejected at the 0.050 level of significance. Therefore, there is significant relationship between quantitative skill competence and blue-collar employment of Business Education graduates in Rivers State.

Hypothesis 3: There is no significant relationship between quantitative skill competence and entrepreneurial engagement of Business Education graduates in Rivers State.

Table 7: Summary of simple linear regression of the relationship between quantitative skill competence and entrepreneurial engagement of Business Education graduates in Rivers State

Variables	Coefficients	Std. Error	t	Sig.
(Constant)	6.174	0.895	6.899	0.000
QTSC	0.570	0.059	9.627	0.000*
R	0.474[a]			
R-squared	0.225			
Adjusted R-squared	0.222			
F-statistic	92.684			
P-value	0.000[b]			
df	320			

a. Dependent Variable: ENLE
b. Independent Variable: QTSC
c. *Items show significant relationship with the dependent variable at the 0.05 level of significance
Source: SPSS Computation, 2021.

The result of Table 7 shows that r-value of 0.474 indicates a moderate relationship between quantitative skill competence and entrepreneurial engagement of Business Education graduates in Rivers State. The r^2-value of 0.225 indicated roughly the variation of 23% to the relationship between quantitative skill competence and entrepreneurial engagement of Business Education graduates in Rivers State. Furthermore, since, F-statistic = 92.627, t = 9.627, at df = 320, and p = 0.000 < 0.050, hence, null hypothesis six is rejected at the 0.050 level of significance. Therefore, there is significant relationship between quantitative skill competence and entrepreneurial engagement of Business Education graduates in Rivers State.

Discussion of Findings

The study investigated the relationship between competence needs of Business Education graduates and employability potentials in Rivers State. However, the results showed the relationship that exists between quantitative skill competence and white-collar employment of Business Education graduates in Rivers State is very strong. Furthermore, the result of indicated that there is significant relationship between quantitative skill competence and white-collar employment of Business Education graduates in Rivers State. This finding is consistent with the study of Ubulom and

Ogwunte (2017), which revealed that business education graduate's workers in Rivers and Bayelsa states possessed entrepreneurial skills and competencies to a great extent.

The result further showed that the relationship that exists between quantitative skill competence and blue-collar employment of Business Education graduates in Rivers State is moderate. Also, the result indicated that there is significant relationship between quantitative skill competence and blue-collar employment of Business Education graduates in Rivers State. This finding is consistent with the study carried out by Mong, and Oklocha (2019) which revealed that business education graduates possessed management and cost accounting competencies to a moderate extent. Furthermore, the result showed the relationship that exists between quantitative skill competence and entrepreneurial engagement of Business Education graduates in Rivers State in Rivers State is moderate and at the and time, indicated that there is significant relationship between quantitative skill competence and entrepreneurial engagement of Business Education graduates in Rivers State. These findings are consistent with the study of Mong, and Oklocha (2019) which revealed that business education graduates possessed management and cost accounting competencies to a moderate extent.

Conclusion

Based on the findings of the study, it was concluded that it is high time tertiary institutions in Rivers State liaise with the government to finance in-service training and retraining of lecturers in the area of the technical know-how of teaching what is required if graduates are to be meaningfully competent in blue-collar employment and entrepreneurial engagement, as a lecturer cannot give what he/she does not have. In addition, quantitative skill competence and technological skill competence would improve significantly.

Recommendations

Considering the findings and conclusion of this study the following recommendations were proffered:

1. Curriculum planners to introduce courses that would ensure that, upon graduation, business education graduates will be equipped with quantitative skills that would help them earn a living instead of seeking white-collar jobs.

2. There is need for policymakers to enact policies that would ensure that Government adequately fund education as to introduce vocational courses into business education curriculum in order that graduates can be technically inclined, so that they can easily fit into the any workplace and be fit to apply their technological skill in solving real life problems.

3. Before graduation student should be given the opportunity to attend training programmes that should be organized for by the Ministry of Education at the state level for would-be-business education graduates, where students from different institutions can showcase the competence skills in solving workplace challenges.

4. National University Commission (NUC) business educators with relevant ICT devices needed to acquire relevant technological skills for effective teaching and learning process.

REFERENCES

Anyakoh, E. E. (2010). Towards enhancing the entrepreneurship skills of operators of home economics related business: Implication for entrepreneurship Education. In: T.I and N.P.M.E. *Empirical studies of social and economic implementation*. Vocational Research and Publication unit, Federal Colleges of Education (Technical), Umunzepp 64 – 74.

Hall, J.C., & Wynne, K. (2004). An assessment tool for finance students: Methodology and implications. *Journal of Financial Education*, 30, 1–16.

Jimah, M. S., Jimah, K. O. & Ebele, O. (2011). Skill and competency acquisition through symbols-based projects of CEDAP, Auchi Polytechnic. *Skill and Competency Acquisition MSJ Libraries*, 3(1), 23 – 37.

Krejcie, R.V., & Morgan, D.W. (1970). Determining sample size for research activities. *Educational and Psychological Measurement*, 4, 3 – 6.

Mong, I. K., & Oklocha, C. C. (2019). Assessment of accounting competencies possessed by business education graduates for handling entrepreneurship challenges in Abia State, Nigeria. *International Journal of Accounting Research (IJAR)*, 4(2), 1 – 11.

Njoku, C. U. (2006). *Business education and value orientation for national economic empowerment and development*. Paper presented at the Owo 2006 Annual Conference of the Association of Business Education of Nigeria (ABEN).

Ogbuzuru, R. E. (2011). *Strategies for improving skill acquisition of building technology students in technical colleges in Ebonyi State*. Unpublished M. Ed. Thesis. Department of Vocational Teacher Education. University of Nigeria Press.

Okoro, J. (2012). Assessment of accounting competencies possessed by postgraduate university business education students to handle entrepreneurship business challenges in Nigeria. *World Journal of Education*, 4(1), 1 – 10.

Osuala, E. C, (2004). *Introduction to research methodology*. Africana-FEB Publishers.

Speelman, C. (2005) Skill acquisition: History, questions, and theories. In: Speelman C, Kinser K (eds.). *Beyond the learning curve: The Construction of Mind*. Oxford, Oxford University Press.

Tymon, A. (2011). The student perspective on employability. *Studies in Higher Education*. 604 – 608.

Ubulom, W. J., & Ogwunte, P. C. (2017). Evaluation of entrepreneurial skills and competencies expected of business education workers in Rivers and Bayelsa States. *International Journal of Innovative Social Sciences & Humanities Research*, 5(4), 48-55

Williams, I. P. (2003). *Land administration and cadastral trends*. Technical papers of N/FIG Conference on Land Tenure and Cadastral Infrastructures for Sustainable Development, 317 – 338.