



## **Assessment of Laboratory Facilities Management Skills Needed for Improving Business Educators' Performance in Tertiary Institutions of Oyo State, Nigeria**

**Dr Oyewole, Solomon Oyelami**  
[Oyewolesolomon65@gmail.com](mailto:Oyewolesolomon65@gmail.com)

Department of Business Education, Emmanuel Alayande College of Education,  
Oyo, Oyo state

and

**Afolabi, Oluwatunmise Ayo**

Department of Business Education, Tai Solarin University of Education,  
Ijagun, Ogun State, Nigeria

---

### **Abstract**

*Laboratory facilities are essential instruments needed in Business Education to impact rightful knowledge to its beneficiaries. Laboratory facilities are not only essential but required the services of experts in the field. Therefore, laboratory facilities management in tertiary institutions should not be left alone in the hands of experts who are apparently not Business educators. Business educators are the primary users of laboratory facilities; hence, they should be actively involved in its management for improving their performances. This study was designed to assess the laboratory facilities management skills needed for improving Business educators' performance in tertiary institutions in Oyo State. Five research questions guided the study and the descriptive survey research design was adopted. A total population of 132 Business educators in all tertiary institutions offering Business Education in Oyo State was used. The population includes both teaching and non-teaching staff. A structured questionnaire validated by five experts in two Universities was used for data collection. The internal consistency of the instrument was established using Cronbach Alpha and Co-efficient of 0.72 was obtained. Data collected were analyzed using mean and standard deviations. The findings of the study showed among others that planning, coordinating, organizing, implementing and evaluating of laboratory facilities skills are highly needed for improving business educators' performance. Based on the findings, it was recommended that the management functioning skills identified by the study should be developed by the government through the curriculum planners and be used for training business educators in management of Business Education Laboratory.*

**Keywords:** Laboratory facilities, Management skill, Business educators, Improved performance, Tertiary institutions.



## Introduction

Business Education is meant to prepare individuals to face the world of work effectively and efficiently with little or no difficulties. This type of education is usually obtained formally at tertiary institutions in Nigeria and it gives full vocational training to prepare students for entry into the various occupations. According to Umoru (2015), Business Education is an academic programme intended to inculcate in the student understanding values, knowledge, business skill and technical skill required in the world of work and for teaching other business students. Inalegwu (2016) defined Business Education as a programme that prepares students for entry in advancement of jobs within business and prepares them to handle their own business affairs to function intelligently as consumer and citizens in a business economy. Similarly, Federal Republic of Nigeria (2004) as quoted by Oladunjoye (2016) viewed Business Education as a conglomerate of courses that is concerned with the acquisition, development and inculcation of the proper values for the survival of the individual and the society. Business educators are the beneficiaries of Business Education training. They are the graduates of any Business Education school or department. They are the one to sustain the aim and objective of Business Education programme by helping the country grow and develop.

In recognition of the importance of Business Education to a country growth and development, the Nigeria

government included Business Education Programmes in tertiary education curricular and its objectives according to Obi and Otamiri (2010) as enunciated in the handbook of various departments of Business Education include: to produce efficient and effective management, secretarial, accounting and marketing managers, to produce lecturers who will handle business and related courses in our universities and colleges, to propagate the development of the business thought and philosophy in business and management, to prepare people for self-employment in situations where there is no available paid employment, to develop in the students requisite skills and expertise in managements of both private and public enterprise and arm them with the analytical ability needed to meet the growing challenges of present and future Nigerian and International environment and to prepare and equip those who pass through the programme to be able to establish and run their own private business ventures as self-employed citizens of the society. Nwankwa, Okonkwo, Ezenwanne and Anozie (2018) said that the major purpose of Business Education at tertiary education levels is to produce skillful dynamic graduates capable of competing in the job market or become successful entrepreneurs. Nwankwa et al maintained that to meet this objective, Business Education needs to adapt and embrace new technologies. This new technologies implies and requires new and adequate facilities in Business Education laboratories.



Attainment of these goals largely depend on the effective laboratory facilities management needed for improving Business educators performance especially in tertiary institutions. Laboratory in Business education refers to a building where materials, tools and machines are kept in which learners may test, design, imagine and study (Samson and Yisa, 2014). It includes computer laboratory, typing pool and shorthand laboratory with facilities, gadgets or catalyst which facilitates learning such as computer, projector, typewriter, calculating machine, dictating machine, duplicating machine, photocopying machine, shredding machine, demonstration stand, stop watch, staple remover, perforator, file cabinet, scanning machine and others among all handled for teaching during learning processes by professional business educator.

Business educators are experts who have the formal education and are certified in the field of Business Education as a course of study to impart knowledge and skills to learners about and for business. According to Osuala (2009), Business Education courses and facilities must be handled by well trained and motivated persons called business educators with academic and professional competencies which will match the industrial expectations. Therefore, business educators are professional teachers of business education who are competent and qualified in teaching all components that make up Business Education for effective performance of

individual learners in the world of Work.

Effective performance of Business educators requires a high degree of laboratory facilities management skills. Jim, Nwokike and Ezeabii, (2017) defined management as the process of allocating human and material resources through planning, organizing, directing, coordinating, staffing and evaluating for the purpose of producing goods and services desired by customers so that organizational objectives are accomplished. In essence, management is the process of working with different resources to accomplish predetermined goals. Ogwo and Oranu (2006) added that major concern of good laboratory management is the identification and utilization of available resources to achieve the objectives of helping the learners to learn and encourage them to learn. For identification and utilization purposes the managerial skills of planning, coordinating, organizing, implementing and evaluating must be acquired by business educators or Business Education laboratory attendants.

Planning is crucial function of management. It is the first and foremost function on which other functions are built on. To be succeeded in any human endeavour there must be perfect planning. Planning is a process. It is a step-by-step way of getting things done. To develop plans, values, goals and standards must be clarified. Planning is a methodology. It is the



first and primary function of management. Planning is management cornerstone of which other functions like coordinating and evaluating based on its outcome (Toby, 2000). Planning indicators must be well implemented during planning stage. The planner must take effectiveness, efficiency, utility, feasibility, compatibility, productivity, accountability and impacting into consideration. He must consider whether right thing is done at right time. He must consider things done in the most productive and cost effective manner. Planning must be towards the user. Workable planning must consider. Planner must address regulatory requirement. Planning process must maximize the return on investment, it must accomplish and support programme goals and objective and must have impact on by making a worthy of difference. Business educators must be well versatile as far as planning is concerned. The planning skill will help them to work in the laboratory as expected. It would enable him to coordinate and evaluating facilities in the Business Education laboratory for easy assimilation of learning by students.

Coordinating is the ability to put things together. It can be regarded as organizing or synchronizing elements, materials or things to form whole while evaluating is to judge by revisiting what has been done whether it is good or bad. Evaluation according to Stoner (2004) as quoted by Ekaette and Edet (2016) is a process in which parts, processes or outcomes of a programme

are examined to see whether they are satisfactory, particularly with reference to the stated objectives of the programme. These three skills of planning, coordinating and evaluating are essential to Business Education laboratory attendants to process, synchronize and examine the facilities put in place for teaching and learning in Business Education. This would help in laboratory facilities management precisely. A part from these three, organizing and implementing functioning skills are worth to acquire by business educators.

Organizing is a logical arrangement of activities that were specified in the plan. It is a time to delegate authority, divides responsibilities, schedules activities and synchronizes activities. Implementation is an action stage in vocational education. During the time of implementation those that involve in the programme operation observe and assess the process. It may call for changes at time. If not serious errors might occur which could hamper the success of the programme. Having these skills would probably help in the arrangement and procedure of Business Education laboratory facilities if acquired.

It has been observed that the arrangement and the procedures of most of the Business Education laboratory facilities are not well managed. Many of the facilities are not up to date, that is, outdated. Sometime the facilities provided are not enough or match the number of students



enrolled. If the facilities that supposed to be provided are not available it will disrupt the teaching and learning in many forms, like time to be used for a group would be extended to teach extra class because the class has to be divided into sub-groups. This in turn affects the energy of the teacher by duplicating teaching and other teachers' class. The reason being that, the normal time to teach other class may be used for sub-groups as a result of insufficient laboratory facilities. With this reason the programme objectives may not be achieved. Umezulike (2017) said that Business Education instructors could not achieve the programme objective due to inadequate teaching periods. Umezulike moved further that they rush to cover the scheme of work thereby by-passing teaching of relevant and core entrepreneurial skills. Therefore, to produce quality and adequate business educators there is needs to assess the situation of laboratory facilities. To proffer solution(s) if at all identified.

Laboratory facilities management is really needed value that orient on education quality, productivity, accuracy, speed and the satisfaction of stakeholders. Abdulkadir and Ma'aji (2014) while considering the importance of laboratory facilities management in Business Education which cannot be overemphasized stressed that it helps in the selection of appropriate materials, tools and equipment to be used, it ensures that every students adheres to programme activities, gives students opportunity

to practice using the same laboratory tools, develops a criterion for evaluating ongoing programme in Business education, and keeps the laboratory materials and machines in good conditions if properly applied by the teachers. This goes a long way in students programme assimilation. The effective arrangement and implementation of laboratory facilities makes the saying, 'what I see I remember, what I learn I forget,' true and real.

In support of the above, Ogwo and Oranu (2006) emphasized that good laboratory facilities management enable students to exercise self control; it also influence the amount of time students are engage in meaningful learning, ensures that teachers keep adequate records and that equipments are well maintained, supplied and cared for by the concerned stakeholders. The situation differs in tertiary institutions where there are frequent damage of tools, waste of materials, inadequate equipment and inability to utilize the available ones by students and teachers. Observation shows that many laboratory facilities are not well organized and not planned for daily routine activities while the available ones seem not well managed to achieve the objectives of Business Education programme. The reason for this is eye sore, the laboratory attendants employed are less qualified or having little knowledge about the Business Education laboratory with the intention of management to safe cost. In order to improve business educators' performance, it is necessary



to assess the managerial functions in laboratory facilities used for teaching and learning processes. There are lots of management functions existing like planning, organizing, staffing, and directing, coordinating, e.t.c. but for this study only triangular skills function will be focused on which are planning, coordinating and evaluating. Therefore, there is need to assess laboratory facilities management needed for improving Business educators' performance in tertiary institutions of Oyo State.

### **Statement of the Problem**

The introduction of Business Education into the country brought along with it the production of teachers who will handle business and related courses at all levels of education with the use of various facilities which aid learning in laboratory. The quality of instruction is positively influenced by the manner the laboratory is managed. Unfortunately, laboratory facilities management by Business educators in tertiary institutions in Oyo State leaves a lot to be desired. This has been as a result of students graduating without laboratory facilities management skills for effective use of their occupations and others among all. Despite the importance of laboratory and its facilities on learning assimilation, still to equip laboratory with adequate facilities are taken with levity and seriously affects the learners and society at large. For not be able to produce qualified Business Educators. Umezulike (2011) as quoted by Umezulike (2017) said that the inability of the graduates to acquire the

appropriate skills, abilities and competencies for self employment, solve individual and societal problems may be attributed to non-availability of modern teaching facilities and equipments as a result of inadequate provision of funds. It was observed that Business Education is skill oriented. The beneficiaries of this education have to be well groomed in practical aspect of the courses. On getting to the field many employers are not comfortable with the services rendered by the graduates of Business Education. Uzo-Okonkwo and Oduh (2017) maintained that the productivity of an organization is seen as the relationship between units of labour input and units of output. To tackle this problem, there is need for the researchers to assess laboratory facilities management skills needed for improving Business educator performance in tertiary institutions of Oyo State.

### **Purpose of the Study**

The main purpose of this study was to assess laboratory facilities management skills needed for improving Business educators' performance in tertiary institutions of Oyo State. Specifically, the study sought to determine the:

1. Planning functioning skills needed by business educators for improving their performance in managing laboratory facilities.
2. Coordinating functioning skills needed by business educators for improving their performance in managing laboratory facilities.
3. Organizing functioning skills



- needed by business educators for improving their performance in managing laboratory facilities.
4. Implementation functioning skills needed by business educators for improving their performance in managing laboratory facilities.
  5. Evaluating functioning skills needed by business educators for improving their performance in managing laboratory facilities.

### Research Questions

The following research questions were raised and answered in this study:

1. What are the planning functioning skills needed by business educators for improving their performance in managing laboratory facilities?
2. What are the coordinating functioning skills needed by business educators for improving their performance in managing laboratory facilities?
3. What are the organizing functioning skills needed by business educators for improving their performance in managing laboratory facilities?
4. What are the implementation functioning skills needed by business educators for improving their performance in managing laboratory facilities?
5. What are the evaluating functioning skills needed by business educators for improving their performance in managing laboratory facilities?

### Methods

A survey design was used because the study sought the opinions of respondents. Population for the study

comprised all 132 business educators from tertiary institutions offering Business Education in Oyo State. Due to the small number of business educators, the total population of 132 business educators served as the sample, purposively selected for the study. A structure questionnaire developed by the researchers titled: Laboratory Facilities Management Skills Needed for Improving Business Educator Performance Questionnaire (LIBEPQ) validated by five experts from two Universities was used for data collection. The instrument was designed on four points rating scale of very highly needed (VHN), highly needed (HN), less needed (LN) and not needed (NN) and the scale were rated 4, 3, 2, and 1 respectively. The internal consistency of the instrument was established using Cronbach Alpha and the co-efficient of 0.72 was obtained. 132 copies of questionnaire were distributed and returned by the respondents through the help of five research assistants. The data obtained were analyzed using mean and standard deviation to answer the research questions. Therefore, mean score of 2.50 and above were considered needed while mean score below 2.50 were considered not needed.



## Result

### Research Question 1

What are the planning functioning skills needed by business educators for improving their performance in managing laboratory facilities?

**Table 1:** Mean Ratings and Standard Deviation on Planning Functioning Skills Needed by Business Educators for Improving their Performance in Managing Laboratory Facilities

S/N	Items	$\bar{X}$	SD	Remark
1.	Drawing up step by step procedure to be used in carrying out teaching and learning.	3.37	0.69	HN
2.	Stating clearly the role to be performed by the students in the lesson.	2.59	0.73	HN
3.	Selection of appropriate and relevant materials to be used.	3.50	0.96	HN
4.	State programme philosophy and objectives.	3.16	0.81	HN
5.	Development of number of Laboratory class sections.	3.20	0.71	HN
6.	Identification of students' activities in the workshop	2.67	0.67	HN
7.	Taking inventory of materials and equipment used and those that need repair.	3.00	0.56	HN
8.	Determine the number of periods for laboratory practice.	2.98	0.58	HN
9.	Identification of Business educators' activities in the laboratory.	3.28	0.95	HN
10.	Establishing specific control procedures for detecting difference between plan and realities.	3.02	0.68	HN
	<b>Weighted Average</b>	<b>3.08</b>	<b>0.73</b>	HN

HN – Highly Needed

Table 1 revealed the planning functions needed by business educators for improving their performance in managing laboratory facilities with mean score ranged from 2.59 to 3.50 and weighted average of 3.08. All items are highly needed by the respondents on the subject matter. Based on the findings, the standard

deviation of all items were ranged from 0.56 to 0.96 indicating closeness and highly needed.

**Research Question 2:** What are the co-coordinating functioning skills needed by business educators for improving their performance in managing laboratory facilities?





**Table 2:** Mean Ratings and Standard Deviation on Coordinating Functioning Skills Needed by Business Educators for Improving their Performance in Managing Laboratory Facilities.

S/N	Items	$\bar{X}$	SD	Remark
1.	Arranging of Laboratory facilities available for different uses in the laboratory.	3.49	0.51	HN
2.	Careless loss of tools and materials due to pilfering must be constantly checked.	3.67	0.49	HN
3.	Giving students the opportunity to practice using the same laboratory materials.	2.64	0.48	HN
4.	Ensuring maintenance of different machines in the laboratory.	2.49	0.79	NN
5.	Improving the security arrangement in the laboratory by checking pilfering of machines by both staff and students.	3.33	0.88	HN
6.	Arranging for proper storage of materials.	2.13	0.69	NN
7.	Ensuring that the activity of individual students is effectively monitored.	3.82	0.39	HN
8.	Providing for the free flow of information in the laboratory.	2.82	0.68	HN
9.	Ensuring maximum utilization and minimum wastage of materials.	3.15	0.89	HN
10.	Laboratory materials should be organized in sequence like uses, sizes and colours for easy reference identification and accountability.	3.39	0.66	HN
<b>Weighted Average</b>		<b>2.73</b>	<b>0.65</b>	HN

HN – Highly Needed

Table 2 showed that all items expect item 3 and 6 were highly needed by the respondents as coordinating functions needed by business educators for improving their performance in managing laboratory facilities. The mean score obtained ranged from 2.13 to 3.82 with weighted average of 2.73 while the standard deviation ranged

from 0.48 to 0.89 meaning highly needed.

**Research Question 3:** What are the organizing functioning skills needed by business educators for improving their performance in managing laboratory facilities?



**Table 3:** Mean Ratings and Standard Deviation on the Organizing Functioning Skills needed by Business Educators for Improving their Performance in Managing Laboratory Facilities.

S/N	Items	$\bar{X}$	SD	Remark
1.	Synchronizing activities by bringing things together to make one.	3.03	0.77	HN
2.	Causing to happen at the same time.	2.86	1.07	HN
3.	Agreeing in time and speed to meet up with stipulated time.	3.00	1.03	HN
4.	Logically arranging activities as specified in the plan	2.89	1.06	HN
5.	Delegating authority.	3.13	1.02	HN
6.	Dividing responsibilities	2.92	0.92	HN
7.	Scheduling activities	2.69	1.13	HN
	<b>Weighted Average</b>	<b>3.30</b>	<b>1.00</b>	HN

HN – Highly Needed

Table 3 showed that all items expect items were highly needed by the respondents as organizing functions needed by business educators for improving their performance in managing laboratory facilities. The mean score obtained ranged from 2.69 to 3.13 with weighted average of 3.30

while the standard deviation ranged from 0.77 to 1.13 meaning highly needed.

Research Question 4: What are the implementing functioning skills needed by business educators for improving their performance in managing laboratory facilities?

**Table 4:** Mean Ratings and Standard Deviation on Implementing Functioning Skills Needed by Business Educators for Improving their Performance in Managing Laboratory Facilities

S/N	Items	$\bar{X}$	SD	Remark
1.	Observing the process.	3.02	0.94	HN
2.	Assessing the process.	3.06	0.96	HN
3.	Looking for reinforcement.	3.07	1.00	HN
4.	Checking for appropriate use of facilities.	2.80	0.81	HN
5.	Applying simple way of operating facilities.	2.83	0.75	HN
6.	Reading, understanding and applying manual as specified.	3.01	0.77	HN
	<b>Weighted Average</b>	<b>2.97</b>	<b>0.87</b>	HN

HN – Highly Needed



Table 4 revealed the implementing functions needed by business educators for improving their performances in managing laboratory facilities with mean score ranged from 2.80 to 3.07 and weighted average of 2.97. All items are needed by the respondents on the subject matter. Based on the findings, the standard

deviation of all items were ranged from 0.75 to 1.00 indicating closeness and highly needed.

**Research Question 5:** What are the evaluating functioning skills needed by business educators for improving their performance in managing laboratory facilities?

**Table 5:** Mean Ratings and Standard Deviation on the Evaluating Functioning Skills needed by Business Educators for Improving their Performance in Managing Laboratory Facilities.

S/N	Items	$\bar{X}$	SD	Remark
1.	Identifying the objectives that are not yet achieved.	3.28	0.95	HN
2.	Developing a criterion for evaluating ongoing programme in Business education laboratory.	4.09	1.05	VHN
3.	Rating students' activities on the skill evaluation form.	2.73	1.18	HN
4.	Considering the quality of materials used in completing the lesson.	3.48	0.71	HN
5.	Evaluating students' achievements of set instruction and use the result to improve instruction.	3.06	0.96	HN
<b>Weighted Average</b>		<b>3.33</b>	<b>0.97</b>	<b>HN</b>

HN-Highly Needed, VHN-Very Highly Needed

The result in table 5 showed the mean ratings and standard deviation of evaluating functions needed by business educators for improving their performance in managing facilities. The mean values ranged from 2.73 to 4.09 with weighted average of 3.33 indicating highly needed. Based on the findings, the standard deviation ranged from 0.71 to 1.18 meaning highly needed.

### Discussion

The findings in research question one showed that planning functions are highly needed by business educators for improving their performance in managing laboratory facilities. These planning functions include drawing up

set step by step procedure to be used in carrying out teaching and learning activities, starting clearly the role to be performed by the students in the lesson, selecting appropriate material and tools to be used and other among all. This complements the suggestion of Samson and Yisa (2014) who posited that planning functions of laboratory facilities include designing the school's managerial organogram, developing the number of laboratory class sections, selection of appropriate and relevant equipment are highly required for teachers and that teachers should be involved in the development of the programme needed for facilities management in the school laboratory.



Based on the findings in table 2, all respondents agreed that coordinating functions including: arranging of laboratory facilities available for different uses in the laboratory, giving students the opportunity to practice using the same laboratory material, providing for the free flow of information in the laboratory and others are very highly needed by business educators. However, business educator have role to play in coordinating laboratory facilities.

Findings on Table 3 Shows that respondent agreed on the listed items of organizing functions which includes: synchronizing activities by bringing things together to make one at the same time, causing to happen at the same time, agreeing in time and speed to meet up with stipulated time, logically arranging activities as specified in the plan, delegating authority and scheduling activities. Summarily, according to the table all the items are highly needed. This is in agreement with Ojukwu (2009) as quoted by Uzo-Onkonkwo and Oduh (2017) that if a fresh graduate through planning and proper organization manages an organization, a change can be anticipated and when it occurs it can be properly directed and controlled.

Findings on Table 4 showed that all respondents agreed that implementing functioning skills including: observing the process by critically looking at the facilities, assessing the process, looking for reinforcement, checking for appropriate use of facilities, applying simple way of operating

facilities and reading, understanding and applying manual as specified are highly needed by business educators. This is in agreement with Ikegwuani (2017) that when ethical standards are properly learnt and adhered to. One observes due process in following laid down rules in getting what one wants and conscious of observers which makes him/her act honorably to attract commendation.

It was also found that all items listed in Table 5 as evaluating function needed by Business educators for managing laboratory facilities in Oyo State tertiary institutions were very highly needed by the respondents. This finding is in line with Oyewole (2016) who emphasized the need for evaluation of laboratory facilities as the process of assessing the effective use of materials and tools in relation to its objectives.

### **Conclusion**

Assessing laboratory facilities management in tertiary institutions especially in the field of Business Education is very important in that teaching and learning cannot be effectively achieved without planned, coordinated, organized, implemented and evaluated laboratory facilities by the business educators. It is therefore imperative that the business educators are not exempted from planning, coordinating, organizing, implementing and evaluating process of laboratory facilities. Therefore, business educators should be acquitted with laboratory facilities management skills needed for improving their performances.



## Recommendations

Based on the findings of the study, it is recommended that:

1. Business educators should develop planning, coordinating, organizing, implementing and evaluating functioning skills for improved performance in laboratory facilities management to meet the needs of teachers and students.

2. The management skills identified by this study should be developed and enhanced by the governments through their curriculum experts and be used for training business educators in management of Business Education Laboratory. So as to produce qualified business educators.

3. School authorities should encourage and motivate business educators to develop the identified skills to improve their performances in business world.

4. Time without number, facilities need to be evaluated to discover the areas that need improvement to meet the aim and objectives of Business Education.

5. Laboratory attendants should ensure maximum utilization and minimum wastage of materials in the laboratory for effective teaching and cost saving.

6. Laboratory attendants should ensure that maintenance culture of different machines in the laboratory is adequately done to make them available for teaching at any point in time.

7. Needed facilities must be provided in the laboratory for easy teaching and learning.

## References

- Abdulkadir, M. & Ma'aji S. A. (2014). Assessment of workshop facilities management practices in technical colleges of Niger state. *International Journal of Scientific and Research Publications*. 4(7), 221.
- Ekaette, I. K. & kofi, T. E. (2016). Evaluation of business education programme: Problems and prospects. *Nigerian Journal of Business Education*, 3(2), 232–241.
- Federal Republic of Nigeria (2004). *National Economic empowerment and development strategy*. Abuja. National Press.
- Ikegwuani, V. U. (2017). Ethical standards as basis for sustainable entrepreneurship. *Nigerian Journal of Business Education*, 4(2), 135 - 141.
- Inalegwu, M. O. (2016). Influence of word processing and shorthand skills on professional secretaries functions in modern office in north-west geo political zone, Nigeria. *Unpublished Msc. Thesis*, Department of Vocational and Technical Education, Faculty of Education, Ahmadu Bello University, Zaria.
- Jim, E. U, Nwokike, F. O. & Ezeabii, I. C. (2017). Training needs of business educators in the universities for sustainable development in River state, Nigeria. *European Journal of Training and Development Studies*. 4(5), 1-7.
- Nwaukwa, F. C., Okonkwo, M. U.,



- Ezenwanne, C. R. & Anozie, P. U. (2018). Extent of utilization of e-portfolios for enhancing leaning of business education students in Imo state. *Association of Business Educators of Nigeria, Conference Proceedings*, 5(1), 306–316.
- Obi, E. C. & Otamiri, S. (2010). Information and communication technology in business education: *Journal of Management and Enterprise Development*. 7(4), 75.
- Ogwo, B. A. & Oranu, R. N. (2006). *Methodology in formal and non-formal technical/ vocational education*. Nsukka: University of Nigeria Press Ltd.
- Ojukwu, K. (2009). *Office administration and management*. Aba: Adecrown Printers Ltd.
- Oladunjoye, G. T. (2016). Optimizing business education for national development. *Nigeria Journal of Business Education*. 3(1), 1.
- Osuala, E. C. (2009). *Business and computer education*. Enugu: Cheston Agency Ltd.
- Oyewole, S. O. (2016). Beneficiaries' assessment of the effectiveness of the national directorate of employment training strategies towards poverty reduction in Oyo state. *Unpublished Ph.D Dissertation*, Department of Vocational Education, Faculty of Education, Nnamdi Azikwe University, Awka, Anambra State.
- Samson, O. C. & Yisa, M. A. (2014). Workshop facilities planning tasks required of technical teacher's in technical colleges in Nigeria. *International Journal of Educational Research*. 13(1), 344.
- Stoner, R. E. (2004). The countenance of educational evaluation. Worthen, B. R. & Sanders J. R. (Eds.), *Educational evaluation: Theory and practice*. Belmont, California: Wasworth Publishing Company.
- Toby, T. U. (2000). *Essential of management and leadership in vocational and technical education*. Jos: National Association of Technology Teachers.
- Umezulike, A. N. (2011). Poverty reduction through business education: Evidence from medium and small scale ntrepreneurs in Anambra state. *Journal of Vocational and Technical Education*, 6(1), 8–16.
- Umezulike, A. N. (2017). Challenges of tertiary institutions' efforts in producing reliable and sustainable graduate entrepreneurs. *Nigerian Journal of Business Education*, 4(2), 277–288.
- Umoru, T. A. (2015). Challenges and opportunities of utilization of social media by business education students in nigerian universities. *International Journal of Social, Behavioural, Education, Economic, Business and Industrial Engineering*. 9(11), 92
- Uzo-Onkonkwo, N. H. & Oduh, J. O. (2017). Resource management (human and material) entrepreneurial competencies needed by fresh graduates of business education in Anambra State. *Journal of Business Education*, 4(2), 119–124.