

# Needs For Valuable Instructional Delivery, Training And Learning Of Business Education Regarding Employability Of Graduate In Cross River State, Nigeria.

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## ABSTRACT

This Study Determined Needs For Valuable Instructional Delivery, Training And Learning Of Business Education Regarding Employability Of Graduate In Cross River State, Nigeria. Two Null Hypotheses Were Formulated To Guide The Study. A Descriptive Survey Research Design Was Adopted For The Study. A Sample Size Of Ninety (90), Representing (45) Business Education Graduates And Business Education Lecturers In Tertiary Institutions In Cross River State Was Used In The Study. The Instrument Used For Data Collection Was A Researcher Developed Questionnaire Titled “Business Education Instructional Strategies Questionnaire (Beisq)”. Null Hypothesis One Was Tested Using Independent T-Test Statistic While Null Hypotheses Two Was Tested Using Pearson’s Product Moment Correlation. The Results Indicated That There Is Significance Difference Between The Mean Perceptions Of Graduates And Lecturers With Regard To Strategies For Improving Instructional Delivery In Business Education In Cross River State. There Is A Significant Relationship Between Employability Of Graduates And Strategies For Effective Teaching And Learning Of Business Education Courses In Cross River State Was Found. Among Recommendations Made Was That Innovative Strategies Should Be Used For Effective Teaching And Learning Of Business Education Courses Towards Employability Of Graduates In Cross River State, Nigeria.

**KeyWords:** Needs For Valuable, Instructional Delivery, Training And Learning, Business Education And Employability Of Graduate.

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## I. INTRODUCTION

Business education is an essential aspect of education that equips individuals with the necessary knowledge, skills, and attitude needed to succeed in the business world. The increasing demand for skilled and competent graduates in the business sector has made it imperative for educational institutions to ensure that their business education programs are designed to meet the needs of the job market. In Cross River State, Nigeria, the employability of business education graduates has become a major concern, as many of them lack the necessary skills and competencies required by employers. This has resulted in a high rate of unemployment among business education graduates in the state.

The changing nature of skills required for the 21st century cannot be over emphasized. The need to improve the skills in work places requires that new strategies should be used for instructions of courses including Business education courses. Business education prepares students with the skills for employment in business and business related areas whether as self or paid employment. Teaching and learning can be described as inseparable as far as human development is concerned, Teaching is teacher-centered while learning is people, pupil or student oriented (Ifea,2023). However, the teaching and learning of business education is currently viewed as mediocre and more emphasis was required on meeting individuals’ needs through more innovative teaching strategies. The aim of this study was to explore the strategies that can promote effective teaching and learning of business education courses towards graduate’s employability in Cross River State, Nigeria.

The poor levels of skills of Nigeria workers with low productivity informed the establishment of industrial training fund (IFT) in 1971. The mindset behind the establishment of this agency was to bridge the gap between theory and practices. Students industrial work experience scheme (SIWES) which is an offshoot of

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industrial training funds came up in 1973 and has been trying in this regard. Business education students and others in skill or practical oriented programmes are meant to spend about six month for training in industries related to their fields. Similarly, the Nigeria institute of management (NIM) has been in partnership with national youth service corps (NYSC) to ensure that fresh graduates are fully equipped with the knowledge, attitude, and skills needed to function effectively and efficiently in the world of work.

However, according to Nigeria bureau of statistics (NBS) (2018), the unemployment rate of graduate including business education graduates increased to 27.1 percent in the second quarter of the year 2021 compared to 23.1 percent and underemployment of 28.6% with an aggregate of 55.7% as of the second quarter of last year recorded in third quarter 2018. The NBS added that according to labour force statistic abridge labour force survey under covid-19, unemployment among people (15-34 years) rose from 28.2 percent to 34.9, these rate was the highest ever.

The employability of graduates is a major concern in Nigeria, where the unemployment rate is high, especially among young people. According to the National Bureau of Statistics, the unemployment rate in Nigeria was 33.3% in the fourth quarter of 2020 (National Bureau of Statistics, 2021). This situation calls for urgent action to enhance the employability of graduates, especially in fields such as Business Education, which is critical to the economic growth and development of the country.

Similarly, united nation education scientific and cultural organization (UNESCO) (2022), opined that covid-19 pandemic disrupted education and labour market, increasing youth unemployment and the skills mismatch. UNESCO (2022), opined that young people in particular often lack skills needed to find decent and meaningful employment, with unemployment rate globally being disproportionately high for young people. This inequality according to UNESCO (2022) has been exacerbated by the effect of covid-19 pandemics which disrupted learning of many low skilled youth and adult as well as their mental, social and financial well being. Abugama (2018) was of the view that unemployment is a great problem for policy makers of both developed and developing countries due to its social and economic implications such as economic retardation, financial hardship, homelessness and housing stress, family tensions and breakdown, boredom, alienation, shame and stigma, increased social isolation, crime, erosion of confidence of social esteem among others. These have raised more need for skilled business education in industries and civil society for employability. Olaley (2009) in Imeokparia and Ediagbonya (2012) noted that various federal government programmes on eradication of poverty have failed because graduates of educational institutions lack the required practical skills for work and self reliant. Chibani and Jaouane (2017) reported that each year, about 22% of graduates fail to get employed in any organization, and this could be attributed to the lack of employability skills besides other reasons. Another big concern is that, a significant portion of these graduates is not employed because they lack skills needed by employers, these graduates are said to possess good technical skills but seem to lack critical and soft skills such as communication, leadership, creative thinking, and foreign languages (Oussama Ait Tejan, Abdelkader Sabil, 2019).

Moreso, On August 25, 2011, the group managing director of Nigeria national petroleum corporations (NNPC) –Austen Oniwon reported that 80% of applicants failed the corporation recruitment test ([www.thenationonline.net/2011/index](http://www.thenationonline.net/2011/index)). The implication of the report was that those job seekers did not possess the employability skills that NNPC needed despite their paper qualification of a minimum second class upper division (2.1). Technological advancements are rapidly changing our working lives and there is a real need for the current and future generations to adapt to a digital world and acquire **digital skills**, or risk being unskilled for a wide range of jobs in the society.

It is in view of this background that this study is designed to investigate the strategies for effective teaching and learning of Business education courses towards graduate employability in Cross River State, Nigeria. Empirically, the study determined the teaching and learning strategies that would enhance graduates ability in Business education for employability in Cross River State, Nigeria. There is no gain saying that in recent time, there has been unprecedented outcry from both educated and non educated alike as to the unemployability of our graduates for job placement. The executive secretary of Nigeria university commission (2020) stressed that lack of regular study to advise Nigeria university system on the graduates needs for labour market has lead to skills mismatch in the country. The result of this, according to the authors is that the quality and focus of the training offered by universities are not in tune with the needs of the industries and has led to high rates of unemployment as many graduates are trained with skills that are not directly relevant to the needs of the labour market in the 21<sup>st</sup> century. The graduates are perceived not to be employable (<http://www.thenationonline.net/education/2011/27002.html/index>)

Furthermore, the responses of employers of labour on competencies on the use of modern technology by graduates reveal that technological skills are lacking in the graduates. Corroborating this fact, Ibrahim and Dandago (2013) reported that graduates are deficient in transferable skills required by workforce in the era of modern technology specifically in the 21<sup>st</sup> century. Tymon (2011) added that employers viewed 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 therefore become more imparities to determine the strategies required for effective teaching and learning of business education courses towards employability of graduates in Cross River State, Nigeria.

## **II. Purpose of the Study**

Specifically, the study determined the:

- i. Instructional delivery strategies that could enhance the effective training and learning of Business Education;
- ii. Relationship between strategies for effective training of business education and employability of business education graduates.

## **Hypotheses**

The following hypotheses were tested at 0.05 level of significance:

**H<sub>01</sub>:** There is no significant difference between the mean responses of business education graduates and lecturers on strategies for effective instructional delivery and learning of Business education courses.

**H<sub>02</sub>:** There is no significant relationship between employability of graduates and the strategies for effective training and learning of Business Education.

## **III. Methodology**

The study adopted descriptive survey design. The design, according to Ezeugwu, Abiogu, Ibe, Asogwa, Nwangwu and Afufu (2016) in Odey (2021), is one in which a group of people or items are studied by collecting and analyzing data from only a few people or items considered to be a representative of the entire group. Ezeugwu, et al. (2016) in Odey (2021) noted that descriptive survey studies aim at collecting data on, and describing in a systematic manner the characteristics, features or facts about a given population. This design is considered appropriate for the study because the researcher collected and analyzed data from business education lecturers and graduates in tertiary institutions in Cross River State on strategies for effective teaching and learning of business education courses towards graduate employability.

## **IV. Area of the Study**

The study was conducted in Cross River State, Nigeria. Cross River State is one of the 36 states in Nigeria and also one of the six states in the South- South Geopolitical zone of the country. The state has Calabar as its capital. There is a record of the sharp rise in the rate of unemployment among graduates including especially business education graduates in Cross River State, which has led to wide spread and large number of criminality in the State. Since effective teaching and learning of business education courses will improve the employability of graduates, Cross River State was chosen for the study.

## **V. Population for the Study**

The population for the study is made up of (90) both of business education and graduates, Business Education lecturers and their 2018-2020 graduates in the four (4) tertiary institutions in Cross River State. (Personnel Departments of the various Tertiary Institutions in Cross River State, 2021). The population distribution of the Business Education lecturers in the tertiary institutions is as follows: Cross River University of Technology Calabar has seven (7) Business Education lecturers, Federal College of Education, Obudu has nine (9) Business Education lecturers, University of Calabar, Calabar has sixteen (16) Business Education lecturers and Cross River State College of Education Akamkpa has thirteen (13) Business Education lecturers as well as population distribution of students.

## **VI. Sample and Sampling Technique**

Ninety (90) respondents which include forty five (45) Business education lecturers and forty five (45) graduates of business education from the four (4) tertiary institutions in Cross River state were used in the study. All the forty five (45) Business education lecturers in the four (4) tertiary institutions in Cross River state were used in the study so no sample was drawn as the entire population is manageable. However, the sample of forty five (45) graduates was purposively drawn with seven (7) Business Education graduates from Cross River University of Technology Calabar, nine (9) Business Education graduates from Federal College of Education, Obudu, sixteen (16) Business Education graduates from University of Calabar, Calabar and thirteen (13) Business Education graduates from Cross River State College of Education Akamkpa.

### VII. Instrument for Data Collection

A researcher developed questionnaire was used in collecting data for the study. The questionnaire was titled “Business Education Instructional Strategies Questionnaire (BEISQ)”. The questionnaire has two sections: A and B. Section A sought for the demographic information of the respondents such as sex, educational qualification and years of work experience.

Section B comprised 16 item statements structured to cover instructional delivery strategies and employability skills. Each of the two clusters containing eight (8) item statements each, were structured on a four- point rating scale of strongly agree (SA); agree (A); disagree (D) and strongly disagree (SD).

### VIII. Validation of the Instrument

The initial draft of the instrument, the purpose of the study, as well as the research questions were given to experts for face-validation. The experts comprised three lecturers: two (2) from Measurement and Evaluation Unit of Department of Science Education, Faculty of Education and one (1) from Department of Business Education, Faculty of Vocational and Technical Education, all in the University of Nigeria, Nsukka. These experts were requested to vet the instrument with respect to clarity of items, simplicity of vocabulary, relevance of terms to the study and make necessary suggestions and corrections for the improvement of the quality of the questionnaire. Their comments and suggestions were used to modify the items to suit the problem under investigation.

### IX. Reliability of the Instrument

The reliability of the instrument (BEISQ) was determined by administering the questionnaire to twenty (20) business education lecturers and graduates in Benue State, who were not part of the sample. Benue State was chosen because it has the same economic and educational characteristics with the area of the study. The responses of the respondents were subjected to analysis using Cronbach Alpha ( $\alpha$ ) reliability method to ascertain the internal consistency of the items. The choice of Cronbach Alpha was because the instrument was polytomously scored. The reliability coefficients obtained for the various clusters in the research instrument cluster A 0.934, cluster B 0.852, while 0.864 was obtained as the overall reliability coefficient. This is a strong indicator of the high reliability of the instrument overtime, which showed that the instrument is highly reliable.

The researcher administered the questionnaires to business education lecturers in all the tertiary institutions in the institutions used for the study, with the of research assistances who were brief of the exercise. The data collected from the respondents were subjected to further analysis.

### X. Method of Data Analysis

Null hypothesis one was tested using independent t – test statistic at 0.05 level of significance, a probability value greater than or equal to 0.05 ( $p \geq 0.05$ ) was regarded as not having any significant difference while a probability value less than 0.05 ( $p < 0.05$ ) was regarded as having significant difference. While hypothesis two was tested using Pearson’s Product Moment Correlation

## XI. RESULTS

#### Hypothesis One:

There is no significant difference between the mean perception of graduates and lecturers with regard to strategies for improving instructional delivery of Business education courses.

**Table 1:** t-test Analysis of the mean perception of Graduates and Lecturers with Regard to Strategies for Improving Instructional Delivery of Business Education courses.

S/N	Items	Group	$\bar{x}$	SD	t-value	df	Sig.	Dec.
1	Class Wide Peer Tutoring and evaluations should be greatly encouraged	LEC	2.68	0.91	0.36	88	0.02	S
		GRA	2.72	1.00				
2	Direct Instruction focused greatly on graduates learning abilities should highly be utilized	LEC	2.63	0.74	-0.45	88	0.05	NS
		GRA	2.78	0.80				
3	Lecturers/graduate interactions should be the more effective ways of learning business education	LEC	3.00	0.92	-0.44	88	0.01	S
		GRA	2.70	0.85				
4	Instructional designs that enhance graduates learning ability and employability should be used.	LEC	2.55	0.75	-1.42	88	0.07	NS
		GRA	2.50	0.85				
5	Self-monitoring is necessary increase on-task behaviour of graduates towards learning of business education and employability.	LEC	2.00	0.92	-0.87	88	0.04	S
		GRA	2.28	0.66				

6	Instruction should be presented together to graduates to enhance graduates learning ability	LEC	2.88	0.83	-0.69	88	0.03	S
		GRA	2.11	0.96				
7	tests, homework assignments should be designed in a manner that can motivate graduates learning ability.	LEC	3.00	0.83	-0.43	88	0.06	NS
		GRA	2.60	1.05				
8	Careful explanation of concepts and opinion enhances graduates learning abilities should be highly used.	LEC	2.88	0.91	-0.32	88	0.05	NS
		GRA	2.80	0.92				
<b>Cluster Mean</b>		<b>LEC</b>	<b>2.69</b>	<b>0.41</b>	<b>-1.33</b>	88	<b>0.04</b>	<b>S</b>
		<b>GRA</b>	<b>2.58</b>	<b>0.46</b>				

LEC = Business education lecturers, GRA= Business education graduates

The result in Table 1 showed the t-test analysis of no significant difference between the mean perception of graduates and lecturers on the strategies for improving instructional delivery of Business education courses. The result shows that four (4) items showed no significant difference because the probability value of each is greater than 0.05 set as level of significance, while four (4) items showed significant difference because the probability value of each is less than 0.05 set as level of significance. The cluster t-value of -1.33 at a degree of freedom of 88 and a probability value of 0.04 was obtained. Since the probability value of 0.04 is less than 0.05, this means that the result is significant. Therefore, the null hypothesis which stated that there is no significant difference between the mean perceptions of graduates and lecturers on the strategies for improving instructional delivery in Business education is rejected. Inference drawn therefore is that there is significant difference between the mean perceptions of graduates and lecturers with regard to the strategies for improving instructional delivery in Business in Cross River State.

**Hypothesis Two:**

There is no significant relationship between employability of graduates and strategies for effective teaching of business education

**Table 2:** Pearson’s Product Moment Correlation of the Mean analysis of Employability of Graduates and Strategies for Effective Teaching of Business Education.

Variable	$\bar{x}$	SD	N	r	R <sup>2</sup>
Employability of Graduates	2.67	0.19	90	0.78	0.61
Strategies for Effective Teaching	2.65	0.22			

$\bar{x}$  = Mean, SD = Standard Deviation, R<sup>2</sup> = coefficient of determination

Result in table 2 shows the relationship between employability of graduates and strategies for effective teaching and learning of Business Education courses. Results show that the mean and standard deviation of scores of employability of graduates are 2.67 and 0.19 respectively while strategies for effective teaching and learning of Business Education has the mean and standard deviation of 2.65 and 0.22 respectively. Also, the correlation between employability of graduates and strategies for effective teaching and learning of Business Education was 0.78. The reliability coefficient of determination (0.61) also known as the predictive value means that 61% of employability of graduates is attributed to strategies for effective teaching and learning of Business Education.

**XII. Summary of Findings**

From the data analyzed the following findings emerged.

- The findings revealed that there is significant difference between the mean perceptions of graduates and lecturers with regard to the strategies for improving instructional delivery in Business education courses in Cross River State. Also, class wide peer tutoring and evaluations should be greatly encouraged, lecturers /graduate interactions are more effective ways of learning business education, Self-monitoring increase on-task behaviour of graduates towards teaching and learning of business education and employability and Instruction are present together to graduates to enhance graduates learning ability are strategies for improving instructional delivery in business education in Cross River State.
- There is high positive relationship between employability of graduates and effective teaching and learning of business education courses in Cross River State.

**XIII. Discussion of Findings**

Education is supposed to reflect and address the needs of the society. When developing academic programs, universities and higher education institutions together should undertake surveys to gather information concerning the quality of graduates entering the job market (Oussama A. T & Abdelkader .S, 2019) Research hypothesis one sought to find out if there is no significance difference between the mean perception of graduates

and lecturers with regard to the strategies for improving instructional delivery in Business education. The findings revealed that there is significance difference between the mean responses of graduates and lecturers with regard to the strategies for improving instructional delivery in Business education courses. Instructional strategies may lead to a remarkable improvement in the teaching and learning of business education in tertiary institutions in cross river state (Ekwue, Udemba, Nonyelum Felicia & Ojuro, Calista Ifeoma,2019) . This is in disagreement with the findings of Lowden, Hall, Dely and Lewin (2011) stressed that graduates and lecturers do not have different perceptions regarding strategies for improving instructional delivery Husain et al. (2010) reported employers in their study perceived that business education graduates did not have the required soft skills to give them an upper hand in employability in Cross River State .

The result of the analysis in Table 2 revealed that there is high positive relationship between employability of graduates and effective trianing and learning of business education courses in Cross River State. This implies that employability of graduates is dependent on effective teaching and learning of business education in Cross River State. This result agreed with Ibrahim and Dandago (2013), who reported that Business education graduates should have transferable skills required of the workforce in the era of modern technology. Also Tymon (2011) opined that employers view that Business education graduates as not yet ready to enter and face the complexities and challenges of the world of work. This means that for graduates to be employed and be effective in their work places they must have gone through effective teaching and training amounting to the acquisition of the needed knowledge, skills and attitude for the job. Hence employability is positively related to effective teaching.

#### **XIV. Conclusion:**

Delivering valuable instructional and training programs in Business Education is essential for enhancing the employability of graduates in Cross River State, Nigeria. This can be achieved through a variety of methods, such as incorporating practical, hands-on learning experiences, keeping up with industry trends and technology, providing mentorship and networking opportunities, and fostering critical thinking and problem-solving skills. Collaboration between educators and employers is also crucial to ensure that graduates have the necessary skills and knowledge to meet the demands of the workforce. By investing in quality instructional delivery, training, and learning, we can create a skilled and competitive workforce that can contribute to the economic growth and development of Cross River State and Nigeria as a whole.

#### **XV. Implications of the Findings**

The findings of this study have implications which include: that there is an urgent need for the improvement of Business educator / lecturers' competencies on how to prepare graduates for employability. This is obvious because it was noted from the findings of the study that there is significance relationship between employability of graduates and effective teaching of business education.

There is an urgent need for business education curriculum designers to develop the curriculum that will encompass strategies for effective instructional delivery to equip graduates with the relevant skills and knowledge required for employability and effective performance at the work place.

#### **XVI. Recommendations**

Based on the findings of the study, the following recommendations were made:

1. Based on the findings and conclusion of the study, the following recommendations are made: because of the needs for skilled, re-skilled and up-skilled, The Ministry of Education in partnership with National University Commission (NUC), the Education Thrust Fund (ETF), the National Commission for Colleges of Education (NCCE) and national board for technical education (NBTE) should provide adequate and consistent training and retraining programmed for capacity building for business educators to enable them keep abreast with trends in the changing society. Business educators should Endeavour to diversify in their use of instructional strategies in order to improve students' employability skills acquisition.
2. The government and the administrators of business education programmed in tertiary institution should map-out out training programmed that will keep the business education lecturers up-to-date on current trends, innovations and ideas that enhances employability in corporate governance practices of industries across various sectors of the economy.
3. Business educators should adopt the use of technology in educating their students on business ethics, risk management practices, management practices and regulatory practices of business organizations in the country and abroad. This can be done through online collaboration with established industry experts. For instance, students watching live debates by directors of companies on corporate governance issues over the internet or on television.

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