



INFLUENCE OF BUSINESS EDUCATION PROGRAMME ON BUSINESS EDUCATION STUDENTS FOR SKILLS ACQUISITION IN COLLEGES OF EDUCATION, KANO STATE, NIGERIA

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Abstract

The paper investigated the Influence of Business Education Programme on Business Education Students for Skills Acquisition in Colleges of Education in Kano State, Nigeria. Three research questions were answered and Three null hypotheses were tested for the study. Descriptive survey design was used and served as a design of the study. The population of the study consisted of (1,579) NCE III students in the mentioned public colleges of education. The sample size of the study is made up of (400) NCE III students of business education departments who were selected using the Yaro Yamane formula so as to have fair representation of the population for the study. The instruments used for data collection was a structured questionnaire which was designed by the researcher and tagged as Influence of Business Education Programmes on Students' Skills Acquisition (BEPSSA), Quality Infrastructural Facilities on Students' Skills Acquisition in Business Education Programmes (QIFSSBE) and Business Education Programme on Students' Skills Acquisition for Economic Development (BEPSEAED) in Colleges of Education Kano State which consisted of 30 questionnaire items. The instruments were vetted by three experts in research who are not below the rank of readers and professors so as to remove all ambiguities of the instruments for the students. Pilot study was carried out at College of Legal and Islamic Studies Kano State. The reliability coefficients of the instruments obtained were 0.89, 0.79 and 0.87. Mean and standard deviation were used to answer the research questions while regression analysis was used in testing the null hypotheses at 0.05 level of significance for the study. The findings of the study identified the quality of business education programmes in terms of the students' skills acquisition, quality of infrastructural facilities on students' skills acquisition and business education programmes on students' skills acquisition for economic development are regarded as the ingredients for boosting students' skills acquisition and economic development in colleges of education Kano State, Nigeria. It was recommended that the school authorities of Kano State colleges of education should improve the quality of infrastructural facilities in business education programmes. This will assist and enable the students to acquire skills for gainful employment and enhancing economic development as well as reducing unemployment rate in the country.

Keywords: *Business Education Programme, Business Education Students, influence, Colleges of Education and Skills Acquisitions.*

Introduction

Skills at whatever levels of education need to be taken into account so as to enable the students to be functional members of the society. Business education students can be regarded as the students who studied business education courses such as accounting education, marketing education, entrepreneurship education and office technology and management education. The mentioned courses were built based on the skills that the students were supposed to acquire so as to be functional members in the society for the purpose of improving the standard of living as well as



sustainable development of the nation. This is in line with the position of Umoru and Oluwalula (2022) who see business education students as the students who are expected to attain the competency level and skills that meet the specified requirements of employers for being self-reliant members of the society. In the same vein the opportunity to identify the rate of assimilation of business education students and improve the capability of business education students for problems identification and evaluation of business education programmes for the improvement through their interactions and sharing experience in business education programmes (Olubiyi&Akinwumi, 2022). Business education programme refers to the programme of study from the colleges of education to the universities level of education in which the students acquire skills in accounting education in order to prepare proper financial management so as to improve the quality of their business professionally. This is in line with the view of Ademiluyi and Oyedele (2020) who stated that the business education programme is the most preferred educational course in Nigerian colleges of education and universities and it is designed to meet the general and vocational educational needs of the society in terms of students' skill acquisition.

Skills acquisition refers to the process whereby that provides the students with the skills needed to be received such as initiative, enthusiasm and inquisitiveness by the students in order to enable him or her to function effectively and efficiently within and outside the programme they undergo. Skills acquisitions can be regarded as the techniques that provided the students with the initiative, enthusiasms, inquisitiveness, interest, in continuous, learning, courage, self-reliance, comfort with uncertainty, self-control, self-knowledge, positive outlook, toward adversity, independence, appreciation of diversity, perseverance, creativity flexibility, open mindedness, language and communication skills assertiveness, sense of humour, and above all, resourcefulness, and adaptability (Chinazor, 2021). This is in line with the position of Umoru and Oluwalula (2022) who considered the quality assurance in higher education entails the students with the ability of institutions to meet the expectation of the users of man powers in connection to the quality of skills acquired by the outputs to meet the expected standard so as to minimise the students problems as well as improving standard of living.

Chinazor (2021) stated that skills acquisition equips one to organise, adapt, and strategically apply specific skills in new situations and circumstances. Furthermore, he noted that skills acquisition also enables one to generate new skills that help him or her to succeed in novel situations, manage and adapt to change and to furnish by creating what matters, even in the face of adversity. Skills acquisition builds self-esteem and self-confidence at the personal front that enable personal and professional advancement, and at the same time create opportunities at the professional front of the students for being self-focus in carrying out their professional activities (Bautista, 2016). Failure to acquire proper skills by the students lead to unemployable graduates and for those employed, are at best under-employed and are paid peanuts in comparison with what they would have deserved to earn if well placed in the workplace. These can only be achieved if business education students are properly trained by professional business educators who have the ability and competencies for improvement of business education programmes (Idowu, 2021).

Business education programme refers to the programme that equips the students with different skills that lead the students to be competent in discharging their business activities professionally. Business education is an educational programme that provides a range of expertise in accounting, marketing and office technology and management (Edokpolor&Owenvbiugie, 2017). Business education programme is concerned with equipping students with the requisite attributes such as knowledge, skills, competencies, and attitudes in order to become gainfully employed in the world of work, while education about business, focuses on providing a sound basis for further studies at the graduate and postgraduate levels (Loretta et al., 2021). Business education is also a vocational programme that equips the recipient with knowledge, skills, attitudes and understanding needed for



effective participation and contribution as producers and consumers of business products. It therefore means that business education progresses individuals who will adequately participate in business activities. It also equips the individuals with business knowledge, vocational skills and competency required in modern offices and schools, but the relevance of business education classrooms and laboratories in this regard are questionable but this aim could be achieved when business education classroom and laboratories are modified to suit schools' technical needs for skills acquisition in business education programme on business education students' skills acquisition (Oduma et al., 2019).

Business education programme on business education students' skills acquisition refers to the skills that the business education students acquire so as to be functional members of the business society for economic development. Skills acquisition of business education students can be considered as accounting skills, marketing skills, entrepreneurship skills, office management technology skills, teaching and learning skills. These will enable business education students to be functional members of the society in order to improve the standard of living as well as to develop the economic development. This is in line with the position of Iwuocha and Peters (2019) who opined that business education is a programme basically for skill acquisition, vocational and competency among the students for economic development. In the same Iwuocha (2016) sees business education programmes as a component of vocational education which involves the acquisition of skills, knowledge and competence which make its recipients or beneficiaries proficient in the society and improved economic development of their nation.

Business education programme on business education students' skills acquisition is a form of educational training or retraining which is directed toward the development of the learners to become productive in a paid or self-employment business for economic development (Azuka & Nwosu, 2018). They further stated that the emphasis is not only on the position of skilled manpower for a static economy but also continuing to do so for a dynamic one, especially with changing societal needs for technological advancement of the nation standard and economic development. The quality in a business education programme means the relevance and appropriateness of its programme to the needs of the community for which it is provided. Effective business education programmes must have a role for providing students with a variety of dynamic skills and viable learning experience so that they will be ready to perform better in a professional manner upon entrance into the first career position (Joya & Chinwe, 2020). Business education programme on business education students' skills acquisition provides them with the skills that prepare students for entry into advancement in job within business and prepare the students to handle their own business affairs to function intelligently as consumers and citizen in a business economy such as Kano State for enhancing economic development (Uchenu, & Okeke-Okonkwo, 2020). Kano State is a state among the 36 states of Nigeria which is situated in the Northwest Zone. Kano State has three public colleges of education and many more private colleges of education with many students who need to acquire functional skills in order to improve the quality of education to the standard levels as well as to enhance the economic development and Nigeria at large. Failure to provide the students with required skills needed that enhance their ability, interest, opinion, behaviour, attitude using proper infrastructural facilities and many more will create joblessness among the students thereby changing their direction to the bad company group.

Infrastructural facilities are the facilities that provide the students with the skills needed to be acquired so as to enhance the students' skills acquisitions. Infrastructural facilities are regarded as adequate facilities that were provided by the schools and used by lecturers and students so as to enhance the students with skills acquisition required. This is in line with the view of Kaizer and Okoli (2021) who considered that infrastructural facilities are tools for supporting teaching and learning. They are the facilities used by the lecturers in order to aid the teaching and enable the learners to get



a better understanding of the lesson and to demonstrate the skills in practical terms. In the same vein Kemenanaebi (2017) posited that the usefulness of infrastructural facilities lies in their potential to facilitate students' learning. It enables the learners to see, feel and touch the object involved in the learning process so as to enhance the students with the proper skills to be acquired due to be functional members in the field of work. Any educational programme that lacks essential facilities cannot reasonably expect to achieve its objectives such as proper skills for students' skills acquisition (Ubulom&Enyekit, 2017). Umoru and Oluwalola (2022) pointed out that quality assurance served as a mechanism in terms of infrastructural facilities for promoting employability skills required among business education students for business education programmes so as to enhance the students' performance and solve their problems in tertiary institutions in Kwara State, Nigeria.

Statement of the Problems

Business education programme refers to the programme of study that equips the students with several skills for being a functional member of the society before, within and after graduation. In the view of this, Ademiluyi and Oyedele (2020) stated that the business education programme is the most preferred educational course in Nigerian colleges of education and universities and it is designed to meet the general and vocational educational needs of the society in terms of students' skill acquisition. It is highly required to help schools send their students to the organisation to acquire practical skills to be relevant and competent in the world of work. However, a wide gap seems to exist in the expectations and perceptions of both institutions and organisations, possibly as a result of empty-handed consideration of the skills acquisitions among the students. Therefore, a new demand for skill acquisitions are all before the teachers and the students. All are left to the teachers' ability and competence especially in the effective implementation of the business education programme.

This is linked to the lack of practical experience caused by insufficient infrastructural facilities between the institutions and the organisation. The problems of ill-equipped laboratories and workshops result in poor skill acquisition and limit students towards economic improvement for sustainable development. This study therefore determines how business education programmes can be improved in order to enhance students' skills acquisition as well as economic development of Kano State in particular and Nigeria in general.

Research Question

The following are the research questions that guided the study.

1. What is the influence of the business education programme on students' skills acquisition in colleges of education, Kano State?
2. What is the influence of the quality of infrastructural facilities for promoting students' Skills acquisition in business education programmes in colleges of education in Kano State?
3. What is the influence of the business education programme on students' skills acquisition for economic development in colleges of education, Kano State?

Hypotheses

The following hypotheses were formulated and tested at 0.05 level of significance.

1. There is a significant difference between the influence of business education programmes and students' skills acquisition in colleges of education, Kano State.
2. There is no significant difference between the influence of quality of infrastructural facilities and promoting students' skills acquisition in business education programmes in colleges of education. Kano State.
3. There is no significant difference between business education programmes and students' skills acquisition for economic development in colleges of education, Kano State.



Methodology

The study covered all the NCE III students in the departments of business education in public colleges of education in Kano State such as Federal College of Education Kano State, Federal College of Education Technical Bichi and Sa'adatu Rimi College of Education Kumbotso Kano State. Descriptive survey design was used for the study due to sourcing the information using the opinion of the students among the population of the study. The population of the study consisted of (1,579) NCE III students in the mentioned public colleges of education. The sample size of the study is made up of (400) NCE III students of business education departments who were selected using Yaro Yamane formula so as to have fair representation of the population for the study. The instruments used for data collection was a structured questionnaire which was designed by the researcher and tagged as *Influence of Business Education Programmes on Students' Skills Acquisition (BEPSSA)*, *Quality Infrastructural Facilities on Students' Skills Acquisition in Business Education Programmes (QIFSSBE)* and *Business Education Programme on Students' Skills Acquisition for Economic Development (BEPSEAED) in Colleges of Education Kano State which consisted of 30 questionnaire items*. Four points rating scale such as Strongly Agree, (SA) 4 points, agree (A) 3 points, Disagree (DA) 2 points and Strongly Disagree (SD) 1 point. was used for the study. The questionnaire was validated by three experts in the Business Education Sections Abubakar Tafawa Balewa University and Ahmadu Bello University, Zaria. Pilot study was carried out at College of Legal and Islamic Studies Kano State. The internal consistency of the questionnaires was determined using Cronbach Alpha procedure with a reliability index of 0.89, 0.79 and 0.87. The students were briefed on how to fill the questionnaire properly by the researcher. The copies of the questionnaire were administered and collected back by the researcher. A total of 375 (93.75%) instruments were collected back and used to analyse the data. To answer the research questions, mean and standard deviation were used while null hypotheses were tested using regression analysis for this study.

Results

Research Question 1

What is the influence of the business education programme on students' skills acquisition in colleges of education, Kano State?

Table 1: Mean Responses and Standard Deviation of the Influence of Business Education Programme on Students' Skill Acquisition in Kano State

S/NO	Items on Business Education Programme on Students' Skills Acquisition	Mean	Standard Deviation	Remark
1	Business education programmes provide the students with skills acquisition	2.56	0.612	Agree
2	Business education programmes improve students' skills acquisition	2.71	0.691	Agree
3	Business education programme improves the students with the critical thinking skills to be acquired by the students so as to focus the business future properly	2.87	0.712	Agree
4	Business education programmes equip the students with the skills to be acquired for being functional members of the society.	3.14	0.822	Agreed
5	Business education programmes inculcate the mind of the students with the skills to be acquired for societal development.	3.00	0.791	Agreed
6	Business education programme enhanced the	3.01	0.761	Agreed



	students' visual skills to acquire proper decision making in business activities properly.			
7	Business education programmes guide the students with the proper teaching skills to be acquired in order to improve students' skills acquisition.	2.87	0.661	Agreed
8	Business education programmes help the students with office technology skills for the improvement of office technology management	2.92	0.702	Agreed
9	Business education programmes provide the students with the proper marketing skills to be acquired for the improvement of marketing strategies	2.65	0.612	Agreed
10	Business education programme provides the students with the internet facilities skills to be acquired so as to improve the societal development	2.97	0.591	Agreed

Table 1 shows the responses of students on the influence of the business education programme on students' skill acquisition in colleges of education in Kano State. The outcome of the analysis revealed that students agreed that the influence of business education programmes enhanced students' skill acquisition. The weighted mean of the influence of business education programmes on students' skills acquisition is 2.87. The greatest mean score is 3.14. It was observed from the values of the standard deviations that there was a close range in the responses of the students.

Research Question 2

What is the influence of the quality of infrastructural facilities for promoting students' skills acquisition in colleges of education in Kano State?

Table 2: Mean Responses and Standard Deviation of the Quality of Infrastructural Facilities for Promoting Students' Skill Acquisition in Colleges of Education, Kano State.

S/NO	Items on the Influence of Quality Infrastructural Facilities for Promoting Students' Skills Acquisition	Mean	Standard Deviation	Remark
11	There are adequate laboratories and typing pool that enhanced the students with proper skills acquisition	2.73	0.661	Agree
12	Laboratories, typing pool are regularly maintained so as to improve the students with the skills acquisition	2.56	0.541	Agree
13	Business education programme	2.87	0.721	Agree
14	Classrooms are adequately provided in this institution for enhancing students' skills acquisition.	3.24	0.832	Agreed
15	This institution provides functional internet service to facilitate students learning skills acquisition	3.12	0.897	Agreed
16	Students have access with the facilities that facilitate students' skills acquisition	3.06	0.782	Agreed
17	There are adequate workshops in my institution for enhancing students' skills acquisition,	2.97	0.671	Agreed
18	My school library is adequately stocked with relevant and reliable educational resources that enhance the students with the skills to be acquired for national development.	2.93	0.706	Agreed



19	My school provided the students with a recreation place for improvement of students' skills acquisition.	2.75	0.627	Agreed
20	My school hostel adequately furnished and habitable for used in order to improve students' skills acquisition	2.98	0.623	Agreed

Table 2 shows the responses of the influence of quality of intrastromal facilities on students' skill acquisition in colleges of education in Kano State. The outcome of the analysis revealed that students agreed that the influence of business education programmes outlined enhanced students' skills acquisition. The weighted mean of the influence of the quality of intrastromal facilities on students' skills acquisition is 2.92. The greatest mean score is 3.24. It was observed from the values of the standard deviations that there was a close range in the responses of the students.

Research Question 3

What is the influence of the business education programme on students' skills acquisition for economic development in colleges of education, Kano State?

Table 3: Mean Responses and Standard Deviation of the Business Education Programme on Students' Skill Acquisition for Economic Development in Colleges of Education, Kano State.

S/NO	Items on Business Education Programme on students' Skills Acquisition for Economic Development.	Mean	Standard Deviation	Remark
21	Business education programmes educate the students with the buying and selling skills for promoting economic development	2.85	0.632	Agree
22	Business education programmes inculcate the students' communication skills that improve economic development,	2.91	0.731	Agree
23	Business education programmes provide the students with management skills for economic development	2.77	0.701	Agree
24	Business education programmes with internet facilities skills that are used by the students in order to improve economic development.	3.25	0.922	Agreed
25	Business education programmes provide the students with the marketing strategies that are used to advance economic development.	3.02	0.891	Agreed
26	Business education programmes provide the students with the entrepreneurship skills being self-reliant and promoting economic development	3.21	0.771	Agreed
27	Business education programmes educate the students with international business standard techniques so as to enhance economic development	2.98	0.681	Agreed
28	Business education programmes educate the students with the value of the consumers while purchasing goods and services so as to improve economic development.	2.97	0.762	Agreed
29	Business education programmes provide the students with the skills for operating small business enterprises	2.75	0.632	Agreed



30	for economic development. Business education programmes provide the students with decision making skills that guide the students for economic development.	2.97	0.791	Agreed
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Table 3 shows the responses of students on the influence of business education programmes on students' skill acquisition for economic development in colleges of education in Kano State. The outcome of the analysis revealed that students agreed that the influence of business education programmes enhanced students' skills acquisition or economic development. The weighted mean of the influence of business education programmes on students' skills acquisition or economic development is 2.97. The greatest mean score is 3.25. It was observed from the values of the standard deviations that there was a close range in the responses of the students.

Testing of Hypotheses
Hypothesis 1

There is a significant difference between the influence of business education programmes and students' skills acquisition in colleges of education, Kano State.

Table 4 Summary of Regression Analysis on the Influence of Business Education Programmes on Students' Skills Acquisition in Colleges of Education, Kano State.

Summary Model	B	Standard Error	t	r-cal	R ²	Adjusted R	Sign
Business Education Programme	2,743	.497	5.361	0.497	0.327	0.175	0.000
Students Skills Acquisition	3.494	.872	5.872				

Source Field of Survey 2022 P> 0.05

The regression analysis in Table 4 was to determine the influence of the business education programme on students' skill acquisition in colleges of education, Kano State. The result revealed a constant beta value of 2.743 males with a t-value of 5.361 and a coefficient value of 5.361 for females with a t-value of 5.872. The R-value was 0.476 with an R²-value of 0.327 and an adjusted-R of 0.175 with a p-value of 0.000. The result indicated that the business education programmes had a variance of 33% (r² 0.327 x 100) on students' skill acquisition in colleges of education, Kano State. This means that for each single increase in business education programmes, there was an increase in competent students' skill acquisition of 33%. The observed value of 0.000 was less than the value of 0.05, indicating the observed value of 0.000 influence of the business education programme on students' skill acquisition in colleges of education, Kano State. This implies that the business education programme has an influence on students' skill acquisition in colleges of education in Kano State Hence, the null hypothesis was rejected.



Hypothesis 2

There is no significant difference between the influence of quality of infrastructural facilities and promoting students’ skills acquisition in colleges of education. Kano State.

Table 5 Summary of Regression Analysis on Significant Difference between the Influence of Quality of Infrastructural Facilities and Promoting Students’ Skills Acquisition in Colleges of Education, Kano State.

Summary Model	B	Standard Error	t	r-cal	R ²	Adjusted R	Sign
Quality of Infrastructural Facilities	2,775	.597	6.351				
				0.567	0.5327	0.275	0.000
Students Skills Acquisition	4.495	.879	5.863				

Source Field of Survey 2022 P> 0.05

The regression analysis in Table 5 was to determine the influence of the quality of infrastructural facilities on students’ skill acquisition in colleges of education, Kano State. The result revealed a constant beta value of 2.775 males with a t-value of 6.351 against a coefficient value of 4.494 females and a t-value of 5.863. The R-value was 0.476 with an R²-value of 0.327 and an adjusted-R of 0.275 with a p-value of 0.000. The result indicated that the quality of infrastructural facilities had a variance of 567% ($r^2 0.567 \times 100$) on students’ skill acquisition in colleges of education, Kano State. This means that for each single increase in the quality of infrastructural facilities, there was an increase in students’ skill acquisition of 57%. The observed value of 0.000 was less than the value of (0.05) indicating a significant influence of the quality of infrastructural facilities on students’ skill acquisition in colleges of education, Kano State. This implies that the quality of infrastructural facilities has an influence on students’ skill acquisition in colleges of education in Kano State. Hence, the null hypothesis was rejected.

Hypothesis 3

There is no significant difference between business education programmes and students’ skills acquisition for economic development in colleges of education, Kano State.

Table 6 Summary of regression analysis on the significant difference between influence of business education programmes on students’ skills acquisition for economic development in colleges of education, Kano State.

Summary Model	B	Standard Error	t	r-cal	R ²	Adjusted R	Sign
Business Education Programme	3.763	.697	5.762				
				0.693	0.347	0.295	0.000
Students Skills Acquisition for Economic Development	3.494	.872	6.873				



Source Field of Survey 2022 $P > 0.05$

The regression analysis in Table 6 was to determine the influence of the business education programme on students' skills acquisition for economic development in colleges of education, Kano State. The result revealed a constant beta value of 3.743 males with a t-value of 5.361 and a coefficient value of 3.494 females with a t-value of 4.272. The R-value was 0.476 with an R^2 -value of 0.327 and an adjusted-R of 0.295 with a p-value of 0.000. The result indicated that the business education programmes had a variance of 33% (r^2 0.347 x 100) on students' skill acquisition for economic development in colleges of education, Kano State. This means that for each single increase in business education programmes, there was a 35% increase in competent students' skill acquisition. The observed value of (0.000) was less than the value of (0.05), indicating a significant influence of the business education programme on students' skills acquisition for economic development in colleges of education, Kano State. This implies that the business education programme has an influence on students' skill acquisition for economic development in colleges of education in Kano State. Hence, the null hypothesis was rejected.

Discussion of Findings

The study revealed that there was a significant relationship between the influence of business education programmes and students' skills acquisition as revealed by hypothesis one. This implies that the business education programme had significant influence on students' skills acquisition in colleges of education in Kano State. This is in line with the findings of Umoru and Oluwalola (2020) who found the quality of the admission process and employability skills on Kwara State intuitions of learning. They believed that the quality of the admission process enhanced the students with employability skills as well as ensuring educational aims before students' graduation.

The findings of hypothesis two revealed that infrastructural facilities had a significant influence on students' skills acquisition. This implies sufficient provision of adequate infrastructural enhanced students with the skills required to acquire for sustainable development. The findings of this study have agreed with Ubulom and Enyekiti (2017) who in their study on evaluation of facilities utilised for the implementation of business education in tertiary institutions in River State found that any educational programme that lacks essential schools' plants and facilities cannot reasonably expect to achieve main objectives. This implies that infrastructure such as essential amenities, fittings, schools' materials and creational places are important in boosting students' learning and skills acquisition. This is in line with the view of Kaizer and Okoli (2021) who considered that infrastructural facilities are tools for supporting teaching and learning. They are the facilities used by the lecturers in order to aid the teaching and enable the learners to get a better understanding of the lesson and to demonstrate the skills in practical terms. In the same vein Kemenanaebi (2017) posited that the usefulness of infrastructural facilities lies in their potential to facilitate students' learning. Umoru and Oluwalola (2022) pointed out that quality assurance served as mechanism in terms of infrastructural facilities for promoting employability skills required among business education students for business education programme so as to enhance the students' performance in tertiary institutions in Kwara State, Nigeria'

The findings of hypothesis three revealed that the business education programme has an influence on students' skills acquisition for economic development in colleges of education in Kano State. Hence, the null hypothesis was rejected. Business education programme had a competency for enhancing students with the proper skills for economic development of the nation. This is in agreement with the view of Iwuocha and Peters (2019) who opined that business education is a programme basically for skill acquisition, vocational and competency among the students for economic development.



Conclusion

The study investigated the business education programme on business education students for skills acquisition in colleges of education, Kano State. The results showed that business education programmes, quality of infrastructural facilities and students' skills acquisition for economic development are demanding to the students' skills acquisition in business education programmes. Consequent to this, it could be affirmed that good infrastructural facilities put in place will bring about effective students' skills acquisition for self-reliance, gainful employment and economic development of the nation.

A perfunctory stare at the educational system and business education programme indicates that quality of infrastructural facilities is of utmost importance for students to acquire adequate skills in order to meet the requirements of the organisations. The acquisition of the skills by the students will catwalk the inconsistency that exists between the employees and employers in the field of work and be functional members of the society for economic development.

Recommendations

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

1. The school authorities of Kano State colleges of education should improve the quality of infrastructural facilities in business education programmes. This will assist and enable the students to acquire skills for gainful employment and enhancing economic development as well as reducing unemployment rate in the country.
2. Infrastructural facilities such as adequate shorthand laboratories, typing pool. Internet facilities, services, recreational places, standard libraries and adequate model offices should be satisfactory due to the enhancement of effective teaching and learning which will result in the achievement of students' skills acquisition in business education programmes.
3. Adequate and proper skills such as accounting education skills, marketing education skills, entrepreneurship education skills and office technology management skills, and teaching and learning skills should be given to the business education students in business education programmes. This will assist, help and guide the students to acquire functional skills for self-reliant and gainful employment as well as enhancing economic development of the nation.

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