

ASSESSING THE ADEQUACY OF RESOURCES FOR SKILLS ACQUISITION IN UNIVERSITY BUSINESS EDUCATION PROGRAMMES IN RIVERS STATE

¹**Dambo, Boma Isabella. PhD, MABEN0171**

dambo.boma@ust.edu.ng
08033415678

²**Wokocha, Kelechi Da-Kaladokubo. PhD, MABEN0426**

kelechiwokocha@yahoo.ca
07063743118

³**Ben-George, Ibitoroko PhD, MABEN/0172**

george.ibi@ust.edu.ng
07037216413

^{1,2,3}*Department of Business Education,
Faculty of Education,
Rivers State University,
Port Harcourt*

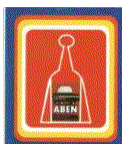
Abstract

The study assessed the adequacy of resources for skills acquisition in university Business Education programmes in Rivers State. Three research questions and three hypotheses guided the study. The study adopted the descriptive survey research design. The population for the study comprised of all 59 Business Educators in federal and state institutions offering Business Education in Rivers State, Nigeria. The entire population was used for the study. A structured questionnaire titled "Questionnaire on Assessing the Adequacy of Resources for Skills Acquisition" (QAARSA) was used as instrument for data collection. Three experts validated the instrument while Pearson Product Moment Correlation Coefficient (PPMCC) was used to obtain the reliability coefficient of 0.88. All copies of the questionnaire were retrieved and used for the study. The items were rated on a four point rating scale; mean was used to answer the research questions and z-test was used in testing the hypotheses. The findings revealed that skills acquisition via University Business Education Programme is been hindered by several challenges; amongst which are the inadequacies of manpower resources, material resources and monetary resources. The researchers recommended that university administrators, government and other stakeholders should ensure alternative sources of funding and ensure available sources are strengthened in order to meet the resource demand of the programme and in turn improve the skills acquisition process.

***Keywords:** Skills, Skills Acquisition, Resources, Adequacy, Business Education.*

Introduction

Resources are very essential to both human and organizational growth. The development and achievement of set goals and objectives of every institution relies on the availability and utilization of resources and this cannot be over emphasized. When an organization puts in more resources, it functions efficiently and effectively which boosts the image and in turn improves the performance standard of such organization beyond measures. Resources are elementary implements required in the real performance of tasks and for the growth and development of human

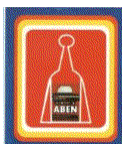


organizations (Agabi, 2010). Agabi stressing further, posited that the composition of a resource is determined by its uses to which it can be fixed into. Resources can be seen as a stream of apparatus from which benefit is produced. Advantages of resource deployment may include increased wealth or wants, proper functioning of an institution or a system. Resources have different connotations depending on the context in which they are applied. The multiplicity of studies on resources, conducted from different perspectives, makes it impossible to construct a single, generally accepted definition of the term. However, resource is something that enables an individual or organization to reach their goals. Resources are those necessary inputs which an institution depends on for their survival and improvement. Earlier, Onuka (2009) asserted that resources are any means by which production and services are provided for the benefit of an organizational clientele or the profitability of the organization itself depending on whether it is a profit-oriented or a social service provider.

Resources according to Asodike and Adieme (2014) are all the things that are used unswervingly and ultimately for the purpose of assisting, inducing or boosting the spread or achievement of knowledge, proficiency, and skills. In general, Otola (2020) opined that an enterprise, in order to create products and services, needs resources and more specifically, a resource base. Certainly, resources are essential elements that are required in achieving organizational or individual goals. Resources help to drive the process of accomplishing set objectives and can come in different kinds. Asodike and Jaja (2014) classified resources as physical and immaterial; the physical resources are human, substantial and economic, while the immaterial ones are time and objectives. However, the classical division of resources according to Otola, (2020) identifies the tangible group and the non-tangible group. In the education setting resources can be seen as capitals, materials, humans, information and time that can be rationally used to aid the teaching and learning process in order to accomplish the desired educational vision and objectives. However, the focus of this study as regards resources includes manpower (human) resources, material (physical) resources and monetary (financial) resources which are clearly outlined in the Benchmark Minimum Academic Standard (BMAS, 2014) of the National University Commission (NUC). These resources constitute a very important factor in the functioning of the educational system as the success of the system or otherwise depend on their availability and adequate usage as well as a major prerequisite for accreditation of programmes by the National University Commission.

Manpower also known as human resources in the educational environment consists of the teachers, administrative staff, non-academic staff, among others. These categories of human resources in the school are gifted with a range of abilities, talents and attitudes to encourage efficiency and maximize profit (Bratton & Gold, 2012). They are seen as the greatest and most precious asset or factor in the production process; their needs and the organizational needs should be properly managed to create an equilibrium that will yield maximum output for the organization. Adequately qualified staff must be employed and proper monitoring system for developing these human resources must be put in place to ensure quality delivery. The situation whereby unqualified and inexperienced teachers are made to teach should be discouraged and the need for recruitment of qualified teachers with relevant teaching experience intensified.

Physical and material resources, their importance, need and relevance towards the success of every educational programme cannot be overemphasized. Material resources are tangible facilities such as school plant and facilities like furniture, buildings, play-ground, modern educational electronic gadgets, instructional materials, computers, projectors, sports and musical equipment and many more, which can be used to accomplish educational goals. The availability of adequate school buildings, classrooms, chairs, desks and other facilities are necessary for the attainment of educational objectives. Physical facilities are mandatory in order to make the school a pleasant, safe and comfortable centre for educational activities. All stakeholders need to ensure adequate provision



of physical facilities in all educational system, be it primary, secondary and tertiary, to enhance learning and for improved productivity (Akinsolu, 2011).

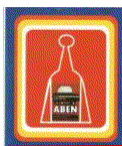
Monetary resource has equally been recognized as a major resource in the development of any educational system. Monetary resources are the financial inputs available for and consumed in the education system (Asodike & Adieme, 2014). Money plays a significant role in the life of every individual, group of individuals and even in organizations, being purchasing power for the procurement and maintenance of the other educational resources. Adequate funding of the education industry be it basic, post-basic, and tertiary institutions, as well as utilization of the available financial resources breeds development; It enables the system to function smoothly, effectively and efficiently at all times in terms of productivity and the students' learning outcomes, the primary focus of every educational programme, including the Business Education programme.

Business Education is a programme of study that empowers learners with requisite skills needed to function in the world of work. The Business Education programme is one conferred with the objective of preparing students for entrepreneurship, in order to be self-reliant, through instilling skills, knowledge attributes as well as attitudes in students (Enang, 2016). Accordingly, Ubulom and Dambo (2016) maintained that Business Education is an aspect of the educational programme designed to provide an individual with the needed business and vocational attitudes, understanding, knowledge and skills. The Business Education programme contributes greatly to the development of youths through its available options such as Accounting, Management, Marketing, Office Management and Technology among others. All of these options of the Business Education programme provide for the development of a variety of business related entrepreneurial competencies relevant for the management of any business enterprise (Wolugbom, 2017). Business Education is that aspect of Vocational Education which provides skills, knowledge, competencies and attitudes necessary for effective employment in a specific business occupation. It is an aspect of Vocational Education that places high emphasis on teaching skills acquisition (Umeh, 2021). Thus, the Business Education programme is a major driver of skills development. It is a gateway for acquisition of skills amongst learners that will bring about self-efficiency and economic development.

Skills Acquisition is a learning process through which learners acquire desirable aptitudes that enable them carry out certain functions effectively and efficiently. Skill acquisition is the process of developing capacities through all levels of education and training, occurring in formal, non-formal, and on-the-job settings, which enable individuals in all areas of the economy to be fully and productively engaged in livelihood and to have the capacity to adapt their skills to meet the changing demands and opportunities of the economy and labour market especially in the e-world (Enang & Okute, 2019). Amaewhule (2014) as cited in Kayii and Odili (2015) asserted that;

Skill acquisition is a gradual developmental process that requires our cognitive processes to work with our physical abilities to learn how to perform business, tasks that we were previously unfamiliar with. The teaching and learning to produce peak performance, it is essential that the parties involved understand how the level of the acquisition can affect performance (p. 67).

Skills are often acquired after a training session or after a practical which involves the development of a new skill, practice of a way of doing things usually gained through training or experience; this Business Education programme provides its learners the opportunities for acquisition and development of different skills. Omene (2021) while enumerating the guidelines for the sustenance of skill acquisition programme asserted that skill acquisition requires much practice, patience, interest, ability, aptitude, personality traits and that the training has to be done by competent, experienced and qualified instructors in a conducive environment. This entails the provision of adequate resources, be it manpower, material or money. The adequate provision of the required manpower and adequate provision of materials and funding will help in ensuring that the desired skills are transferred and acquired.



Statement of the Problem

The Business Education programme remains one of the valuable platforms for the development of skills. Business education by its set objectives gives learners the opportunity to acquire desirable skills for efficient and better performance in the world of work. Acquiring skills to be self-reliant can only be achieved in such a programme as Business Education which gives learners the opportunities for hands-on activities and other practical trainings that in turn provide necessary skills for performance. The development of skills in learners, no doubt requires the provision of several resources needed to drive the pedagogical process. The absence of qualified teaching and non-teaching personnel to manage the academic and administrative activities of a programme will hinder the general objectives of skills acquisition amongst learners of such programme. Material resources are very essential in driving the processes of learning and in a situation where adequate funds are not allocated for educational purposes, achieving the set goals becomes a herculean task.

Over the years, observations have shown that less attention is given to the education sector which significantly affects the Business Education programme. Amiaya (2013) opined that Business Education programme faces a problem of inadequacy of resources which hampers acquisition of skills needed for self-reliance. Chinwe and Ugwu, (2013) also asserted that skills acquisition among graduates has been characterized by many challenges which have undermined their ability to achieve self-reliance thereby worsening the spate of graduate unemployment and its associated social ills in the State. However, the Business Education programme despite these challenges remains one of the major gateways to providing skilled manpower for society today. It is therefore the interest of the researchers to assess the adequacy of resources for skills acquisition in the university Business Education programmes in Rivers State.

Research Questions

The following research questions were answered:

1. How adequate are the manpower resources for skills acquisition in University Business Education programmes in Rivers State?
2. How adequate are the material resources for skills acquisition in University Business Education programmes in Rivers State?
3. How adequate are the monetary resources for skills acquisition in University Business Education programmes in Rivers State?

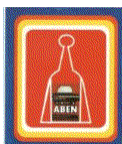
Hypotheses

The following null hypotheses were tested:

1. There is no significant difference in the mean ratings of Business Educators in Federal and State institutions in Rivers State on the adequacy of manpower resources for skills acquisition in University Business Education programmes in Rivers State.
2. There is no significant difference in the mean ratings of Business Educators in Federal and State institutions in Rivers State on the adequacy of material resources for skills acquisition in University Business Education programmes in Rivers State.
3. There is no significant difference in the mean ratings of Business Educators in Federal and State institutions in Rivers State on the adequacy of monetary resources for skills acquisition in University Business Education programmes in Rivers State.

Methodology

Descriptive survey design was used in conducting the study. The population for the study comprised all 185 Business Educators in Federal and State institutions offering Business Education in Rivers State, Nigeria.



No sampling technique was used for the study, since the population was manageable. The instrument used for data collection was a structured questionnaire titled “Questionnaire Assessing the Adequacy of Resources for Skills Acquisition” (QAARSA). The instrument provided response to the three research questions with 20 items; Items 1-8 addressing Research Question 1, 9-14 addressing Research Question 2 and items 15 -20 addressing Research Question 3, on a 4-point rating scale weighted as “Highly Adequate” (HA) – 4 points, “Adequate” (A) – 3 points, “Fairly Adequate” (FA) – 2 points and “Not Adequate” (NA) –1 point. To establish the validity of the instrument, the questionnaire was subjected to face and content validity by two experts from the Department of Business Education and one expert from Measurement and Evaluation, all in the Faculty of Education, Rivers State University, Port Harcourt. To ensure the consistency of the instrument, Pearson Product Moment Correlation Coefficient (PPMCC) was adopted and a reliability coefficient of .88 was established. All copies of the questionnaire were retrieved and used for the study; this represents 100 per cent of the total number distributed. The data analysis was done using mean to answer the research questions while z-test was used to test the hypotheses. The mean was obtained by the summation of all responses as assigned to a rating scale on each item divided by the total number of responses: $4+3+2+1/4 = 2.50$. The mean score of 2.50 and above was reflected adequate/highly adequate, while those below 2.50 were fairly adequate/not adequate. Also, the decision rules for the hypotheses was that any hypothesis which z- calculated value is less than the z-critical table value of 1.96 is considered accepted whereas if it is more than the critical table value is considered rejected.

Results

Research Question 1

How adequate are the manpower resources for skills acquisition in University Business Education programmes in Rivers State?

Table 1: Mean Ratings on Adequacy of Manpower Resources for Skills Acquisition

S/N	Items	Federal (25)		State (34)		Mean	Std. Dev.	Remark
		\bar{X}	STD	\bar{X}	STD			
1.	Number of Professors in the Department.	1.65	0.94	1.55	0.82	1.60	0.88	FA
2.	Number of Associate Professors in the Department.	1.45	0.99	1.40	0.89	1.43	0.94	NA
3.	Number of Senior Lecturers in the Department.	1.25	0.85	1.22	0.66	1.24	0.76	NA
4.	Number of Lecturers I in the Department.	1.09	0.29	1.03	0.18	1.06	0.24	NA
5.	Number of Lecturers II in the Department.	1.19	0.38	1.17	0.62	1.18	0.50	NA
6.	Number of Assistant Lecturers in the Department.	1.27	0.62	1.23	0.67	1.25	0.65	NA
7.	Number of Graduate Assistant in the Department.	1.64	0.98	1.63	0.87	1.64	0.93	FA
8.	Number of non-academic staff in the Department.	1.44	0.98	1.40	0.89	1.42	0.94	NA
Total Mean/SD		10.98	6.03	10.63	5.60	10.81	5.82	
Grand Mean/SD		1.37	0.75	1.33	0.70	1.35	0.73	NA

Source: Survey Report, 2022.



The data presented in Table 1 shows that the responses on items number 1 and 7 had an average mean scores of 1.60 and 1.64 which imply that the number of Professors and Graduate Assistants for skills acquisition in University Business Education programmes are fairly adequate. However, the table further showed that items number 2,3,4,5 and 6 had average mean scores of 1.43, 1.24, 1.06, 1.18, 1.25 and 1.42 which implies that the number of Associate Professors, Senior Lecturers, Lecturers I, Lecturers II, Assistant Lecturers and Non-Academic Staff for skills acquisition in University Business Education programmes are not adequate. The table also revealed a grand mean of 1.33 and a grand standard deviation of 0.71 which indicates that the manpower resources for skills acquisition in University Business Education programmes in Rivers State are not adequate as evident in the responses of the respondents in both federal and state institutions offering Business Education in Rivers State. The standard deviation values ranges from 0.24 to 0.94 with a grand standard deviation of 0.92, indicating a close response from the respondents on all items.

Research Question 2

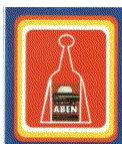
How adequate are the material resources for skills acquisition in University Business Education programmes in Rivers State?

Table 2: Mean Ratings on Adequacy of Material Resources for Skills Acquisition

S/N	Items	Federal (25)		State (34)		Mean	Std. Dev.	Remark
		\bar{X}	STD	\bar{X}	STD			
9.	Number of staff rooms in the Department.	1.05	0.28	1.02	0.25	1.04	0.27	NA
10.	Number of lecture halls in the Departments.	1.19	0.39	1.18	0.51	1.19	0.45	NA
11.	Number of laboratories/studios in the Department.	1.27	0.86	1.23	0.67	1.25	0.77	NA
12.	Number of workshops in the department.	1.09	0.27	1.05	0.25	1.07	0.26	NA
13.	Number of Information and Communication Technology facilities in the Department.	1.35	0.87	1.33	0.86	1.34	0.87	NA
14.	Number of accommodation for staff and students of the Department.	1.08	0.29	1.03	0.17	1.05	0.23	NA
Total Mean/SD		7.08	2.96	6.84	2.71	6.96	2.84	
Grand Mean/SD		1.17	0.49	1.14	0.45	1.16	0.47	NA

Source: Survey Report, 2022.

The data presented in Table 2 shows that the responses of the respondents in items number 9, 10, 11, 12, 13 and 14 had an average mean scores of 1.04, 1.19, 1.25, 1.07, 1.354 and 1.05 which implies that there are no adequate staff rooms, no adequate lecture halls, no adequate laboratories/studios, no adequate workshops, no adequate Information and Communication Technology facilities and no adequate accommodation for both staff and students for skills



acquisition in University Business Education programmes. The table also revealed a grand mean of 1.16 and a grand standard deviation of 0.47 which indicates that the material resources for skills acquisition in University Business Education programmes in Rivers State are not adequate as evident in the responses of the respondents in both federal and state institutions offering Business Education in Rivers State. The standard deviation values ranges from 0.23 to 0.87 with a grand standard deviation of 0.47, indicating a close response from the respondents on all items.

Research Question 3

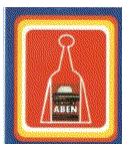
How adequate are the monetary resources for skills acquisition in University Business Education programmes in Rivers State?

Table 3: Mean Ratings on Adequacy of Monetary Resources for Skills Acquisition

S/N	Items	Federal (25)		State (34)		Mean	Std. Dev.	Remark
		\bar{X}	STD	\bar{X}	STD			
15.	Money from federal government to fund the Department.	1.15	0.25	1.11	0.20	1.08	0.27	NA
16.	Money from state government to fund the Department.	1.20	0.55	1.16	0.42	1.18	0.46	NA
17.	Money from local government to fund the Department.	1.37	0.86	1.33	0.67	1.25	0.77	NA
18.	Grants from development bodies to fund the Department.	1.09	0.27	1.08	0.25	1.08	0.27	NA
19.	Donations/Support from individuals and organizations to fund the Department.	1.35	0.81	1.33	0.67	1.35	0.88	NA
20.	Money from Internally Generated Revenue to fund the Department.	1.05	0.27	1.02	0.19	1.06	0.24	NA
Total Mean/SD		7.21	3.01	7.03	2.40	7.12	2.71	
Grand Mean/SD		1.20	0.50	1.17	0.40	1.19	0.45	NA

Source: Survey Report, 2022.

The data presented in Table 3 shows that the responses of the respondents in items number 15, 16, 17, 18, 19 and 20 had an average mean scores of 1.08, 1.18, 1.25, 1.08, 1.35 and 1.06 which implies that monies from federal government, state government, local government; grants from development bodies, donations/support from individuals/organizations as well as money from internal generated revenues to fund the department are not adequate. The table also revealed a grand mean of 1.19 and a grand standard deviation of 0.45 which indicates that the monetary resources for skills acquisition in University Business Education programmes in Rivers State are not adequate as evident in the responses on both federal and state institutions offering Business



Education in Rivers State. The standard deviation values ranges from 0.24 to 0.88 with a grand standard deviation of 0.45, indicating a close response from the respondents on all items.

Hypothesis 1

There is no significant difference in the mean ratings of Business Educators in Federal and State institutions in Rivers State on the adequacy of manpower resources for skills acquisition in University Business Education programmes in Rivers State.

Table 4: z-test Result on Adequacy of Manpower Resources for Skills Acquisition

Respondents	N	Mean	Std. Dev.	Df	z- Cal Value	z- Crit Value	L/Sig	Decision
Federal	25	1.37	0.75					
				57	0.21	1.96	0.05	Accepted
State	34	1.33	0.70					

Source: Survey Report, 2022.

Table 4 revealed a z-calculated value of 0.21 which is less than the standard z-critical value of 1.96; thus, the null hypothesis was accepted. The result therefore is that there is no significant difference in the mean ratings of Business Educators in Federal and State institutions in Rivers State on the adequacy of manpower resources for skills acquisition in University Business Education programmes in Rivers State.

Hypothesis 2

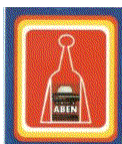
There is no significant difference in the mean ratings of Business Educators in Federal and State institutions in Rivers State on the adequacy of material resources for skills acquisition in University Business Education programmes in Rivers State.

Table 5: z-test Result on Adequacy of Material Resources for Skills Acquisition

Respondents	N	Mean	Std. Dev.	Df	z- Cal Value	z- Crit Value	L/Sig	Decision
Federal	25	1.17	0.49					
				57	0.24	1.96	0.05	Accepted
State	34	1.14	0.45					

Source: Survey Report, 2022.

Table 5 revealed a z-calculated value of 0.24 which is less than the standard z-critical value of 1.96; thus, the null hypothesis was accepted. The result therefore is that there is no significant difference in the mean ratings of Business Educators in Federal and State institutions in Rivers State on the adequacy of material resources for skills acquisition in University Business Education programs in Rivers State.



Hypothesis 3

There is no significant difference in the mean ratings of Business Educators in Federal and State institutions in Rivers State on the adequacy of monetary resources for skills acquisition in University Business Education programs in Rivers State.

Table 6: z-test Result on Adequacy of Monetary Resources for Skills Acquisition

Respondents	N	Mean	Std. Dev.	Df	z- Cal Value	z- Crit Value	L/Si g	Decision
Federal	25	1.20	0.50					
				57	0.25	1.96	0.05	Accepted
State	34	1.17	0.40					

Source: Survey Report, 2022.

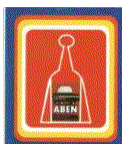
Table 6 revealed a z-calculated value of 0.25 which is less than the standard z-critical value of 1.96; thus, the null hypothesis was accepted. The result therefore is that there is no significant difference in the mean ratings of Business Educators in Federal and State institutions in Rivers State on the adequacy of manpower resources for skills acquisition in University Business Education programs in Rivers State.

Discussion of Findings

One of the findings of this study was that the numbers of Professors and Graduate Assistants in University Business Education programmes are fairly adequate. However, the findings further revealed that the numbers of Associate Professors, Senior Lecturers, Lecturer I, Lecturer II, Assistant Lecturers and Non-Academic Staff in University Business Education programmes are not adequate. This indicates that the manpower resources for skills acquisition in University Business Education programs in Rivers State are not adequate as evident in the responses of both federal and state institutions offering Business Education in Rivers State. This finding agrees with Eze and Obi (2015) who revealed that there is dearth of human resources for effective delivery of vocational education programs.

The study also revealed that there are no adequate staff rooms, no adequate lecture halls, no adequate laboratories/studios, no adequate workshops, no adequate Information and Communication Technology facilities and no adequate accommodation for both staff and students for skills acquisition in University Business Education programmes. This indicates that the material resources for skills acquisition in University Business Education programmes in Rivers State are not adequate as evident in the responses of both federal and state institutions offering Business Education in Rivers State. This finding agrees with Okolocha and Ihionkhan (2015) who asserted that in some Business Education programmes in Nigeria, there is inadequacy of material resources for teaching courses. This finding also agrees with Ugbe (2018) who reported that a lot of Business Education graduates seem not to acquire adequate skills to operate in office occupation and create jobs for themselves because the lecturers training the students do not have adequate teaching facilities in the departments for training of students.

Finally, the study revealed that monies from federal government, state government, local government, grants from development bodies, donations/support from individuals/organizations as well as money from internally generated revenue to fund the programmes are not adequate. This indicates that the monetary resources for skills acquisition in University Business Education programmes in Rivers State are not adequate. The finding is in consonance with that of Amiaya



(2013) which revealed that Business Education programmes face the problem of inadequacy of resources which hamper acquisition of skills needed for self-reliance.

Conclusion

As the call for acquisition of skills continues to intensify, the Business Education programme is being positioned and repositioned to meet the demands of skilled labour and to produce graduates that are self-reliant. The objectives of University Business Education programme affords a reliable avenue through which skills can be acquired. However, skills acquisition via University Business Education Programmes is being hindered by several challenges amongst which are: inadequacy of manpower resources, material resources and monetary resources. The inadequacy of these resources in the University Business Education programmes will not allow for efficient and effective skills acquisition.

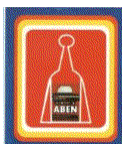
Recommendations

Based on the findings of this study, the following recommendations were made;

1. University administrators, government and other stakeholders should ensure adequacy of the needed manpower in university Business Education programmes as this will help improve the skills acquisition process.
2. University administrators, government and other stakeholders should ensure adequacy of the material resources in university Business Education programmes as this will help improve the skills acquisition process.
3. University administrators should seek alternative sources of funding and should vigorously drive the internally generated revenue as this will improve the funds allocated for university Business Education programmes and in turn help the skills acquisition process.

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