



## **INFLUENCE OF BUSINESS EDUCATION CURRICULLUM ON SKILLS ACQUISITION OF NCE GRADUATES IN ADAMAWA STATE NIGERIA**

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### **Abstract**

*The main objective of study was to assessed the influence of business education curriculum on skills acquisition of NCE graduates in Adamawa state. The study had two specific objectives from where two research questions was raised. The study adopted descriptive survey design and the population constituted of 80 NCE graduates of business education which were drawn from two colleges of education in Adamawa State. There was no sample since the population size was small and manageable. The instrument for data collection was a 25-items structured questionnaire titled: Impact of Business Education Curriculum on Skills Acquisition Questionnaire (IBECSAQ) and was validated by three experts from Department of Vocational and Technical Education, Faculty of Education, Ahmadu Bello University, Zaria. In order to determine the reliability, the instrument was administered to 20 NCE graduates, who were not part of the research study. Their responses were analyzed using the Cronbach alpha method, which yielded the coefficient alpha value of 0.70. The instrument was further administered to respondents by the researcher, with the help of two trained research assistants. The major findings of the research include the following: NCE graduates of business education curriculum in colleges of education had acquired both accounting and marketing skills and there is no significant differences between mean responses of NCE graduates of college of education Hong and federal college of education Yola on the influence of business education curriculum on accounting and marketing skills acquisition; (the P value of 0.198 > 0.05 and P value of 0.199 > 0.05) respectively. It was concluded that the NCE graduates of business education curriculum in colleges of education had acquired both accounting and marketing skills. In line with the findings and conclusion, the study recommended among others that Lecturers in Business education should be sponsored by tetfund to acquire a professional certificate in accounting such as ANAN and ICAN so as to acquired more recent skills in accounting to be able to impact positively to their students for better accounting skills acquisition by NCE graduates of business education curriculum in colleges of education.*

**Key Word:** Influence, Business Education, Curriculum, Skills Acquisition, and Graduates.

### **Introduction**

Education forms the basis for the proactive and positive economic, social and political changes in the society. Education consolidates and builds upon basic education to empower the youth to really live, function as a productive member of the society, earning a living, and contributing to societal progress. Business education continuously builds on the knowledge, skills, values and attitude learnt at the lower phases of education. Business Education is an integral part of vocational and technical education. It is a form of vocational education that enables the students or the learners the



opportunities to be self-reliant. Amoor and Umar (2015) noted that business education plays a significant role in the economic development by providing knowledge and skills to the learners thereby enabling them to adequately impart knowledge into others, and handle sophisticated office technologies and information systems. The goal of business education is primarily to produce competent, skillful and dynamic business teachers, office administrators and businessmen and women that will effectively compete in the world of work (Edet & Udida 2019). Business Education is that type of education that seeks to improve individuals for business occupations. According to Okpara (2014) business education is a component of vocational education which involves the acquisition of skills, knowledge and competence which make its recipients or beneficiaries proficient. Business education comprises activities that are aimed at planning, teaching, and developing through a variety of experiences that provide and improve the individual with the ability of influencing the environment and enhancing living through vocations that boost self-reliance. Nwazor (2014) looks at business education as an aspect of learning that prepares individuals for roles in business and offers them knowledge about business.

Bupo (2015) opined business education as a programme geared towards the acquisition of knowledge and skills needed in the workplace. Usoro (2016) stated that business education is a comparatively new development in educational delivery system in most developing countries of Africa, Asia and Latin America. Okiridu (2017) defined business education as tripartite (into three parts) programme of instruction which prepares the recipient or the learner to be a teacher, an operator or to be self-reliant. Modibbo (2019) perceived business education as the programme offered in vocational and technical education that helps to provide opportunity in training of an individual with the right competency, knowledge, skills and attitudes to prepared them to become self-reliant, a rational consumers and producers of goods and services that business offers in the programme areas of specialization in accounting, marketing/distributive and office technology management. Business education programme, provide students with experience and practical application of basic skills for real world and real work situation, With the increasing complexity in the business world, it is only those with good business education knowledge and understanding that can grapple with these complexities. Business education is offered at post-primary, tertiary institutions and University. Business Education in Colleges of Education is referred to as Business Teacher Education. The philosophy according to NCCE (2002) was to produce Nigerian Certificate in Education (NCE) graduates in business education who will be able to teach business subjects in secondary schools and engaged in a life of work in the office as well as for self-employment on the accomplishment the curriculum.

Curriculum refers to all students' school experiences relating to the improvement of skills and strategies in thinking critically and creatively, solving problems, working collaboratively with others, communicating well, writing more effectively, reading more analytically, and conducting research to solve problems (Brown, 2006). Onyi (2012) remarked that the curriculum consists of all the learning experiences or educational programs planned for students under the auspices of the school, according to Silva (2009) stated that the concept of what students can do with knowledge, rather than what units of knowledge they have, the essence of 21st-century skills. Curriculum refers to a group of courses or planned experiences in proper sequence of topics designed to prepare an individual for efficient service in a specific vocation, it is the offering of a socially valued knowledge, skills and attitudes that is made available to students through a variety of arrangements in schools, colleges or the universities or other arrangements (Adebayo & Lawal, 2011). Business Education curriculum therefore has to do with the goals, contents, learning experiences, implementation and evaluation of the outcome of a learning programme.

Business education curriculum at the colleges of education level equips the students with skills in entrepreneurship, marketing, accounting, ICT and office management which will enable the students manage small scale enterprise on graduation. The objectives of NCE level are: to produce



well qualified and competent INCE graduates in business subjects who will be able to teach business subjects in secondary schools and other related educational institutions; to produce NCE business teachers who will be able to inculcate the vocational aspects of business education into the society and to equip graduates with the right skills that will enable them to engage in a life of work in the office as well as for the management of small-scale businesses. Business education courses at colleges of education include accounting, management, marketing and office technology and management. The students are expected to have possessed relevant skills and competencies in their areas of specialization after graduation. Business education being one of the vocational programmes in Nigeria was targeted at empowering students with skills for the world of work and creates for them employment opportunities. Federal Republic of Nigeria (2013) provided that business education is to among others impart skills, knowledge and abilities necessary for gainful employment or self-reliance economically. Skill is the ability to do the task expertly, it is the ability coming from one's knowledge, practice and aptitude etc. to do something well Igwe (2008) cited that when somebody acquires skills in any occupation, such a person can establish their own business and even employ others. The person becomes self-reliant, self-sufficient and self-employed.

College of Education according to the Nigerian Academy of Management Administration (2014) is an educational programme created to prepare individuals to be leaders and practitioners in education and related human service fields by expanding and deepening understanding of education as a fundamental human endeavour in helping society define and respond to its educational responsibilities and challenges. At this level of education, the programme prepares the individual for a career in teaching, employment in industries, civil service and business establishment as well as self-employment (Anyakoha, 2015). BE. At colleges of education provides students with different skills such as accounting, marketing, entrepreneurship skills to mention but few.

Accounting skills is the systematic recording of financial transactions. It is a service activity, the function of which is identifying, measuring, recording and communicating quantitative information, primarily financial in nature, about economic entities. Ezeani (2012) sees accounting as the process of expressing the economic activities of everyday life in monetary terms, so as to estimate the costs of creating goods and services, make decisions about production on the basis of these estimates, compare the actual costs as they occur with the estimate originally made, and adjust the output and prices of goods and services accordingly. Business students should acquire knowledge and competencies of financial accounting as success can only come through such efforts. The entrepreneur should possess high level skills in preparing and interpreting financial statements, maintain records of receipts and payments (cash book), income and expenditure and a balance sheet for the business. According to Osuala (2009) the knowledge of fundamental accounting skills is very imperative for sustainable business. The non-possession of these fundamental accounting skills by small scale enterprises, therefore, constitutes a problem such that, the chances of survival of the business are slim and the probability of imminent failure become high. Hence every small and medium scale enterprises should strive to acquire and possess these fundamental skills.

According to Onoh (2011) levelled that the Fundamental accounting skills are those competencies in basic accounting very high level by person to function competently, confidently, and successfully in the process of carrying out one's function of recording daily business transactions. They include skills in book-keeping, purchasing and supply, bargaining, determining labour costs, simple budgeting, and keeping of accurate receipts, sales records skills in keeping reliable records, sourcing for market outlets, work in progress records, credit purchases, invoices, cheque payments,



keeping customers' records and goods inventory. Others are skills in good credit facility practices, operating the cash payment receipts, cash sales, prudent financial and working capital management Nwokike (2010) revealed that no business activity could be successfully operated without the assistance of the accounting skills. This is because procurement and spending of money are involved. Accounting education according Nwokike (2010) is the type of education that provides individuals with skills and knowledge in accounting, computing and data processing occupations for gainful employment in private and public enterprises for self - employment.

Nwokike (2010) identified some of the accounting and financial skills very high level by entrepreneur in business related areas for successful operation of a business enterprise to include: ability to process accounts receivable and accounts payable, ability to process inventories, ability to post ledger and extract the trail balance, ability to prepare daily cash reports, ability to prepare bank reconciliation statements, ability to keep sales and purchases records, ability to keep debtors ledgers, ability to prepare final accounts, profit and loss accounts and the balance sheet, ability to calculate depreciation and ability to avoid unplanned expenditures and to prepare simple budget among others.

Marketing skills on the other hand are important and essential skills which determine the extent of success or failure of a business. A business graduate should understand marketing not in the old sense of making a sale — 'telling and selling' — but in the modern sense of satisfying customer's needs. Selling occurs only after a product is produced. By contrast, marketing starts long before a company has a product. Marketing is the homework that managers undertake to assess needs, measure their extent and intensity and determine whether a profitable opportunity exists (Kotler, Wong, Saunders & Armstrong, 2005). Farese, Kimbrell and Woloszyk (2006) defined marketing as the process of planning, pricing, promoting, selling, and distributing ideas, goods, or services to create exchanges that satisfy customers. This means that marketing is a dynamic process. A marketer needs to keep up with trends and consumer attitudes. The products, ideas, or services developed and the way the products are priced, promoted, and distributed should reflect these trends and attitudes. Business graduates require these marketing skills in order to enable them identify their potential customers; persuade them to buy their products or services, and by so doing maintain good accounting practice and records to keep track of how much money they have, where it came from, and how it is spent.

Ezeani (2012) identified important marketing skills, which the business education student should possess to include: knowledge of seasonal fluctuation of goods, ability to determine the extent to which products will sell, familiarity with various aspects of sales and salesmanship, ability to budget and forecast, ability to determine current trends in sales of products, ability to determine what customers need and shortage of such goods, knowledge of advertising, ability to determine and interpret factors which indicate extent of and strength of competition and ability to determine availability of goods / raw materials for product and shortage of finish goods.

Edokpolor and Eabri (2017) had stipulated that the actual goals of business education shall be to: prepare students for specific career in office occupations, equip students with the requisite skills for job creation and entrepreneurship and expose students with knowledge about business, including a good blend of computer technology, which incorporates Information and Communication Technology (CT). It is on the basis of this background that the study seeks to assess the influence of business education curriculum on skills acquisition of NCE graduates in Adamawa in Nigeria.

### **Statement of Problem**

Business education being a vocational subject cannot be delivered by rote-learning or mere chalk and talk method which is teacher based. Skills of business education can only be effectively communicated practically with the use of relevant materials. The lack of standard and well-equipped



business education programme and department in most of our schools and the lack of accounting and marketing skills in business education by youths have been identified as a major cause of the poor performances and becoming self-reliant in colleges of education in Adamawa state. In the face of increasing problem of unemployment in Nigeria, there is a need to empower students to acquire skills and ideas for developing their business dreams during the period of formal education. Possessing requisite skills is well known to be of great advantage to the students in responding to future challenges. The literatures available the Nigeria's education lacks accounting and marketing skills which have rendered some of our NCE graduate's unemployable.

Thus, Federal Republic of Nigeria (FGN, 2014) stated that, there is need to educate the citizen by equipping them with the requisite skills and knowledge that will enable them become not only job seekers but also employable, self-reliant and job creators. One of the goals of business education programme is acquisition of both physical and intellectual skills which will enable to self-reliant and useful members of the society. It is the statutory duty of colleges of education to groom the high-level human capital through relevant manpower training, abilities, attitudes, skills and knowledge. It is assumed, that on graduation, young people could have developed skills through training and experience that could enhance their opportunities, capabilities and success in their life endeavours. Hadi (2019) stated that business education provides the beneficiaries opportunities to acquire adequate skills and competences that will enable them to effectively manage small scale business. In line with the above, it becomes imperative to assessed the influence of business education curriculum on skills acquisition of NCE graduates in Adamawa state, Nigeria.

### **Research Questions**

The main objective of the study was to assessed the influence of business education curriculum on skills acquisition of NCE graduates in Adamawa in Nigeria. In line with the above, the study was guided by the following research questions: -

1. What is the influence of business education curriculum on accounting skills acquisition of NCE graduates in Adamawa state, Nigeria?
2. What is the influence of business education curriculum on marketing skills acquisition of INCE graduates in Adamawa state, Nigeria?

### **Research Hypotheses**

The following null hypotheses were tested at 0.05 level of significance:

**HO<sub>1</sub>**: There is no significant difference in the mean responses of NCE graduates of college of education Hong and federal college of education Yola on the influence of business education curriculum on accounting skills acquisition in colleges of education in Adamawa state, Nigeria.

**HO<sub>2</sub>**: There is no significant difference in the mean responses of NCE graduates of college of education Hong and federal college of education Yola on the influence of business education curriculum on marketing skills acquisition in colleges of education in Adamawa state Nigeria.

### **Methodology**

This study employed a descriptive survey design. It involves structured collection of data using questionnaire from a sizable population. The total population of the research study comprised of 80 registered graduates of NCE Business Education engaged in small and medium scale business in Adamawa State and there was no sample size for the study as the whole population was taken because it is manageable. The instrument for data collection was 25 items structured questionnaire titled: Impact of Business Education Curriculum on Skills Acquisition Questionnaire (IBECSAQ) and was validated by three experts from the Department of Vocational Education, Faculty of Education, Ahmadu Bello University, Zaria. In order to determine the reliability, the instrument was administered



to 20 NCE graduates engaged in small and medium scale businesses, at Jalingo, Taraba state who were not part of the research study. Their responses were analyzed using the Cronbach alpha method, which yielded the coefficient alpha value of 0.70. The instrument was further administered to respondents by the researchers, with the help of two trained research assistants. The questionnaire was retrieved as soon as they were completed. A total number of 78 out of 80 NCE graduates engaged in small and medium scale businesses responded to the instrument. The data collected from the respondents were analyzed using mean and standard deviation statistics. The mean and standard deviation was used to answer the research questions and z-test was used in the test of hypotheses. In the questionnaire, the items were based on four-rating scale, and weighed on the following scale: Very High Influence (VHI) 4 points, High Influence (HI) 3 points, Low Influence (LI) 2 points, and Very Low Influence (VLI) 1 point  $(4+3+2+1) / 4 = 2.50$ . Cut off point for decision rule as to high ability or low ability. A weighted mean of 2.50 and above was considered as high ability, while a weighted mean of 2.49 and below was regarded as low ability. For the test of hypotheses, if p - value was less or equal to 0.05, the null hypothesis was failed to retained. However, where p-value was greater or equal to 0.05 ( $p > 0.05$ ), then the null hypothesis was retained. All the null hypotheses were tested at significance level of 0.05.

### Results

**Research Question One:** what is the influence of business education curriculum on accounting skills acquisition of NCE graduate in Adamawa state, Nigeria?

To answer research question one, the responses obtained from respondents were analysed using mean and standard deviation as shown herein.

**Table 1: Present the Means and Standard Deviation of responses on Influence of Business Education Curriculum on Accounting Skills Acquisition.**

S/N	Items/Statements	$\bar{X}$	SD	Decision
1	Ability to process accounts receivable and accounts payable.	3.00	0.87	High Influence
2	Ability to avoid unplanned expenditures and to prepare simple budget.	3.20	0.89	High Influence
3	Ability to process inventories.	2.88	0.85	High Influence
4	Ability to provide information useful for making decisions.	2.97	0.86	High Influence
5	Ability to keep sales and purchase record.	3.04	0.87	High Influence
6	Ability to supply information useful in judging management's ability to utilize enterprise goals.	3.16	0.88	High Influence
7	Ability to prepare ledgers and extract the trial balance.	2.99	0.86	High Influence
8	Ability to provide information useful to investors and evaluating potential cash flow to them in terms of amount, timing and related uncertainty.	2.50	0.79	High Influence
9	Ability to prepare bank reconciliation statement.	2.98	0.86	High Influence
10	Ability to prepare daily cash report.	3.88	0.98	High Influence
11	Ability to calculate depreciation.	3.36	0.91	High Influence
12	Ability to provide users with information for predicting comparing evaluating enterprise earning power.	2.40	0.77	Low Influence
13	Ability to prepare final accounts, profit and loss account and the balance sheet.	2.93	0.85	High Influence
14	Ability to permit prompt filling of report and tax collecting agencies.	2.90	0.85	High Influence



15	Ability to keep debtors' ledgers.	3.05	0.85	High Influence
<b>Grand Weighted Mean</b>		<b>3.01</b>	<b>0.87</b>	<b>High Influence</b>

Source: Field Survey, 2022.

Data obtained in Table 1 reveal that all the 15 items had mean ratings ranging from 2.40 to 3.88 with grand mean of 3.01 and standard deviation valued at 0.87. this indicates that NCE graduates of business education curriculum in colleges of education in Adamawa state, Nigeria acquired a high influence in accounting skills.

**Research Question Two:** What is the influence of business education curriculum on marketing skills acquisition of NCE graduates in Adamawa state, Nigeria?

To answer research question two, the scores collected were summarized in Table 2.

**Table 2 Present the Mean and Standard Deviation of Responses on Influence of Business Education curriculum on Marketing Skills Acquisition.**

S/N	Items/Statements	$\bar{X}$	SD	Decision
16	Ability to determine the extent to which product will sell.	3.05	0.87	High Influence
17	Ability to keep up with trend and consumer attitude.	3.11	0.88	High Influence
18	Ability to determine the extent to which product will sell.	2.66	0.81	High Influence
19	Ability to identify customers need and supply of such goods.	2.98	0.86	High Influence
20	Ability to find out the right channel product distribution.	3.57	0.94	High Influence
21	Ability to examine target market.	3.11	0.88	High Influence
22	Ability to use direct selling strategy in marketing product.	3.07	0.87	High Influence
23	Ability to determine seasonal fluctuation of goods.	2.46	0.78	Low Influence
24	Ability to provide customers with incentives	3.40	0.92	High Influence
25	Ability to interpret factors which indicate extent of strength of competition.	2.39	0.77	Low Influence
<b>Grand Weighted Mean</b>		<b>2.98</b>	<b>0.86</b>	<b>High Influence</b>

Source: Field Survey, 2022.

Data obtained in Table 2 reveal that all the 10 items had mean ratings ranging from 2.39 to 3.57 with a grand mean of 2.98 and standard deviations valued at 0.86. This indicates that NCE graduates of business education curriculum in colleges of education in Adamawa state, Nigeria acquired a high influence in marketing skills.

### Test of Research Hypotheses

The null hypotheses were tested at 0.05 level of significance. The summary of the test of research hypotheses are presented in Tables 3 and 4 as follows:

**H<sub>01</sub>:** There is no significant difference in the mean responses of NCE graduates of college of education Hong and federal college of education Yola on the influence of business education curriculum on accounting skills acquisition in colleges of education in Adamawa state, Nigeria. The test of this null hypothesis can be seen as summarise in table 3 below.



**Table 3: Summary of Z-Test Difference Between NCE Graduates of College of Education Hong and Federal College of Education Yola on the Influence of Business Education Curriculum on Accounting Skills Acquisition.**

Variable	N	Mean	Std. Dev.	Std. Err.	Df.	Z-Cal.	Z-Crit.	Sig. (P)
College of Education Hong	30	3.25	0.90	1.048				
					76	1.299	1.96	0.198
Federal College of Education Yola	46	3.49	0.93	1.307				

**Calculated Z<1.96, Calculated P>0.05.**

**Source: Field Study 2022.**

Table 4 revealed that there is no significant difference between the mean responses of NCE graduates of college of education Hong and federal college of education Yola on the influence of business education curriculum on accounting skills acquisition. This is because the calculated P-value of 0.198 is greater than the 0.05 alpha level of significance. The z-calculated value of 1.299 is lower than the z-critical value of 1.96, at Df. of 76 Thus, their calculated mean scores were 3.25 and 3.49 with standard deviation valued at 0.90 and 0.93 for NCE graduates of college of education Hong and federal college of education Yola respectively. Hence the null hypothesis that stated there is no significant difference between mean responses of NCE graduates of college of education Hong and federal college of education Yola on the influence of business education curriculum on accounting skills acquisition in colleges of education in Adamawa state, Nigeria is thereby accepted and retained.

**H<sub>0</sub><sub>2</sub>:** There is no significant difference in the mean responses of NCE graduates of college of education Hong and federal college of education Yola on the influence of business education curriculum on marketing skills acquisition in colleges of education in Adamawa state, Nigeria.

The test of this null hypothesis can be seen as summarise in table 4 below.

**Table 4: Summary of Z-Test Difference Between NCE Graduates of College of Education Hong and Federal College of Education Yola on the Influence of Business Education Curriculum on Marketing Skills Acquisition.**

Variable	N	Mean	Std. Dev.	Std. Err.	Df.	Z-Cal.	Z-Crit.	Sig. (P)
College of Education Hong	30	3.31	0.88	1.048				
					76	1.290	1.96	0.199
Federal College of Education Yola	46	3.30	0.90	1.307				

**Calculated Z<1.96, Calculated P>0.05.**

**Source: Field Study 2022.**

Table 4 revealed that there is no significant difference between mean responses of NCE graduates of college of education on federal college of education Yola on the influence of business education curriculum on marketing skills acquisition. This is because the calculated P-value of 0.199 is



greater than the 0.05 alpha level significance. The z-calculated value of 1.290 is lower than the z-critical value of 1.96, at Df. of 76. Thus, their calculated mean scores were 3.31 and 3.30 with standard deviation valued at 0.88 and 0.90 for NCE graduates of college of education Hong and federal college of education Yola respectively. Hence the null hypothesis that stated there is no significant difference between mean responses of NCE graduates of college of education Hong and federal college of education Yola on the influence of business education curriculum marketing skills acquisition in colleges of education in Adamawa state, Nigeria is thereby accepted and retained.

### **Discussion of Findings**

The study assessed the influence of business education curriculum on skills acquisition of NCE graduates in Adamawa in Nigeria. The results of this study revealed that NCE graduates of business education had acquired accounting skills in colleges of education in Adamawa state. This is found related to the work of Okoro and Ursula (2012) who found that the knowledge of accounting skills acquired by NCE graduates of business education provide them with information for predicting, comparing and evaluating enterprise earning power. In addition to above, the acquisition of accounting skills by business educators provide them with necessary skills for successful entrepreneurial and small business development in Nigeria (Okereke & Michael, 2018). This is because the inability to acquire a proper accounting system would disallow business monitoring, reporting, and performance evaluation that are germane to the business survival. The findings of this study are also in agreement with what Akpotowoh (2015) found in his study that the accounting skills acquire by graduates of business education help them to supply information useful in judging management's ability to utilize the enterprise goals. The result of the study is contrary to what Osuala (2014) noted that many NCE graduates of business education are unaware of their financial state and are unable to make sound decision because the managers do not understand the functions of financial management; and as such, detrimental decisions are made, which invariable, would lead to collapse of the business.

Findings of the study revealed that NCE graduates of business education in colleges of education in Adamawa state, Nigeria had acquired a good marketing skill. The findings corroborated with the study of Edet and Udida (2019) on their research to determine the impact of business education programs curriculum contents and acquisition of employability skills among graduates of universities in Cross River state, Nigeria which revealed that marketing skills are required for customer satisfactions and examining the target market. The acquisition of marketing skills offers the NCE graduates of business education in colleges of education in Adamawa state the unique strategy for succeeding in business. The NCE graduates of business education were found to able to offer the right products to their targeted customers at the right time and place. In conformity with the findings of this study, Anyakoha, (2009) reported that important. marketing and sales skills required for business management include: knowledge of seasonal fluctuation of goods, ability to determine the extent to which products will sell, familiarity with various aspects of sales and salesmanship, ability to budget and forecast, ability to determine current and future trends in sales of products, ability to determine availability for goods/raw materials for production and storage of finished goods, ability to determine and interpret factors which indicate extent and strength of competition, ability to determine what customers need and knowledge of advertising. In addition, the findings of this study further support that of Eze, Ezenwafor and Igberahar (2016) who conducted a study on the critical entrepreneurial skills required by NCE graduates of business education and found out that marketing skills such as: ability to capture and retain the attention of customers, promote and sell the organisation product, analyse demand and supply situation and the rest are required by graduates of colleges of education as entrepreneurs on graduation from schools.



### **Conclusion**

Based on statistical analysis of the data, findings and discussions in the work, the researcher concluded that the NCE graduates of business education curriculum in colleges of education in Adamawa state, Nigeria acquired accounting and marketing skills. It was also revealed from the findings of the study that there is no significant difference between mean responses of NCE graduates of college of education Hong and federal college of education Yola on the impact of business education curriculum on accounting and marketing skills acquisitions.

### **Recommendations**

In line with the findings and conclusion, the following recommendations were made:

1. Lecturers in business education should be sponsored by tetfund to acquire a professional certificate in accounting such as ANAN and (CAN so as to acquired more recent skills in accounting to be able to impact positively to their students for better accounting skills acquisition by NCE graduates of business education curriculum colleges of education.
2. The government at all levels should organised seminars and workshops twice a year or annually, in order to update both lecturers, students and graduates of business education on the recent marketing skills needed for direct selling strategy in marketing ideas, services or a product.

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