INFLUENCE OF BUSINESS EDUCATION CURRICULUM ON ENTREPRENEURIAL SKILLS OF COLLEGES OF EDUCATION UNDERGRADUATES IN OYO STATE

BY

Professor Morili Bisola AMODA

Department of Business Education

Tai Solarin University of Education, Ijagun, Ogun State

amodamb@tasued.edu.ng

and

Aminat Folakemi ADELEKE

Department of Business and Entrepreneurship Education

Emmanuel Alayande University of Education, Oyo

Aminatabdul19@gmail.com

adelekeaf@eauedoyo.edu.ng

Abstract

This study was conducted to establish the Influence of Business Education Curriculum on Entrepreneurial Skills of Colleges of Education Undergraduates in Oyo State. The study had three objectives. Three research questions were generated to guide the study and three null hypotheses were formulated and tested at 0.05 level of significance. Descriptive research design was used in the study. The population of the study consisted all federal and state colleges of education business education undergraduates. Purposive sampling technique was used to select participant for the study. The sample size of the study was two hundred (200) from two colleges of education, Federal College of Education (Special), Oyo and Oyo State College of Education, Lanlate. Self-structured questionnaire was developed and used for data collection. The administration of the instrument took four weeks. One hundred and ninety-eight (198) copies of the questionnaire were completed and returned. In answering the research questions, weighted mean of 2.5 and above was used as benchmark for agree while weighted mean of less than 2.5 represented disagree. Regression Analysis was used to test hypotheses 1,2 and 3 at 0.05 level of significance. Null hypothesis one was rejected while Null hypotheses two and three were not rejected. The study revealed among others that business education curriculum has no significant influence on financial management skills of colleges of education undergraduates. Also, it was revealed that business education curriculum has no significant influence on innovative skills of colleges of education undergraduates. Therefore, the researcher concludes that business education curriculum has little influence on innovative skills of colleges of education undergraduates in Oyo State. This action can result to lack of innovative skills by undergraduates of colleges of education to undertake a viable business venture for self-reliance

which might result to increase in the level of unemployment, economic hardship and social vices amongst business education undergraduates. In view of these findings, recommendations were made among others that business education curriculum should be strengthened by National Commission for Colleges of Education business education curriculum planners to broaden its financial management skill components. Equally, business education curriculum should be reviewed by NCCE business education curriculum planners to ensure adequate incorporation of innovative skill components.

Keywords: Business Education, Business Education Curriculum, Entrepreneurial Skills, Undergraduate

Introduction

The main aim of education is to produce skillful people who will ensure that the society is better by contributing to its growth and development. This is because the aim of all forms of education is skill acquisition which would make the recipient to be exceptional and be able to do better, what he/she is doing presently, or what he/she cannot previously do. This is because learning is said to have taken place when the desired skill is acquired and manifested in the earner's ability to discharge his/her responsibility efficiently and effectively. To these, business education is not an exemption. Entrepreneurship education is a course of study designed to provide students the ability to use whatever useful abilities they have learned to seize chances in a given environment and become self-sufficient. Colleges of education's business education programs offer entrepreneurship skill development courses to get students ready for business entrepreneurship Abioye (2020) asserts that the five fundamental competencies of entrepreneurial talents should be human resource management, financial management, inventive skills, customer skills, and marketing management.

Business education is a course of study that equips students with a variety of abilities to work in industry, educate, start their own company as an entrepreneur, and hire people. According to Okon (2020), business education is separated into two categories: general business education, which is a curriculum that imparts the knowledge and skills required for managing firms, and office education, which is vocational in character for office professions. According to Ibrahim (2021) and Aliyu (2024), a business education curriculum is a structured series of formal classes as well as additional learning experiences and activities that a student pursues in an effort to meet certain learning goals. The provision of human resource, financial, inventive, customer, and marketing abilities was anticipated in business school programmes.

Business education as an academic programme provides entrepreneurial skills to undergraduates and prepares them to be self-reliant in today's globalised and competitive

economy. However, this mandate can only be achieved when the curriculum of business education is in line with societal needs and realities at national, regional and international levels. Ore, et al., (2022) explained that business education is a programme of study, which provides individuals with learning experiences in specific knowledge and skills in identified business areas as well as general education, thus, equipping them with competencies for the business world. Umoru and Bala (2018) stated succinctly that "*education is training students for the wrong kinds of jobs and created a skilled workforce inappropriate to the demands of the job market.* They further *explained that business education courses prepare students to work in small business and/or set up their own businesses and develop the requisite entrepreneurial attitudes".*

The curriculum is cluttered by an array of definitions of the concept. It is defined as a prescribed course of studies, which students must learn in order to reach a certain level of education. David and Fabian (2019) defined curriculum as the sum of all the activities, experiences and learning opportunities that institution(s) and teacher(s) have responsibility for either deliberately or by default to make learning take place. This author expatiated that curriculum included the formal and the informal education, the overt and the covert, it recognized and overlooked, the intentional and the unintentional actions that take place in school. Hence, the curriculum is plan activities of learning opportunities for a specific time frame guided towards changing learners' behaviour. The business education curriculum is part of the continuous process of planning and development, that involves the selection of learning experiences calculated to help in the attainment of goals and objectives of the programme.

Entrepreneurship education aims at raising awareness of students about business skills, knowledge, promoting creativity, innovation and self-employment (Ajah, Onoh and Igwe, 2019). This includes the acquisition of skills in areas that would be useful and make them self-reliant, and independent productive citizens of the society. Entrepreneurship is critical to the economic development of any nation. An entrepreneur is one who engages in business undertaking with an active and enterprising spirit. An entrepreneur is any person who coordinates the factors of production and bears the risk of uncertainty by investing scarce resources in business ventures. It is necessary for such an individual to acquire skills such as human resource management skills, marketing skills, customer service skills, financial management skills, creative/ innovative skills and risk management skills.

Financial management skills are the capabilities for planning, directing, monitoring and controlling the financial resources of an organization. (Okoli and Ezenwafor 2015). Accounting and financial management skills are instrumental to entrepreneurial success and in deed, all forms of organisations. According to Ezeani (2015), accounting deals with recording, classification, analysis, interpretation, measurement and communication of financial transaction to those that use financial information and it could be applied in all kinds of organisations, while Auru (2016) sees it as a business language which expresses the performances of organisations in monetary terms. Furthermore, Okoye, Uniamikogbo and Adeusi (2017) point out that it feeds the stakeholders and owners/managers with information in relation to state of a business. In the case of financial management, Okpaga (2014) states that it focuses on how money is obtained and utilised with emphasis on fiscal policies, accountability and provision of organisational structure and control. In line with these, Abdulkareem and Afolabi (2012) is of the view that the essence of financial management is to be sure that there are prudence and accountability in utilisation of available resources and seeing to the fact that least input leads to maximum productivity.

Innovation is not something natural, rather particular, resulting from the organizational context determined by relations, technologies and mobilization. Okiridu (2016) see innovative skills as fragmented interactive network of organizing. They further emphasized that innovative skills refers to ability to transformed ideas into an opportunity. Consequently, the processes of teaching innovative skills seem dim, but as a proven fact from participants, innovative skills are regularly exercised in the startup of new business in established companies. Viewed as a process, it required tools, techniques, and routines. Innovation cannot only be taught but also viewed as a skill that grows stronger with practice (Jam, 2015). Innovation poses new challenges for education policy, it is a driver of growth and well-being because new technologies, products, services and organizations create jobs and rejuvenate industries, while making others obsolete. To reap the gains of innovation, policy makers need to understand how innovation is changing and what it means for education and training policies. Innovation strategy for education training; the major challenge lies on harnessing the benefit of innovation within the education sector is the key challenge.

Marketing Skills is another skill component of Business Education programme. The word “distribution” has much to do with exchange of goods and services and as such refers to the

various hands and agencies through which commodities pass from the manufacturers to the final consumers (Udo, 2012). The curriculum objectives here state that distributive education was designed to give students an overview of the world of business and to enable them to develop a better understanding of the individual's relationship with business and the place of business in a developing economy (Umoru, 2015). The general objectives of education here at the senior secondary school level are to: Enable the student to have a broader understanding of the importance of commercial activities; enable the student to cultivate the right attitude to commercial activities; provide useful general notions and commercial skills necessary for those who will immediately enter into the world of work; provide commercial knowledge for personal use and for further education; develop the habit of the wise use of the services offered by commercial institutions (Udo, 2012).

Federal and state colleges of education are higher education institutions in Nigeria, tasked with training of teachers for the purpose of obtaining teaching certificates in education or other related discipline. They are relevant to the nation's diverse economy and industries' requirements, aspirations, and development. Considering the foregoing, the institutions that will be the focus of this research is Colleges of Education (Ibikunle, et al. 2019). Education program and having functional entrepreneurship centers. Similarly, the goal of establishing, operating, and effectively managing Business Education as a course in Nigeria, particularly, Oyo State is to ensure that quality services, quality assurance delivery, quality output, and practices in Business Education are entrenched and sustained. In the light of this and considering of the relevant factors, the researcher's wishes to investigate the influence of entrepreneurship education on entrepreneurial skills by Business Education students in tertiary institutions

The focus of the study was to systematically investigate and document the influence of business education curriculum on entrepreneurial skills of colleges of education undergraduates in Oyo State. The assumption was that there was a positive influence, but where there are challenges and gaps, the study should provide a framework to address these gaps, and make the undergraduates of business education in the Oyo State consisting of thirty-three local government area.

Statement of the Problem

Business education equips students with a variety of abilities for teaching and entrepreneurship. According to Okoye and Ikanu (2020), youths' lack of entrepreneurial abilities, lack of

employment-related skills, and ignorance of the workplace have led to both personal and financial difficulties in recent years. Employers want proof of talents that would set a candidate apart from the competition because there are so many undergraduates on the job market. The country has experienced an increasing economic crisis over the past ten years, which has resulted in a situation where government and corporate entities are less able to offer jobs to undergraduate students at higher education institutions. Many employers are known to have complained that NCE business education undergraduates cannot communicate effectively, write correct letters or memo, provide leadership in the absence of the Business education undergraduates , take initiative, work without supervision, work as a team, keep simple financial records, operate simple office machine, keep proper filling system, cover meetings and take accurate minutes, in addition, they are not creative, not innovative, lack good customer relations, lack marketing skills, lack human resource Undergraduates studying business education at educational institutions have experienced this. The circumstances have caused a paradigm shift away from depending on government employment and toward learning entrepreneurial skills to become self-sufficient. Undergraduate students at education colleges may not have benefited much from functional educational programs like effective business education, which are meant to teach entrepreneurship and work skills for self-sustenance. The researcher's ten years of experience as a business education lecturer and her interactions with business organization owners have suggested that college students studying business education may lack the necessary skills to launch, run, and oversee their own company. management abilities, inadequate financial management abilities, inability to function well under duress, and absence of a maintenance culture. Could the lack of information in the NCE business education curriculum to fill in these skills gaps be the cause of these deficiencies? Is it possible that the abilities acquired in the classroom differ from those that are available in the workplace? Could it be because there aren't enough basic resources available to learn these skills? Given the aforementioned factors and concerns, there can be a skills gap in the NCE business education curriculum at educational institutions. Therefore, the focus of the researcher is to systematically investigate and document the influence of business education curriculum on the acquisition of entrepreneurial skills of colleges of education students on their graduation to enable them cope with managing a successful business venture in order be self- reliant in the face of unemployment and economic recession in Nigeria.

Objectives of the Study

The general objective of the study is to determine the Influence of Business Education Curriculum on Entrepreneurial Skills of Colleges of Education Undergraduates in Oyo State. The specific objectives of the study are to:

a. assess the influence of business education curriculum on financial management skills of undergraduates of colleges of education.

b. assess the influence of business education curriculum on innovative skills of undergraduates of colleges of education.

c. determine the influence of business education curriculum on marketing skills of undergraduates of colleges of education

Research Questions

The research work provided answers to the following questions:

1. What is the influence of business education curriculum on financial management skills of undergraduates of colleges of education?
2. What is the influence of business education curriculum on innovative skills of undergraduates of colleges of education?
3. What is the influence of business education curriculum on marketing skills of undergraduates of colleges of education?

Research Hypotheses

3. There is no significant influence of Business education curriculum on financial management skills of undergraduates of colleges of education.
4. There is no significant influence of Business education curriculum on innovative skills of undergraduates of colleges of education.
5. There is no significant influence of Business education curriculum on marketing skills of undergraduates of colleges of education.

Methodology

Descriptive survey research design was used in this study. The population of the study consisted all federal and state colleges of education business education undergraduates**.** Purposive sampling technique was used to select participant for the study. The sample size of the study was two hundred (200) from two colleges of education, Federal College of Education (Special), Oyo and Oyo State College of Education, Lanlate. Self-structured questionnaire was designed

by the researcher as an instrument used in collecting data for this study. The research instrument was titled "Influence of Business Education Curriculum on Entrepreneurial Skills of Undergraduates of Colleges of Education Questionnaire (IBECESGCOEQ). The questionnaires had sections A-D. Section A solicits respondents bio-data, section B consists of 10 items on influence of business education curriculum on financial management skills of undergraduates of colleges of education to answer research question one, section C consists of 10 items on influence of business education curriculum on innovative skills of and section D consists of 10 items on influence of business education curriculum on marketing management skills of undergraduates of colleges of education to answer research question three. The instruments were structured on a 4-point rating scale as follows; Strongly Agree (S.A) 4 points, Agree (A) 3 points, Disagree (D) 2 points and Strongly Disagree (SD) 1 point. The questionnaires were subjected to scrutiny and vetting by three lecturers in the Department of Business and Entrepreneurship Education, Kwara State University, Malate. Their observations and suggestions were incorporated in the instrument. A pilot study was conducted using fifteen business education undergraduates operating their businesses in Osun State. The choice of the location was based on the fact that Osun State is outside the study area. Secondly all colleges of education business education undergraduates in Nigeria operated the same curriculum while in school. The researcher determined the reliability of the instrument using the data collected from the pilot study. Test re-test reliability test was carried out. The data obtained were subjected to statistical analyses in order to establish the reliability co- efficient of the instrument. A standardize Cronbach alpha reliability co-efficient of 0.72 was obtained. The personal data of the respondents were analyzed using frequencies and percentages. The three research questions were answered using mean. while a mean of less than 2.5 was considered as disagree. Regression analysis was used to test null hypotheses 1, 2 and 3. In the analysis, where r-calculated value was greater than r-critical, the null hypothesis was rejected. On the other hand where the r-calculated was equal to or less than the r-critical, the null hypothesis was not rejected. All the null hypotheses were tested at 0.05 or 5% level of significance.

Results

Research Question One

What is the influence of business education curriculum on financial management skills of undergraduates of colleges of education?

Table 1: Mean Score of the responses of Business Education Undergraduates (Entrepreneurs) on Influence of Business Education Curriculum on Financial Management Skills of Undergraduates of Colleges of Education

	Financial Management Skills		
S/N	**Items**	**Mean**	**Decision**
1.	Business education undergraduates has skills to source funds for the business.	2.46	Disagreed
2.	Business education undergraduates has skills to prepare simple financial inventory for business enterprises.	2.62	Agreed
3.	Business education undergraduates is efficient in preparing simple budget of the business.	2.57	Agreed
4.	Business education undergraduates has financial Skills to determine employees' wages and benefits for the success of the business.	2.82	Disagreed
5.	Business education undergraduates has skills and discipline to avoid unplanned expenditure.	2.14	Disagreed
6.	Business education undergraduates has skills to invest business finance wisely.	2.48	Disagreed
7.	Business education undergraduates has financial skills to limit personal expenditure from that of the business venture,	2.33	Disagreed
8.	Business education undergraduates has adequate knowledge of tax regime to avoid over taxation.	2.05	Disagreed
9.	Business education undergraduates has knowledge of simple business laws and operates his/her business within the requirement of the law of the land.	2.22	Disagreed
10.	Business education undergraduates has skills to recognize the true position of his business for effective financial decisions.	2.76	Agreed
	Grand Mean	**2.45**	**Disagreed**

Source: Field Survey, 2025

From Table 1, the summary of the result showed overall mean of 2.3 from the respondents who agreed that business education curriculum provides undergraduates of colleges of education with financial management skills. Based on the results, calculated the overall mean was 2.3<2.5 benchmark of agreed. The researcher therefore concluded that

business education curriculum had no influence on financial management skills of undergraduates of colleges of education in Oyo State.

Research Question Two: What is the influence of business education curriculum on innovative skills of undergraduates of colleges of education?

Table 2: Mean Score of the responses of Business Education Undergraduates (Entrepreneurs) on Influence of Business Education Curriculum on Innovative Skills of Undergraduates of Colleges of Education

	Innovative skills		
S/N	**Items**	**Mean**	**Decision**
11.	Business education undergraduates has skills to identify a need that can be satisfied with a service	3.46	Agreed
12.	Business education undergraduates has fundamental entrepreneurial skills of building a solid and viable business plan.	3.50	Agreed
13.	Business education undergraduates has skills to identify a venture's strength and weaknesses and be able to set up clear timetables with contingencies for handling the problems.	3.78	Agreed
14.	Business education undergraduates has entrepreneurial skills to analyze trends in the economy and take appropriate business decision.	3.17	Agreed
15.	Business education undergraduates has entrepreneurial skills of critical and creative thinking to solve problems and be successful in business venture,	3.28	Agreed
16.	Business education undergraduates has entrepreneurial skills to make decisions based on relevant information.	3.40	Agreed
17.	Business education undergraduates has entrepreneurial skills to negotiate business deals effectively.	3.75	Agreed
18.	Business education undergraduates has skills to be committed to a good course	3.06	Agreed
19.	Business education undergraduates has entrepreneurial skills to organize and administer a successful business enterprise.	3.14	Agreed
20.	Business education undergraduates has entrepreneurial skills to initiate profitable business understanding.	3.90	Agreed
	Total	**2.4**	**Agreed**

Source: Field Survey, 2025

From Table 2, the summary of the result showed overall mean of 2.2 representing the opinions of the respondents who agreed that business education curriculum influenced the innovative

skills of undergraduates of colleges of education. The respondents all agreed on the ten items in the table aboved. The calculated overall mean was greater than 2.5 index score. This implied that business education curriculum had influence on innovative skills of undergraduates of colleges of education.

Research Question 3

What is the influence of business education curriculum on marketing skills of undergraduates of colleges of education?

Table 3: Mean Score of the responses of Business Education Undergraduates (Entrepreneurs) on Influence of Business Education Curriculum on marketing Skills of Undergraduates of Colleges of Education

	Marketing Skills		
S/N	**Items**	**Mean**	**Decision**
21.	Business education undergraduates has skills of conducting survey to identify the needs of his customers and meeting such needs.	2.0	Disagreed
22.	Business education undergraduates has skills to segment his market for making good sales.	2.2	Disagreed
23.	Business education undergraduates has appropriate advertisement skills.	2.3	Disagreed
24.	Business education undergraduates has pricing mathematics skills to calculate mark-up and mark-down.	2.3	Disagreed
25.	Business education undergraduates has personal selling skills.	2.4	Disagreed
26.	Business education undergraduates has data interpretation skills to analyze market trends.	2.0	Disagreed
27.	Business education undergraduates has right promotional skills.	2.3	Disagreed
28	Business education undergraduates has the attitude to be on front line and wants a lot of involvement with others.	2.4	Disagreed
29	Business education undergraduates has attitude of keeping his moods in check and handle disagreement with customers and concentrate on getting job done.	2.4	Disagreed
30	Business education undergraduates has skills to work under pressure and high stress tolerance.	2.4	Disagreed
	Total	2.3	Disagreed

Source: Field Survey, 2025

From Table 3, the summary of the result showed overall mean of 2.2 for respondents who agreed that business education curriculum influenced marketing skills of undergraduates of colleges of education and those who disagreed had mean of 1.8. From the analysis, the

calculated overall mean value was 2.2<2.5 index score. Therefore, the study showed that business education curriculum had no influence on marketing management skills of undergraduates of colleges of education.

Test of Hypotheses

Hypothesis One: Business education curriculum has no significant influence on financial management ski0lls of undergraduates of colleges of education in Oyo State

Table 4: Regression Analysis of Respondents opinion on the influence of Business Education Curriculum on Financial Management Skills of Undergraduates of Colleges of Education in Oyo State

Model	B	Mean	STD.	Std error	r-crit	r-cal	R^2	djusted R^2	pvalue
BEC	1.431	2.32	1.16	.034	0.088	0.059	0.003	0.002	0.56
FM skills	0.945	1.71	.861	1.01					

Source: Field Survey, 2025

BEC = Business Education Curriculum, FM Skills = Financial Management Skills

From Table 4, calculated r-value 0.059 was less than r-value of 0.088 at 0.05 levels of significance. The observed value (r-0.059) is not significant. The summary from the regression analysis Beta, the constant had a value of 1.431 against the co-efficient value of 0.945 for financial management skills. The calculated r-value .059 was less than table value 0.088 (p-value = 0.56) at 0.005 level of significance. The R^2 value was 0.003 indicating that only 0.3% of the variance in the financial management skills is determined by business education curriculum. The analysis showed that business education curriculum had no significant influence on financial management skills of undergraduates of colleges of education in Oyo State. Therefore, the null hypothesis was retained.

Hypothesis Two: Business education curriculum has no significant influence on innovative skill of undergraduates of colleges of education in Oyo State

Table 5: Regression Analysis of Respondents' Opinion on Influence of Business Education Curriculum on Innovative Skills of Undergraduates of Colleges of Education

Model	B	Mean	STD.	Std error	r-crit	R2	djusted R^2	r-cal	pvalue

BEC	1.43	2.2	1.03	.093	0.08	0.00	0.004	.09	.189
Innovativ	1		1.01	.139	8	6		0	
e skills	.525	1.8							

Source: Field Survey, 2025
BEC = Business Education Curriculum,

From Table 5, calculated r-value 0.090 was greater than r- critical value of 0.088 at 0.05 levels of significance. The observed value (r-0.090) is significant. The value of Beta, the constant is 1.431 against the co-efficient value of 0.525 for innovative skills. The calculated r- value of .090 was greater than the table value of 0.088 (p-value = 0.189) at 0.005 level of significance. The r^2value was 0.006 indicating that only 0.6% of the variance in innovative skills of graduate of colleges of education was influenced by business education curriculum. The analysis showed that business education curriculum had significant influence on innovative skills of undergraduates of colleges of education. Therefore, the null hypothesis was rejected.

Hypothesis three: Business education curriculum has no significant influence on marketing skills of undergraduates of colleges of education

Table 6: Regression Analysis of Respondents' Opinion on Influence of Business Education Curriculum on Marketing Skills of Undergraduates of Colleges of Education

Model	**B**	**Mean**	**STD.**	**Std error**	**r-crit r-cal**	**R^2**	**djusted R^2**	**pvalue**
BEC	1.531	2.2	1,07	.047	0.088	.008	.007	0.64
Marketing skills	.372	1.8	.863	.119	0.087			

Source: Field Survey, 2025
BEC = Business education curriculum, MM Skills =Market Management skills.

From Table 6, the calculated r-value 0.087 was less than 0.088 r-critical at 0.005 level of significance. The observed value (r-0.087) was not significant. The value of Beta, the constant is 1.531 against the co-efficient value of 0.372 for marketing skills. The calculated r- value of .087 was less than the table value of 0.088 (p-value = 0.064) at 0.005 level of significance. The R^2 was 0.008 indicating that only 0.7% of the variance in marketing skills of undergraduates of colleges of education was influenced by business education curriculum. The result therefore, revealed that business education curriculum had no significant influence on marketing skills of undergraduates of colleges of education. Therefore, the null hypothesis was not rejected.

Discussion

The results of Tables 1 and 4 revealed that business education curriculum had not provided undergraduates with financial skills that will make them to be successful in running their own enterprises. The study revealed that business education undergraduates were not equipped with practical skills to source for capital and invest business finance wisely. The finding was contrary to Nancy (2022) who stated that business education students were adequately exposed to financial skills to be able to adequately source and invest money wisely.

The results of tables 2 and 5 show that business education curriculum had no significant influence on the innovative skills of undergraduates of colleges of education. This implies that business education curriculum had provided undergraduates with skills needed to successfully initiate for startup. This finding falls short of the expectations of Adeshina (2013) who expected business education students to be prepared with entrepreneurship skills that will make him/her to provide jobs instead of seeking for a job after completion of the programme. Equally the finding was contrary to Iheanacho (2021) who asserted that a potential entrepreneur should be trained to sharpen his creative and innovative skills to identify a need that can be satisfied with a product or service through business education programme.

Furthermore, Table 3 and 6 revealed that business education curriculum had no significant influence on marketing skills of undergraduates of colleges of education. The graduate entrepreneurs have the same opinion that undergraduates of business education from colleges of education had not possessed adequate marketing skills to drive their entrepreneurship aspiration. This finding was contrary to the finding of Gidado (2019) who stated that business education curriculum promoted entrepreneurship through acquisition and utilization of the right marketing skills such as marketing research skills, data collection skills, segmentation skills and sales promotion skills.

Conclusion

On the basis of the findings, business education curriculum had little influence on entrepreneurial skills of undergraduates of colleges of education, therefore, it was concluded that since this is the case, the situation can result to lack of entrepreneurial skills by undergraduates of colleges of education to enable them undertake a viable business venture to

be self-reliant. This might result to increase level of unemployment, economic hardship and social vices amongst business education undergraduates. Also, this trend might slow down the economic growth of Nigeria because important segments of her population are not adequately prepared with adequate skills for entrepreneurship activities.

Recommendations

The following recommendations were made;

1. Business education curriculum should be strengthened by NCCE business education curriculum planners to broaden its financial management skill components and ensure effectiveness of the financial management skill components delivery.
2. Business education curriculum should be reviewed by NCCE business education curriculum planners to ensure adequate incorporation of innovative skill components.
3. There should be an in-depth review of business education curriculum by NCCE business education curriculum planners to strengthen its marketing skills component.

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