



## **Pedagogical Constraints in Business Education Practice in Universities in Rivers State, Nigeria**

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### **ABSTRACT**

Pedagogical constraints in Business Education Practice in universities in Rivers State was explored as an empirical work to identify the contemporary and specific hindrances to the practice of Business Education so that government and stakeholders can be guided in the bid to address these pedagogical constraints and ease the practice of Business Education to achieve set goals. The Nigeria University system was used as the domain of exploration and specifically Rivers State universities offering Business Education and the business educators therein used as the accessible population of study. A purposively chosen sample of 48 business educators consisting of ten (10) Rivers State University business educators and thirty eight (38) Ignatius Ajuru University of Education business educators. Descriptive survey design was adopted with three (3) research questions to guide the study and one hypothesis. A questionnaire validated for content and face validity by two experts (one in business education and the other in measurement and evaluation) was developed by the researchers to elicit information on the pedagogical constraints in Business Education Practice. The responses elicited provided answers to the research questions using means and standard deviation and also aided the testing of the hypothesis using ttest statistical tool at 0.05 level of significance. The findings identified three (3) curriculum related pedagogical constraints, five (5) students-related pedagogical constraints and five (5) government related pedagogical constraints. It was also found that there was no significant difference between pedagogical constraints identified by business educators in the two universities explored. It was recommended among others that curriculum content be reviewed to address content overload, and students be given re-orientation to address student related pedagogical constraints. Above all, the government must address the problem of underfunding of Business Education and resuscitate the students' bursary award to address government related pedagogical constraints and poverty among students.

**Keywords:** Pedagogy, Constraints, Business Education

### **INTRODUCTION**

Pedagogical constraints in Business Education practice are being explored with an empirically diagnostic view in order to ease their identification for proper attention. Koko (2015) in her book (Teaching Business) sees teaching as an attempt by a trained personnel to provide an enabling environment for learning and utilizing appropriate material resources in initiating, guiding, directing and assisting a learner to acquire adequate skills and competencies to enable the development of changes in behavior and ability as a result of learning. The learned professor's position presupposes the availability of enabling environment and material resources for the business educator to be effective and efficient in initiating, guiding, directing and assisting the learner to acquire adequate skills and competencies. It seems therefore that whatever removes the enabling learning

environment, the requisite material and human resources from the domain of teaching, becomes a constraint (a pedagogical constraint) and ultimately the business educators' concern.

According to Hall (2012), the Greek pedagogue from whom the term pedagogy was derived, led the boy to and from school, and was his keeper rather than his teacher. The word has expanded from its etymological meaning and is a general designation for the art of teaching. Hall submitted further that, years ago, the term was not held in honour in academic circles and others were preferred. In the designation of academic chairs, the term Education was preferred and if pedagogy had a place it was thought to be chiefly in the normal schools. Hall submitted more that pedagogy includes both didactics and the methods of teaching or imparting knowledge or instruction generally on the one hand and on the other hand, education or development from within outward. Hall opined further that Education is more humanistic and evolutionary and aims to unfold all the powers of the individual to their maximal maturity and strength and is essentially cultural; while teaching, learning and didactics generally consist in transmitting knowledge.

Pedagogy, according to Wikipedia, "is the discipline that deals with the theory and practice of teaching and how these influence student learning". Oxford Advanced Learner's Dictionary (2010 Edition) by Professor Hornby defined constraint as "a thing that limits or restricts something or your freedom to do something". The foregoing definitions upheld and objectified the earlier description of pedagogical constraint.

Since the focus of the paper is constraint in Business Education Practice. It would be germane "to establish what constitutes Business Education. Osuala, as cited in Koko (2010), defined Business Education as:

A programme of instruction which consists of two parts; office education, a vocational education programme for office careers through initial, refresher and upgrading education leading to employability and advancement in office occupations; and general business education; a programme to provide students with information and competencies which are needed by all in managing personal business affairs and in using the services of the business world.

This definition is simply apposite and all-encompassing relative to describing Business Education and its practical objectives and goals. Ubulom (2003) asserted that business education is an aspect of educational programme which prepares students for careers in business. It is education needed to teach people business, education needed to handle personal affairs and education needed about business in order to be good citizens of the society. Otamiri (2008) taking the definition of Business Education further, opined that Business Education is a fusion of pedagogical and entrepreneurial preparation. He maintained that Business Education therefore involves the study of technologies and related sciences and the acquisition of practical skills (including teaching skills), attitudes, understanding and knowledge related to occupation in various sectors of the economy and social life.

Another scholar, Idialu (2013) opined that Business Education as an integral part of vocational and technical education is a form of vocational education that is directed towards developing the learner to become productive in leading, paid employment and self-employment. All the definition attempts examined so far are in congruence with the position of the foremost Nigerian business educator, Prof. Osuala, earlier alluded to. It can be inferred that they all upheld the capacity of Business Education to equip students for employability, advancement in office occupation, office careers, self-employment and good citizenship in the society.

Koko (2015) identified the main goals of an effective unhindered and unconstrained Business Education Programme to include production of skilled manpower industry, production of business teachers (Business Educators) and production of entrepreneurs (proprietors and managers) and production of entrepreneurs (proprietors and managers) of their own business. Zeb-Obipi, as cited in Koko (2010), outlined four basic competencies which business education offers to include: work-and manage; own-and-manage; learn-and-teach; and function-in-society. An expanded view of the goals of Business Education was exposed by Ubulom (1999), Aina (2002) and Obi and Otamiri (2010) submitting that the goals of Business Education include:

- a. To make available to all students the opportunities to explore and learn about the world of business and the possible interests and potential careers it has to offer.
- b. To help develop in all students, the ability to choose wisely the goods and services that business has to offer.
- c. To assist in developing an intelligent understanding on the part of all students of the various occupations to be found in the world of business.
- d. To develop in practical ways, an understanding and an appreciation of the actual function of our economic system.
- e. To enable students acquire business knowledge and skills that may be needed for personal use.
- f. To prepare students to enter into and follow business as a career.
- g. To prepare students to perform business activities common to many professional areas.
- h. To prepare students for more effective study in the field of business.
- i. To prepare students to be business teachers.

Nyesom and Ashibogwu (2013) identified constraints to Business Education Practice to include poorly coordinated supervision mechanism, under-funding, student explosion, poor management and governance and attitudinal failure. Koko (2010) also identified constraints to Business Education Practice to include lack of public awareness of the importance and objective of the course, nonrecognition and acceptance of Business Education by consumers and suppliers of education, ineffective and inadequate planning, inadequate implementation process, inadequate supply of equipment and materials, shortage of trained manpower and to a large extent, inadequate funding. Funding is a major requirement for the success of Business Education programmes.

Business Education is practical oriented programme and its teaching must therefore be void of hindrances and avoidable constraints (Okafor, Awak & Dalyop, 2019; Azih & Kelegbe, 2019; Nwufo, 2016; Akpan, 2015). Researches have shown that business education needs to be better funded with requisite human and material resources to achieve desired result (Amesi, 2019; Akpomi & Amesi, 2013; Okebukola, 2017; Okolocha & Ukor, 2017). It is imperative that continuous training and development for business educators (business teachers) in pedagogical capacity building and application of modern technology be sustained for qualitative delivery of business education (Ajagun, 2017; Njoku, 2017; Oyeyemi & Appah, 2018).

Adeleye (2017) also identified pedagogical constraints to the practice of Business Education to include: social media distractions to students; unpreparedness of students for Business Education courses; lack of interest and phobia for Business Education courses; challenges of access to current information from the internet and current textbooks, and poverty. Adeleye (2017) found no significant difference between the pedagogical constraints identified by business studies teachers in Junior Secondary Schools in Oyo State.

In the same vein, Ajisafe, Bolarinwa and Edeh (2015) identified constraining issues in Business Education to include inadequacies in the curriculum content of Business Education, non-relevance of the course content to the world of work, poor implementation of the curriculum, insufficient time allocation to teach the subjects, inadequate facilities for teaching and learning, qualification/quality of teachers among others. If the business educators' concerns relative to pedagogical constraints are not identified and exposed for possible therapeutic considerations, achieving the aims and objectives of Business Education programmes may remain sub-optimal and even a mirage. Babalola (2001) and Amahua (2010) in their separate findings confirmed the funding problem in the Nigeria university system with Nigeria spending less than 10% of her annual budget on education, poor funding of teaching, research, libraries, laboratories with dilapidated classrooms and accommodations, incessant strike actions and lack of lecturers in the right quality and quantity. Edokpolor and Owenvbiugie (2017) investigated the challenges facing business education programme and how the possibilities of overcoming the challenges of business education would help in promoting national development. One of the findings thereof amongst others showed that there was no significant difference between the mean ratings of business educators in universities and colleges of education on the challenges facing business education programme in Nigeria.

JAMB, as cited in Koko (2010), identified the Federal and State universities offering Business Education as at 2007 to include the following:

1. University of Nigeria, Nsukka
2. Ahmadu Bello University, Zaria
3. Abia State University, Uturu
4. University of Calabar, Calabar
5. University of Uyo, Uyo
6. University of Benin, Benin
7. Rivers State University of Science and Technology, Port Harcourt
8. Ambrose Ali University, Ekpoma
9. Delta State University, Abraka
10. Nnamdi Azikiwe University, Awka
11. Alvan Ikoku College of Education, Owerri (Affiliated)
12. University of Education, Port Harcourt.

This paper would limit the consideration of pedagogical constraints which are the business educators' concerns in the practice of Business Education to the two universities offering Business Education in Rivers State i.e. Rivers State University, Port Harcourt and Ignatius Ajuru University of Education, Port Harcourt.

#### **Statement of the Problem**

Business Education according to Koko (2010) has three main goals of employability for students relative to: producing skilled manpower for industry, producing business teachers, and preparing its recipients with requisite skills and competencies as proprietors and managers of their own business. Despite these capacities of Business Education for employability and containment of unemployment and under-employment challenges in Nigeria, available evidence has shown that Nigeria is handling Business Education with levity (Obunadike, 2015; Oladunjoye, 2016). Amaewhule (2014) submitted that Nigerian schools have done a poor job of equipping students for employability appropriate for the world of work. This indicates that the Business Education programme is not achieving the required result according to these business educators. If the business educators' concerns relative to pedagogical constraints are not identified and exposed for possible therapeutic considerations, achieving the aims and objectives of Business Education programmes may remain sub-optimal and even a mirage. It is against this background that this study finds out the business educators' concerns relative to specific pedagogical constraints hindering the practice of business education in achieving set goals in Nigerian universities.

#### **Purpose of the Study**

The main purpose of the study is to ascertain the business educator's concerns relative to the pedagogical constraints hindering Business Education Practice in Nigeria Universities. Specifically, the study intends to:

1. Determine the business educators' concerns (pedagogical constraints) relative to curriculum.
2. Determine the business educators' concerns (pedagogical constraints) relative to students.
3. Determine the business educators' concerns (pedagogical constraints) relative to the government.

#### **Research Questions**

The study was guided by the following research questions:

1. What are the business educators' concerns (pedagogical constraints) facing business educators relative to the curriculum?
2. What are the business educators' concerns (pedagogical constraints) facing business educators relative to students?
3. What are the business educators' concerns (pedagogical constraints) facing business educators relative to the government?

#### **Hypothesis**

The following null hypothesis was tested at 0.05 level of significance:

1. That there is no significant difference between the mean ratings of business educators in universities on the pedagogical constraints which are the concerns of business educators in the practice of Business Education.

## METHODOLOGY

The study adopted a descriptive survey design. The instrument used for data collection was a 15 item questionnaire. The instrument was validated by experts in business education. The reliability of the instrument was tested using Kuder Richardson 21 (K-21) and a reliability index of 0.75 was obtained. The population consisted of 50 accessible business educators purposively chosen: ten (10) from Rivers State University Business Education Department and forty (40) from Ignatius Ajuru University of Education Faculty of Business Studies.

The instrument was distributed to these accessible business educators in the two universities: Rivers State University, Port Harcourt and Ignatius Ajuru university of Education, Port Harcourt. Forty eight (48) copies of the questionnaire were retrieved out of fifty (50) copies distributed: 10 from RSU and 38 from IAUE. The statistical tools used for answering the research questions were the mean ( $\bar{x}$ ) with standard deviation while the t-test was used to test the hypothesis at 0.05 level of significance. The decision rule in the test of the hypothesis was that when the t calculated was found to be greater than t. critical, the null hypothesis was rejected, otherwise, it was retained. The questionnaire items with a mean of 3.0 and above was accepted while any mean score that is equal to or less than 2.99 was rejected.

The instrument used for this study titled “pedagogical constraints facing Business educators” in Nigerian universities (PCFBE) was developed by the researcher for this study. The questionnaire comprised section A for personal data and section B for three (3) clusters of five (5) items each eliciting responses on the business educators’ concerns relative to each research question.

Items in the questionnaire were used to generate information required to test the hypothesis constructed to guide the study. The instrument is a 5-point likert scale as follows: Strongly Agree, Agree, Undecided, Disagree, and Strongly Disagree. i.e. 5 (SA), 4 (A), 3 (U), 2 (D), 1(SD).

### Validation and Reliability

The instrument was validated relative to face and content validity by two experts: one from department of business education and the second from measurement and evaluation.

### Administration of the Instrument

The researcher administered the instrument with the help of two research assistants. One in RSU and one in IAUE, of the 11 business educators and the 67 business educators in IAUE, only 10 were accessible in RSU and only 40 were accessible in IAUE. Thus, a total of 50 questionnaires were administered while 48 were returned.

## DATA PRESENTATION AND RESULTS

**Research question 1:** *What are the business educators’ 10 concerns (pedagogical constraints) facing business educators relative to the curriculum?*

**Table 1:** Mean ( $\bar{x}$ ) and standard deviation (SD) of responses on pedagogical constraints facing business educators relative to the curriculum.

S/No.	Items	X	SD	Criterion Mean	Result
1	Curriculum Content Is Obsolete/Irrelevant	2.3	1.0	3.0	Rejected
2	Curriculum Content Is Overloaded	3.3	1.55	3.0	Accepted
3	Curriculum Content Does Not Prepare Recipient For World Of Work	2.1	1.38	3.0	Rejected
4	Poor Implementation Of Students’ Industrial Training And Teaching Practice Programmes	3.8	1.25	3.0	Accepted
5	Inadequate teaching time and facility to implement the curriculum	3.9	1.37	3.0	Accepted

The table shows that only items 2, 4 and 5 are accepted as pedagogical constraints relative to the business education curriculum.

**Research Question 2:** What are the business educators' concerns (pedagogical constraints) facing business educators relative to students?

**Table 2:** Mean (x) and deviation (SD) of response on pedagogical constraints facing business educators relative to students.

S/No.	Items	X	SD	Criterion Mean	Result
1	Curriculum Content Is Obsolete/Irrelevant	2.3	1.0	3.0	Rejected
2	Curriculum Content Is Overloaded	3.3	1.55	3.0	Accepted
3	Curriculum Content Does Not Prepare Recipient For World Of Work	2.1	1.38	3.0	Rejected
4	Poor Implementation Of Students' Industrial Training And Teaching Practice Programmes	3.8	1.25	3.0	Accepted
5	Inadequate teaching time and facility to implement the curriculum	3.9	1.37	3.0	Accepted

The table shows that all the 5 items are accepted as pedagogical constraints to business education relative to students in business education.

**Research Question 3:** What are the business educators' concerns (pedagogical constraints) facing business educators relative to the government?

**Table 3:** Mean (x) and standard deviation (SD) of responses on pedagogical constraints facing business educators relative to the government.

S/No.	Items	X	SD	Criterion Mean	Result
1	Social media distractions to students accepted	3.7	1.19	3.0	Accepted
2	Unpreparedness of students for business educations courses accepted	3.6	1.84	3.0	Accepted
3	Lack of interest and phobia for business education courses like book-keeping and accounting and short hand, etc.	3.8	1.25	3.0	Accepted
4	Challenge of access to current information on the internet and current textbooks	3.6	1.84	3.0	Accepted
5	Poverty hinders students' positioning for business education	3.9	1.37	3.0	Accepted

The table shows that all 5 items were accepted as pedagogical constraints to business education practice relative to the government.

**Research Hypothesis:** That there is no significant difference between the mean ratings of business educators in universities on the pedagogical constraints which are the concerns of business educators in the practice of Business Education.

**Table 4:** t-Test analysis of the significant difference between the pedagogical constraints (concerns) identified by Business Educators in Rivers State University (RSU) and Ignatius Ajuru University of Education (IAUOE).

SCHOOL / UNIVERSITY	N	X	SD	DF.	T.CAL	T.CRITICAL	RESULT
1. IAUOE	38	41.4	0.65				
2. RSU	10	38.7	1.25	46	1.10	1.68	Not Significant

Since  $t_{cal}$  (1.10) is less than the  $t_{critical}$  (1.68) at  $df$  of 46 and 0.05 level of significance, the null hypothesis is accepted. This implies that there is no significant difference between the pedagogical constraints (in business education practice) identified by business educators in Nigerian universities.

## DISCUSSION

The findings from research question 1 confirmed that the pedagogical constraints facing educators relative to the curriculum include: curriculum content overload, poor implementation of students' industrial training and teaching practice programmes, and inadequate teaching time and paucity of facility to implement the curriculum. This position supports partly the findings of Ajisafe, Bolarinwa and Edeh (2015). The rejection of curriculum content as obsolete and curriculum content capacity to prepare recipient of business education for world of work as pedagogical constraints in the practice of business education partly disagrees with the position of Ajisafe, et al (2015).

The findings from research question 2 confirmed social media distractions to students; unpreparedness of students for business education courses; lack of interest, and phobia for business education courses like book-keeping and accounting, short hand, etc; challenge of access to current information on the interest and current textbooks; and poverty as pedagogical constraints to the practice of business education relative to the students. This position supports the findings of Adeleye (2017).

The findings of research question 3 confirmed the following as pedagogical constraints to the practice of Business Education: poorly coordinated supervision mechanism; poor welfare package/motivation for business educators; students' population explosion and over-labouring of the few employed business educators; inadequate funding for infrastructural and teaching facilities; and attitudinal failure of management and some business educators. These findings are in tandem with the position of Adeleye (2017). The works of Babalola (2001), Amuhua (2010) and even Koko (2010) upheld the finding that funding is a major pedagogical constraint (concern) to the practice of Business Education in Nigeria.

The National Policy of Education (Federal Government of Nigeria, 2014) amplifies the imperative of funding when it submitted that education is an expensive social service and requires adequate financial provision from all tiers of government for successful implementation of the education programmes.

The study, in testing the only hypothesis, established that there is no significant difference between the pedagogical constraints identified by business educators in Nigerian universities. This position agrees with the finding of Adeleye (2017) and that of Edokpolor and Owenvbiugie (2017).

## CONCLUSION

Based on the findings of the study, the researcher concluded that:

1. The pedagogical constraints facing business educators relative to the curriculum are:
  - Curriculum content overload.
  - Poor implementation of students' industrial training and teaching practice programmes.
  - Inadequate teaching time and facility to implement the curriculum.
2. The pedagogical constraints facing business educators relative to students are:
  - Social media distractions.
  - Unpreparedness of students for business education courses.
  - Lack of interest and phobia for Business Education courses like book-keeping, short hand, and others.
  - Challenge of access to current information via the internet and current textbooks.
  - Poverty
3. The pedagogical constraints facing business educators relative to the government are:
  - Poorly coordinated supervision mechanism.
  - Poor welfare package/motivation for business educators.
  - Students' population explosion and over-labouring of the few employed business educators.
  - Inadequate funding for infrastructural and teaching facilities.
  - Attitudinal failure of management and some business educators who are still retained in the system.

4. There is no significant difference between the pedagogical constraints identified by business educators in Nigeria.

### RECOMMENDATIONS

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

1. That the Business Education curriculum content should be reviewed to address the issue of content overload.
2. That machinery should be put in place for better implementation of students' industrial training and teaching practice programmes.
3. That Business Education managers and providers should ensure adequate time and facility be provided to implement the curriculum.
4. That students' re-orientation for proper integration into the Business Education programme be carried out by the faculty to address distractions, unpreparedness, lack of interest, and phobia for some Business Education courses.
5. Government should fund education adequately to address supervision, business educators' welfare, employment of more teachers, facility decay and proper research finding.
6. Government should resuscitate the bursary award to address students' poverty challenge.
7. Only business educators with the right attitude should be retained in service.
8. The social media should be utilized in the teaching and learning of Business Education to obviate the distractive tendency thereof.

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