

INFLUENCE OF BUSINESS SKILL DEVELOPMENT ON GREEN ECONOMY BY GRADUATES OF BUSINESS EDUCATION IN CROSS RIVER STATE

BY

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Abstract

This study sought to determine the influence of Business Education skill development on green economy by graduates of Business Education in Cross River State. Three specific objectives, three research questions and three null hypotheses were formulated for the study. Descriptive survey design was adopted for this study. The study population comprised 745 respondents which comprises 425 final year Business Education students of Federal College of Education, Obudu and 320 final year Business Education students of College of Education, Akamkpa. The sample consisted of 384 respondents (206 final year Business Education students of Federal College of Education, Obudu and 178 final year business education students of College of Education, Akamkpa) which were determined using Taro Yamane formula. The sampling technique adopted was stratified random sampling. The data was collected using an instrument captioned: "Business Education Skill Development on Green Economy by Graduates of Business Education Questionnaire (BESDGEGBEQ)" and was face validated by three experts in the College of Education, Akamkpa. Cronbach Alpha Reliability technique was used to determine the internal consistency of the instrument which yielded 0.92. Mean statistic was used in answering the research questions while t-test was used in testing the null hypotheses at 0.05 level of significance. The findings revealed that financial, personality and management skills development greatly influence green economy by graduates of Business Education in Cross River State. Then, it was concluded that Business Education skills development by graduates is vital in the attainment of green economy in Cross River State. Therefore, it is recommended among others that management of Colleges of Education should ensure that qualified business educators are recruited into the system for effective exposure of students to relevant skill development necessary for the green economy of the State as well as nation at large.

Keywords: Business Education, Skill Development, Financial, Personality, Management, Green Economy, Graduates of Business Education.

Introduction

The United Nations Environment Programme (UNEP) characterizes the green economy as an economy in which its outcomes enhances human well-being and social value, while essentially

decreasing environmental risks and ecological scarcities. It is an economy that is low-carbon, asset proficient and socially comprehensive. In a green economy, growth in wage and work are driven by open and private speculations that decrease carbon discharges and

contamination, upgrade vitality and asset productivity, and keep the loss of biodiversity and environment administrations (Majumdar, 2015). This kind of feasible economy needs to expand to include new thoughts and innovations. The transition to a green economy is about change at all levels through human activities associated with: innovation, creation, utilization and waste. It requires changing social and economic frameworks to break the poverty cycle and guarantee fair and decent work for all.

Transitioning to green economy will most likely lead growing demand for new technologies, goods and service, and rise of better approaches to save energy: advance in creating alternative energy sources will additionally lead to reduction in greenhouse gas emissions (UNEP,2012). The green economy requires a workforce with the right skills. This includes not only skills in the low carbon and environmental goods and services sector, but also those needed to help all businesses use natural resources efficiently and sustainably and to be resilient to climate change.

A skilled workforce is necessary to realize the opportunities a green economy offers. Osinem (2018) defined skill as a well-established habit of doing something expertly. Usoro (2016) saw skills as abilities for adaptive and positive behaviour that enable one to deal effectively with the demands and

challenges of everyday life. To the authors of this article, skill is the ability to perform a task to a predefined level of competence. The development of skills can contrib

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and economic growth by enhancing employability and labour productivity and helping countries to become more competitive. Skill development is an important driver of green economy by improving employability, productivity and helping sustainable enterprise development and inclusive growth. It facilitates a cycle of high productivity, increased employment opportunities, income growth and development. The success in green economy could be due to availability of skilled manpower; technological up gradation and innovative practices; and sound macroeconomic strategies. The manifestations of green economy can be in the form of improvement in real gross domestic product (economy), increased profit (enterprises) and higher wages (workers) (Sanghi and Srija, 2015).

In order to establish a green economy through skill development, the place of Business Education cannot be overemphasized, because it is an educational programme through which students learn and grasp the principles of sustainability in the promotion of cleaner production and consumption of goods and services. Business Education programme is a major component of Technical and Vocational Education and Training

(TVET) that provides students with education for and about business. Business Education is a specialized area of TVET that provides educational training, skills, development, attitudes and adjustment towards business orientation and academic challenges. Business Education is provided to students in tertiary institutions to gain worthwhile knowledge and skills in such areas as accounting, management, marketing, and office technology. Udo and Bako (2014) affirmed that business education prepare students for employment and advancement in a broad range of office occupations, accounting professions, marketing occupation, teaching profession and entrepreneurship venture. Through adequate business education, graduates develop the skills and knowledge needed for establishing and developing a new business. On this premise, graduates from tertiary institutions should be provided with business education that is geared towards improving mentality, consciousness and above all, the skills (Dogan, 2015). Global mega trends such as the rising role of technology, climate change, demographic shifts, urbanization, and the globalization of value chains are changing the nature of work and skills demands. To succeed in the 21st century labour market, one needs a comprehensive skill set. Business education has the potentials for equipping the recipients with skills in accounting, personality, management, and among others. These skills are

indispensable for the green economy through the survival of business enterprises.

Accounting skill is necessary for successful green economy in Nigeria. This is because the inability to install a proper accounting system would disallow business monitoring, reporting, and performance evaluation that are germane to the business survival. The entrepreneur must be able to prepare and interpret financial statements (Akande, 2014). He should maintain records of receipts and payments (cash book), prepare statement of profit and loss and a statement of financial position for the business. Agbonifoh (2019) asserted that the need of modern business makes it essential for all managers to have a sound appreciation of the financial implications for their plans and actions. Akpotowoh (2015) identified some of the accounting skills needed to be developed by graduates of business education for green economy to include: knowledge of accounts; knowledge of costing, ability to interpret financial statement, ability to acquire the skill of preparing financial statements, ability to understand payroll and various deductions; ability to know gross and net profits, ability to know sources of funds, ability to know how to obtain loans; a knowledge of federal, state and local government levies, taxes and regulations, and a knowledge of factors involved in decision to grant loan by financial houses. Other accounting skills required by

business education graduates for green economy are: ability to process accounts receivable and accounts payable, ability to process inventories, ability to extract the trial 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 statement of profit or loss and the statement of financial position, ability to calculate depreciation; ability to avoid unplanned expenditures and to prepare simple budget (Ekahe, 2014). The ultimate goal of accounting skill may seem impossible for the green economy dream if proper attention is not given to personality skill.

The personality of an individual has a lot to do in green economy. It necessitates the development of personality skills since the possession of such skills propel an individual toward entrepreneurial exploration in its immediate environment (Oluwasina, Olatoye and Ojeyinka, 2021). Personality skills involves those skills possessed by individuals in improving the organizational image as well as helping employees in new skills development which will be of immense benefit to the business. According to Abdulkarim (2012), personality skills are the skills needed for day to day activities which embodied inner control discipline, risk taking, innovative, change orientation, persistent visionary leader and the ability to manage change.

According to Weligamage (2019) personality skills development by business students are loyalty, commitment, honesty and integrity, enthusiasm

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presentation, common sense, positive self-esteem, a sense of humour, a balanced attitude to work and home life, an ability to deal with pressure, and motivation and adaptability. Main skills requirement mentioned in this framework are communication, teamwork, problem solving, planning and organizing, technology, learning, self-management, initiative and enterprise skills. Many of the businesses had suggested that educators should review and redevelop their curriculum and change delivery methodology to support the development of these skills. It is worthy of note that business education skill development cannot be exhaustively discussed without the inclusion of management skill.

Management is the art of getting things done through people. It is the process of harnessing the diverse resources (materials finance, people and time) in a manner as to achieve what the organization set to achieve. It equally involves good planning, organizing, directing and controlling of workers and materials to effectively and efficiently meet set objectives of an enterprise (Griffin, 2012). Management is the process of directing, administering or running a business. It is essentially directing human efforts and energies and

coordinating the whole as a team, and giving vital leadership. Osuala (2014) defined management as the organizing, planning and controlling the total business activities and the leading of people so that the use of material, men and equipment results in the efficient achievement of planned objectives. Anyakoha (2015) opined that management skills are to be developed by business education graduates in starting, developing and managing an enterprise. It also includes skills in decision making control and negotiation, essential in creating and growing a new business venture.

Similarly, Anyakoha (2015) revealed that management skills by business education graduates for green economy include the ability to: set appropriate businesses goal, plan effectively for goal attainment; organize resources for goal attainment; implement plans for goal attainment; evaluate all activities/operations on the process of goal attainment and make appropriate use of feedback. Other management skills required for success in green economy by business education graduates also include the ability to or having knowledge of: making long and short term planning; purchase goods, tools and equipment; factors involved in overhead control; · inventory control and turnover, acquisition of management and supervisory skills, manage time and meet job schedules; need for employees growth and development; identify opportunities

and generate ideas suitable to the opportunities; and confidence to make a decision and act upon it. therefore, management skills is essentially required by business:

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that they can effectively achieve their business goals through coordinated efforts of planning, organizing, staffing, directing and controlling. Obviously, business education skill development provides an opportunity for graduates to improve their economic situations and society.

Owing to the above, World Economic Forum (2015) regarded business education as an important tool to resolve the global challenges of the 21st century, to create new employment areas, to bring about renewed economic growth, and to enhance welfare. Nevertheless, the contemporary economy in some nations continued to be questionable in spite of the advocacies of business education skill development as an instrument for green economy. The uncertain economic times in most developing nations of the world may be occasioned by the rapidly changing labour market-driven fluid and global economy. This could be the case in Nigeria facing the period of economic contraction with sluggish recovery and volatility in global oil prices (Ekpo, 2016). The state of the economy in Nigeria creates the need for embracing a green economy strategy. It seems to be an urgent call for graduates to possess some business skills taught as well as a host of

basic skills for greater productive outcome across job titles.

In spite of available business opportunities and endowment of natural resources for businesses to thrive in Cross River State, where one may assume that the State has fully transform to her green economy, business education graduates are yet to maximize these opportunities, instead, they go about the streets in search of jobs, which are either few in supply or not available. This has generated frustration and low self-esteem amongst business education graduates in Cross River State, and has led to increased vulnerability among some youths to drugs, disease, social instability, conflict, militancy, hooliganism, greater poverty, thuggery, arm robbery, restiveness, ethnic-political clashes and other social vices. Unemployment has also led to marginalization and exclusion of young people from social activities and also, the affairs of government due to inferiority complex. According to Uwem and Ndem (2012), unemployment has exposed Cross River graduates to greater risks of lower future wages, impose heavy social and economic costs, which result not only in lost economic growth, but also in erosion of the tax base, increased welfare costs, and unused investment in education and training. It is very damaging for young people in particular and for societies in general. Therefore, it is against this issue that this study sought to determine the influence of business skill development

on green economy by graduates of business education in Cross River State.

Statement of the Problem

The place of business education programme in changing the status of any economy in today's society cannot be overestimated. Business education is an instrument to resolve the global challenges of the present times, structure the sustainable development, create new employment areas, bring about renewed economic growth, and enhance welfare. Obviously, these indices seem to be the hallmark of green economy. Green economy is the pursuit of the present society where all citizenry will feel that they have arrived. Yet, the contemporary economy in Nigeria deemed questionable in spite of the advocacies of Business Education skill development in accounting, personality and management.

The lack of skills to meet the requirement of emerging occupations hinders green investment and thwarts green economy. This ugly phase of the economy in the country particularly Cross River State is evidence in graduates unemployment and other societal ills against the opportunities in the State. It could be convinced that students would develop relevant business skills on graduation that are mostly needed on green economy. However, regardless of available business opportunities for businesses to thrive in Cross River state, Business Education graduates are yet to maximize these

opportunities. Therefore, it is against this background that this study determined the influence of business skill development on green economy by graduates of business education in Cross River State.

3. To what extent does management skill development influence green economy by graduates of Business Education in Cross River State?

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Purpose of the Study

The main purpose of the study was to determine the influence of business skill development on green economy by graduates of business education in Cross River State. Specifically, the study sought to determine the influence of:

1. Accounting skill development on green economy by graduates of Business Education in Cross River State.
2. personality skill development on green economy by graduates of Business Education in Cross River State.
3. management skill development on green economy by graduates of Business Education in Cross River State.

Research Questions

The following research questions guided the study:

1. To what extent does accounting skill development influence green economy by graduates of Business Education in Cross River State?
2. To what extent does personality skill development influence green economy by graduates of Business Education in Cross River State?

Research Hypotheses

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

- H₀₁:** Accounting skill development does not significantly influence green economy by graduates of Business Education in Cross River State.
- H₀₂:** Personality skill development does not significantly influence green economy by graduates of Business Education in Cross River State.
- H₀₃:** Management skill development does not significantly influence green economy by graduates of Business Education in Cross River State.

Methodology

The study adopted descriptive survey research design. It was carried out in Cross River State. The study population comprised 745 respondents (425 final year Business Education students of Federal College of Education, Obudu and 320 final year Business Education students of College of Education, Akamkpa). The sample consisted of 384 respondents (206 final year Business Education students of Federal College of Education (FCE), Obudu and 178 final

year Business Education students of College of Education (COE), Akamkpa) which were determined using Taro Yamane formula. Stratified random sampling technique was adopted for the study. The data was collected using an instrument captioned “Business Education Skill Development on Green Economy by Graduates of Business Education Questionnaire (BESDGEGBEQ)”. The instrument was divided into two sections (A and B). Section A contained the personal data of the respondents while section B has items on the variables grouped into three sections (A-C) namely: accounting skill development, personality skill development and management skill development. The four point rating scale was used where the response options were: VGE = Very Great Extent; GE = Great Extent; LE = Little Extent; VLE =

Very Little Extent. This was face validated by three experts in the College of Education, Akamkpa. Cronbach Alpha Reliability technique was used to determine the internal consistency of the instrument which yielded 0.92. Mean statistic was used in answering the research questions while t-test was used in testing the null hypotheses at 0.05 level of significance. The decision rule for the research questions was the upper and lower limit of numbers as indicated below: VGE - 3.50 - 4.00, GE - 2.50 - 3.49, LE -1.50 - 2.49 and VLE -1.00 - 1.49. In testing the null hypotheses, the obtained probability value (p value) was compared with 0.05 level of significance. When p-value was less than or equal to 0.05, the null hypothesis was rejected. On the other hand, when the p-value was greater than 0.05, the null hypothesis was retained.

Results

Research Question 1

To what extent does accounting skill development influence green economy by graduates of Business Education in Cross River State?

**Table 1: Mean responses of the respondents on the extent to which accounting skill development influence green economy by graduates of Business Education in Cross River State
n = 384**

S/N	Items	Mean (\bar{X})	SD	Decision
1.	Ability to avoid unplanned expenditures	3.50	0.50	VGE
2.	Ability to prepare simple budget	3.56	0.50	VGE
3.	Ability to calculate depreciation	3.56	0.58	VGE
4.	Ability to prepare daily cash reports	3.16	0.70	GE
5.	Ability to process inventories	3.13	0.74	GE
6.	Ability to keep sales records	3.19	0.71	GE
	Cluster Mean	3.35	0.62	GE

Note: VGE = Very Great Extent; GE = Great Extent; L]

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Little Extent.

Table 1 reveals that accounting skill development has the cluster mean of 3.35. This indicates that accounting skill development have great extent of influence on green economy by graduates of business education in Cross River State. All the items have their mean above the cut-off point of 2.50. The items

on ability to prepare simple budget and calculate depreciation have the highest mean (= 3.56). The remaining items have their mean ranging from 3.13 – 3.50. The table also shows that the standard deviation of the items ranging from 0.50 – 0.74, this indicates that the respondents were not divergent in their responses.

Research Question 2

To what extent does personality skill development influence green economy by graduates of Business Education in Cross River State?

Table 2: Mean responses of the respondents on the extent to which personality skill development influence green economy by graduates of Business Education in Cross River State

n = 384

S/N	Items	Mean (\bar{X})	SD	Decision
7.	Dealing with pressure	3.72	0.45	VGE
8.	Commitment	3.21	0.64	GE
9.	Honesty	3.36	0.64	GE
10.	Adaptability	3.53	0.58	VGE
11.	Positive self esteem	3.32	0.58	GE
12	Integrity	3.32	0.68	GE
	Cluster Mean	3.41	0.60	GE

Note: VGE = Very Great Extent; GE = Great Extent; LE = Little Extent; VLE = Very Little Extent

Table 2 reveals that personality skill development has the cluster mean of 3.41. This indicates that personality skill development have great extent of influence on green economy by graduates of business education in Cross River State. All the items have their mean above the cut-off point of 2.50. The item

on dealing with pressure has the highest mean (= 3.72). The remaining items have their mean ranging between 3.21 – 3.53. The table also shows that the standard deviation of the items fall between 0.45 – 0.68, this indicates that the respondents were not convergent in their responses.

Research Question 3

To what extent does management skill development influence green economy by graduates of Business Education in Cross River State?

Table 3: Mean responses of the respondents on the extent to which management skill development influence green economy by graduates of Business Education in Cross River State

n = 267

S/N	Items	Mean (\bar{X})	SD	Decision
13.	Ability to plan	3.53	0.50	VGE
14.	Ability to organize	3.53	0.50	VGE
15.	Ability to direct	3.73	0.45	VGE
16.	Ability to coordinate	3.23	0.70	GE
17.	Ability to meet job schedules	3.07	0.74	GE
18.	Ability to control	3.02	0.71	GE
	Cluster Mean	3.35	0.60	GE

Note: VGE = Very Great Extent; GE = Great Extent; LE = Little Extent; VLE = Very Little Extent

Table 3 reveals that management skill development has the cluster mean of 3.35. This shows that management skill development have great extent of influence on green economy by graduates of Business Education in Cross River State. All the items have their mean above the cut-off point of 2.50. The item

on ability to direct has the highest mean (= 3.73). Other items have their mean between 3.02 – 3.53. The table reveals that the standard deviation of the items ranges from 0.45 – 0.74, which reflects that the respondents were not divergent in their individual opinion.

Null Hypothesis 1

Accounting skill development does not significantly influence green economy by graduates of Business Education in Cross River State.

Table 4: Independent t-test analysis of the respondents on the influence of accounting skill development on green economy by graduates of Business Education in Cross River State

Variables	N	X	SD	df	t-cal	p-value	Decision
FCE	206	16.22	3.71	382	3.41	.000	S
COE	178	14.51	1.43				

Note: NS = Not significant, S = Significant, df = 382; P = 0.05, SD = Standard Deviation, (\bar{X})= Mean

Table 4 reveals that the calculated t-value is 3.41 and p-value of .000 is less than 0.05 level of significance at 382 degree of freedom. Therefore, the null hypothesis 1 which states that accounting skill development does not significantly

influence green economy by graduates of Business Education in Cross River State is rejected. Hence, accounting skill development significantly influence green economy by graduates of Business Education in Cross River State.

Null Hypothesis 2

Personality skill development does not significantly influence green economy by graduates of Business Education in Cross River State.

Table 5: Independent t-test analysis of the respondents on the influence of personality skill development on green economy by graduates of Business Education in Cross River State

Variables	N	X	SD	df	t-cal	p-value	Decision
FCE	206	14.40	1.92	382	2.58	.002	S
COE	178	12.36	1.45				

Note: NS = Not significant, S = Significant, df = 382; P = 0.05, SD = Standard Deviation, (\bar{X})= Mean

Table 5 shows that the calculated t-value is 2.58 and p-value of .002 is less than 0.05 level of significance at 382 degree of freedom. Therefore, the null hypothesis 2 which states that personality skill development does not significantly

influence green economy by graduates of Business Education in Cross River State is rejected. Hence, personality skill development significantly influence green economy by graduates of Business Education in Cross River State.

Null Hypothesis 3

Management skill development does not significantly influence green economy by graduates of Business Education in Cross River State.

Table 6: Independent t-test analysis of the respondents on the influence of management skill development on green economy by graduates of Business Education in Cross River State

Variables	N	X	SD	df	t-cal	p-value	Decision
FCE	206	15.31	1.55	382	2.72	.000	S
COE	178	13.26	1.37				

Deviation, (\bar{X}) = Mean

Table 6 indicates that the calculated t-value is 2.92 and p-value of .000 is less than 0.05 level of significance at 382 degree of freedom. Therefore, the null hypothesis 3 which states that management skill development does not significantly influence green economy by graduates of Business Education in Cross River State is rejected. Hence, management skill development significantly influence green economy by graduates of Business Education in Cross River State.

Discussion of Findings

Accounting Skill Development and Green Economy by Graduates of Business Education

The findings on research question 1 and null hypothesis 1 showed that accounting skill development have great extent of influence on green economy by graduates of business education and accounting skill development significantly influence green economy by graduates of business education in Cross River State respectively. The findings agreed with the finding of Agbonifoh (2019) who asserted that the need of modern business makes it essential for all managers to have a sound appreciation of the financial implications for their plans and actions..

Personality Skill Development and Green Economy by Graduates of Business Education

The findings on research question 2 and null hypothesis 2 showed that personality skill development have great extent of influence on green economy by graduates of business education and personality skill development significantly influence green economy by graduates of business education in Cross River State respectively. This finding is in line with the findings of Oluwasina, Olatoye and Ojeyinka (2021) who stated that the personality of an individual which has a lot to do in green economy necessitates the development of personality skills because the possession of certain personality skills propel an individual toward entrepreneurial exploration in its immediate environment.

Management Skill Development and Green Economy by Graduates of Business Education

The findings on research question 3 and null hypothesis 3 indicated that management skill development have great extent of influence on green economy by graduates of business education and management skill development significantly influence green economy by graduates of business education in Cross River State respectively. This finding is in line with the findings of Anyakoha (2015) who opined that management skills are to

be developed by business education graduates in starting, developing and managing an enterprise.

Conclusion

Based on the findings of this study, it was concluded that business education skill development have great influence on green economy by graduates of business education in Cross River State. The findings of the study further showed that accounting, personality and management skill development have great influence on green economy by graduates of business education and as well significantly influence green economy by graduates of business education in Cross River State. This implies that business education equips individuals for employment and advancement in a broad range of careers.

Recommendations

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

1. The Government through Federal Ministry of Education as well as Association of Business Educators of Nigeria should ensure that Business Education programme is well structured with contents that meet the framework of green economy.
2. Business Education students should be mandated to develop relevant accounting skills before graduation as this would bring out their abilities in meeting the needs of green economy.

3. The Head of Department of Business Education should ensure that students skills are well develop with rich contents of personality and management skill rudiments that embrace the values of { *Aniema, Ini & Mfon*

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