

School Factors Affecting the Teaching and Learning of Business Education Studies in Nigerian Schools

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Abstract: This study examines school factors affecting the teaching and learning of business education studies. Having taken a close examination of issues relating to business education right from the colonial days when business education suffered in the hands of the colonial masters when the teaching of business education courses were not included in the educational curriculum. Even in the present state when business education is included in the educational curriculum, yet, left with so many problems ranging from shortage of business educators, lack of equipment and maintenance. Insufficient finance, inadequate textbooks, workbooks and other business teaching materials. Other problems are the inaccessibility of business educators to digital technology and internet to facilitate teaching and examination of business students. This research also revealed that Nigerian certificate mentality is one of the factors militating against effective teaching and learning of business education. The authors suggested some solutions to the problems, made conclusion and recommendations.

Key words: Teaching and learning, business education, educational curriculum, Nigerian school

INTRODUCTION

Business education is a unit of vocational and technical education. According to, Esene (1997) and Ohiwerei (2005), this programme started late in Nigerian educational system. Vocational business education started as commercial education about 1930 at Oshogbo in the then Western Region now Osun State with the establishment of clerical training centers that were needed in the office. By 1955 both government and privately owned day and evening business schools were established in various parts of the country. According to Esene and Ohiwerei (2005), business subjects have not been popular in the Nigerian secondary schools because of the bias against vocational education. The public perception of business subjects, which form part of vocational education, is education for the school dropouts. This is further reinforced by the attitude of Nigerian parents who prefer the conventional grammar schools to business schools whose curricular were directed towards the training of secretarial and clerical personnel. This erroneous impression was corrected by

the release of the National Policy on Education. The Policy, which recommended the 6-3-3-4 educational systems, was instrumental to the inclusion of business subjects in the secondary school curriculum.

The implementation of the 6-3-3-4 systems began in 1982 and brought many reforms into the educational system in Nigeria. At the junior secondary level pre-vocational subjects were introduced into the curriculum while vocational subjects were introduced into the senior secondary level. The focus of the pre-vocational was to expose students at the junior secondary school level to the world of work through exploration. Such exposure would enable junior secondary school students make intelligent career choice and also intelligent consumption patterns. Among the pre-vocational subjects are practical Agriculture, Home Economics, Introductory Technology and Business Studies.

Business studies consist of aspects of Book-keeping, Shorthand, Typewriting, Commerce, Office Practice and Computer, which are integrated. The National Board for Technical Education, while supporting the integration reported:

“The new concept of pre-vocational courses at the junior secondary school level is different from the traditional one. For example, the business studies components transcend the narrow commercial knowledge, which restricted pupils to take one of typewriting, shorthand, accounting, economics, etc. for five years. The new approach emphasizes the integrated nature of business studies and includes modules of secretarial skills (i.e. shorthand and typewriting), accounting, economics, business methods, commerce etc.

Ekpenyoung (1997) does not seem to agree that Business studies is integrated. He reported that integration has become the order of the day in Nigeria education curriculum design. Apart from the sciences and vocational education, where integration has had a reasonably long history, one now hears of integration in virtually all other disciplines, particularly at the lower level of education. The now discarded Nigerian Certificate in Education (NCE) business and technical education curricula were all integrated in line with the JSS pre-vocational curricular development by the Federal Ministry of Education in Association with the former Comparative Education Study and Adaptation Centre (Federal Ministry of Education, 1985). As hinted above, the appeal for an integrated curriculum derives from CESAC’s original project on curriculum integration. However, the wholesale adoption of this approach to curriculum design in the Nigerian educational system seems to give the impression that the approach is sacrosanct, that its basic assumptions are easily understood by average classroom teachers, or that every so-called integration curriculum can actually qualify as such.

In order to, develop and progress in business education there is the need to emphasize actual practical performance in business education. In view of this therefore, the authors raised the following questions here believing that the answers to these questions should set the pace and guide curriculum experts in business education to brainstorm and come out with solutions that will salvage the factors affecting the teaching and learning of business education in Nigeria.

- Which skills should the business education planners emphasize when developing business education curriculum materials or instructional procedures?
- What are the problems militating against the teaching of business education in Nigeria?
- Are there sufficient business education teachers in Nigeria?

- Does the present business education equipment in Nigeria meet the teaching criteria?
- Does Nigerian certificate mentality has any effect on teaching and learning of business education?
- At what level is business education teachers produced?

TEACHING OF BUSINESS EDUCATION AND QUALITY OF CERTIFICATES ISSUED TO STUDENTS

According to, Ohiwerei (2005), the problems with business education in Nigerian are as old as the country itself. This was traced to when the colonial masters gave the type of education that does not fit the educational needs of the country. This assertion was informed by the ill treatment given to the country’s educational system by the colonial masters who were egocentric and tactically refused to introduce the desired business education early to Nigerians. Instead self-manipulated educational system was in place whereby certificates were issued to the very few clerks and interpreters.

Another problem here has to do with the implementation of the business studies programme at the junior secondary school level. This has been half hazardly implemented and treated with levity. According to Esene (1997) like every other new educational programme, successful implementation of the business studies curriculum at the junior secondary school lack the following infrastructure/materials, qualified and competent teachers, necessary equipment, inadequate planning, finance, technological know how, guidance and proper counseling. Also, associated with these according to Esene (1997), are the problems of mismanagement and constant change in government occasioned by military coups.

Having analyzed these facts above, the researchers would like to identify and discuss below some of the school factors affecting the teaching and learning of business education studies in Nigerian schools.

Tetsola (1985), Anyaduba (1986), Ehiametalor (1990) and Nwaokolo (1994) pointed out the following as the deficiencies and problems of business studies curriculum at the junior secondary school level.

INADEQUATE TEACHING METHOD

The primary education goal for teaching business education is to teach students both practical and theoretical but unfortunately, this is not so in our schools. Several authors have identified the factors causing this problem to include the lack of adequate instructional

materials and/or poor ineffective teaching method (Ramorogo and Kibbos, 1997). Further, Kiboss (2002) has singled out the expository approach to be the dominant teaching method commonly used for business education instruction in our schools. The expository approach is instruction in which the teacher stands most of the time giving verbal explanations in the form of talk-and-chalk while the students listen and write notes from the chalk-board. Obviously, such inadequate and limited teaching method tends to negatively affect the learner's views of practical concepts and associated methods. Kiboss and Ogunniyi (2003). Unless urgent measures are taken to curb the problem, the poor performance on business education in Nigerian educational system will continue to persist.

SHORTAGE OF QUALIFIED BUSINESS EDUCATION TEACHERS

Business educators or teachers refer to graduates of accounting and secretarial education. The two options are qualified personnel to work in the office as management assistant and business education teachers. However, unfortunately, the very few business education teachers available prefer opting out of teaching to industries, thereby compounding the shortage of qualified personnel in teaching and conduct of business education examination. There are also no replacements of death qualified business education teachers who have accepted to teach. In the absence of business education teachers, people from other disciplines come into the business education department to teach courses without imparting the right knowledge on the students. The resultant effect is that graduates cannot defend their certificates.

LACK OF MAINTENANCE OF EQUIPMENT

Presently, there are no business education equipment in most universities offering business education courses talk less of sufficient equipment.

According to, UNESCO (1984), maintenance involves maintaining items-buildings, furniture and equipment as far as possible in their original condition. There are differences between maintenance and improvement. As a school is used, the staff and students do not see the need to maintain the school building and equipment to reflect their original conditions. Often, experience has shown that this has demand on alternation in the original conditions of the facilities when this is done.

As observed by Peretomode (1995), there is no maintenance in the school system at all levels except when a major disaster occurs as in the case of rainstorm

that the government moves in to effect repairs. This option therefore is inappropriate for the Nigerian educational system.

Ezewu (1983) observed that provision of infrastructure facilities has proved to be one of the bottlenecks of business educational development in Nigeria. From these assertions, one may state here that classroom blocks, dormitories, typing pools, computer rooms are not available in almost all the schools. And where they manage to exist, they are insufficiently provided. It is a known fact that many secondary schools and universities where business courses are offered appear to be glorified primary schools. What is meant here is that these secondary schools and universities look more or less like the primary schools. They are equipped with very few chairs, desks and skeletal staff. Most of the Nigerian Universities do not have permanent classroom for lectures. We may continue to experience this endemic problem in Nigerian educational system, especially now that the population of the citizenry is demanding for knowledge through business education.

INACCESSIBILITY OF BUSINESS EDUCATION TEACHERS/STUDENTS TO DIGITAL TECHNOLOGY AND INTERNET

Business educators and students suffer because of non-availability of digital technology and internet in their classroom. Students are supposed to be taught the use of digital and internet. It is unfortunate that even some of the business educators themselves can neither make use of these facilities nor to teach them. This is against the UNESCO (2002) view, which stated that, the following conditions must be met in teaching and learning:

- The business education teacher must have the knowledge and skills to use the new digital tools and resources to help all students achieve high academic standards.
- Students and business educators must have sufficient access to digital technologies and the internet in their classrooms, schools and business educators' institutions.
- High quality, meaningful and culturally responsive digital content must be available for the educators and learners.

INADEQUATE TEXTBOOKS, WORKBOOKS AND OTHER BUSINESS TEACHING MATERIALS

Efiong (2005) stated that another problem inhibiting the development of business education in Nigeria is

inadequate textbooks, workbooks and other teaching aids. While, textbooks and workbooks authored by Nigerians are surfacing in the market in area such as commerce, business methods, business management, accounting etc. books on information technology is hard to come by. This creates problems for business educators of the subject. Therefore, graduate of business education who are taught without these facilities cannot in any way be able to defend their certificates.

Olukoya (2005) in his own view painted the grim picture that has earned Nigerian universities the tag "Glorified secondary schools" due to overcrowded classrooms, with students sitting on the floor during lectures, lack of books in the libraries, ill-equipped laboratories that cannot conduct experiments and the monster called "Brain Drain" whereby many of the Nigerian brightest minds are leaving to take up positions overseas.

INADEQUATE FUNDING OF BUSINESS EDUCATION

Business education has over the years witnessed inadequate funding, this has hampered the effective teaching and learning of business studies hence the aim of the programme has failed to achieve its positive result.

Educational plan can equally be affected if the total enrolment expected in a target year is not properly projected. If the turn out of pupils is more than the projected plan, it could lead to the problem of implementation in terms of fund and accommodation.

NIGERIAN CERTIFICATE MENTALITY AS A FACTOR MILITATING AGAINST TEACHING AND LEARNING

One of the problems militating against effective performance of workers in Nigeria is the value attached to paper qualification by most employers in Nigeria. This certificate mentality is adversely affecting teaching and learning of business education through examination malpractices where people want to pass examination they did not prepared for by all means, this bring the educational system to a total collapse of the system. According to Ejiofor (1987), it is a sad truth that time alone adds value to the certificates acquired by Nigerians even when they are not put to use. Some employers now pay for the certificates but not for productivity. Many employees pride themselves on their paper qualifications and not on what they can do as individuals. This practice is much more pronounced in the public sector and since the public sector of the Nigerian economy is expanding rapidly, there is a danger that unless there is a re-

orientation, the adverse effects of the certificate mentality will spread like a virus to the detriment of productivity.

The certificate mentality creates false values, causes a misallocation of resources and leads to the hoarding of education. Nigerians, for instance, now spend the greater part of their productive life, including office hours, studying for examinations, some of which are irrelevant to our problems.

Also, the certificate mentality has compels individuals who are already very productive to suspend production and spend more time in acquiring higher qualifications after which, upon completion of the higher qualification will not be opportune to be employed because of god-fatherism in Nigeria. Not only is the nation robbed of productive labour force, but planning is also made difficult. We are all aware of cases of Diploma and N.C.E struggling to be graduates of B.Sc.(Ed) Business Education.

As you will recall, supervision and invigilation of examination is part of teaching and learning but unfortunately, those who are sent to supervise examination and those whom they ought to keep surveillance are carefree. There are instances where supervisors are "bought over" with money or other things in order to make them keep mute over acts of examination malpractices. This is most unfortunate because these supposed men of integrity allowed themselves to be manipulated by children whom they are supposed to supervise.

According to, Agbonifo (1985) the quality of graduates produced by any educational institution is determined by the environment constraints posed by the larger society in which it operates, the facilities available to it, its curricula, the quality and motivation of students admitted, most importantly the caliber and motivation of its academic and non academic staff.

Sokumbi (2006) even, former President Obasanjor observed that some banking institutions are actually going abroad to source for personnel as some of our universities products are not well taught therefore are unemployable. All these facts are all hatched because of over emphasis on paper qualification. People therefore get the qualification whether they are well taught to merit it or not, at all cost.

BODY RESPONSIBLE FOR TEACHING OF BUSINESS EDUCATION PROGRAMMES

Business education is a teaching professional body charged with the responsibility of teaching business courses.

Table 1: The training programme of business education teacher

Programme	Qualifications	Years of study	Where to teach
N.C.E.	Nigeria Certificate in Education (Business Education)	3 years programme	To teach business studies subject at the junior secondary school
Diploma	Diploma in Business Education	2 years programme	To teach business studies subject at the junior secondary school
B.Sc.(Ed)	Bachelor of Science Education (Business Education)	UME 4 years while Direct Entry into the University (with NCE or Diploma) 3 years.	To teach business subjects in Secondary school
M.Ed. (Bus. Edu.)	Masters in Business Education	Full time programme 18 months while part time 24 months	To teach business education courses in any of the tertiary institutions (Degree and Masters) with the exemption of Ph.D programme.
Ph.D	Philosophy of Doctor in Business Education	Official 3 years. But unfortunately in Nigeria some individual either patiently stayed between 3-10 years and more to obtain this degree or abandoned the programme	Qualified to teach business education courses at all levels in tertiary institutions.

As at date the Nigeria has a total of 89 Universities both federal, states and privates as follows:

Federal Universities	-	26
State Universities	-	30
Private Universities	-	33
Total:		89

According to, Obanewa (1994), teaching could therefore be defined as an activity carried out by professionally trained individuals with a view to assisting another individual(s) to acquire knowledge and skills that were previously unknown to such individual(s). Akpochafor (1992) says it is the professional or unique training that differentiates “teachers” from “cheaters”. The author regards those without professional teaching training as “cheats”.

The following therefore are the institutions that are offering approved professional training in business education.

- College of Education (Federal and States).
- Faculty of Education of Universities that offers business courses.
- The colleges of education that offer business education programme are charged with the training of business teachers for the award of the Nigeria Certificate in Education (Business). These groups of teachers are to teach in secondary schools.

The Institute of Education of the Universities offers both Diploma and Post Graduate Diploma in Business Education to individuals.

The Faculty of Education in the universities that offers Business Education award Degree (B.Sc.(Ed), Business Education, M.Ed and Ph.D, respectively to individuals.

In Nigeria today, very few universities offer training up to Masters and Ph.D. levels in Business Education, this is because training of these categories of business educators is very scarce at the moment. University of Benin has training from first degree to masters’ degree

levels. While, University of Nigeria, Nsuka runs from first degree to Ph.D levels. It is relevant to state here that the University of Benin did not offer admission to individuals to pursue their masters degree in Business Education for 2004/2005 academic session, because of logistic problem.

Table 1 tries to explain the training programme of business education teachers.

DISCUSSION

The findings from this investigation supported the general view that instructional materials affect the student understanding and perception of teaching of business education in Nigeria. In the light of this, these findings reaffirm previous studies that concluded that the use of computer-based instructional programmes tend to improve achievement scores of students as compare to the use of traditional or regular methods of instruction. Kiboss (2002), Kiboss and Ogumiyi (2003), Njoo and De Jong (1993) Tanui (2003), Wenglinsky (1998).

Teaching of business education are done more on theoretical bases instead of both theoretical and practical since the use of their functional office equipment are practical based courses. Like computer, shorthand, typewriting even accounting where students are expected to make use of computers, adding machines, embossing machines, cheque writing machines, photo copying machines etc.

CONCLUSION

The authors have been able to prove that there are so many factors that are affecting teaching and learning of business education in Nigeria. The investigation

support the instructional based programme to boost students procedural and conceptual knowledge and promote positive attitudes and/or motivate, but has also proven that the use of instructional materials can provide learners with more and better opportunities support to the assertion that the use of instructional provided better opportunities of learning for the students in experimental condition.

RECOMMENDATIONS

After a broad examination of factors affecting teaching and learning of business education studies, which in the final analysis contributes to the reasons why business education graduates are unable to effectively defend their certificates, the following recommendations were made.

- Business education programme should be restructured to incorporate emphasis on practical teaching such as computer studies to enable teachers to design programme that make use of technologies.
- Concerned authority should increase the budget to allow the provision of necessary equipment for teaching.
- Less emphasis should be placed on paper qualification to enable students' concentrate on their studies at their space.
- The government should enact a legislation backing the teaching of business education, whereby non-professional will not be allowed to take the position of professionals.
- The local, state and the federal governments should assist by providing funds and equipment for teaching and learning of business education.
- There should be encouragement of provision of indigenous textbooks and related reading materials for effective teaching and learning.
- If the above stated goals of business education are met, graduates of business education would avoid the hardship of unemployment.
- Adequate publicity of the programme should be adopted and students should be encouraged to develop interest in business education by educating them on the job prospect.
- There should be total participation in the successful implementation of the business education studies programme by the communities, politicians and non-political and charitable organizations.
- Since business education programme is new in Nigeria educational system, there should be progressively curriculum evaluation in line with the modern technological development.

- Finally, the mass media should be encouraged to show co-operative attitude towards business education by promoting, projecting and propagating the activities of business education programme in Nigeria. This view is equally supported by Tetsola (1985), Anyaduba (1986), Ehiamekalor (1990) and Nwaokolo (1994).

Appendix 1:

Name	Date
Federal Universities	
1. Abubakar Tafawa Balewa University	1988
2. Ahmadu Bello University	1962
3. Bayero University	1975
4. Fed. Univ. of Petroleum Resources, Effurun	
5. Federal Univ. of Technology, Yola	1988
6. Federal Univ. of Technology, Akure	1981
7. Federal Univ. of Technology, Minna	1982
8. Federal Univ. of Technology Owerri	1980
9. Michael Okpara Univ. of Agriculture, Umudike	1992
10. National Open Univ. of Nigeria, Lagos	2002
11. Nigeria Defence Academy, Kaduna	1985
12. Nnamdi Azikiwe University, Awka	1992
13. Obafemi Awolowo University	1962
14. University of Abuja, Gwagwalada	1988
15. University of Agriculture, Abeokuta	1988
16. University of Agriculture Makurdi	1988
17. University of Benin	1970
18. University of Calabar	1975
19. University of Ibadan	1948
20. University of Ilorin	1975
21. University of Jos	1975
22. University of Lagos	1662
23. University of Maiduguri	1975
24. University of Nigeria, Nsukka	1960
25. University of Port-Harcourt	1975
23. University of Uyo	1991
24. Usman Danfodiyo University	1975
State Universities	
1. Abia State University of Uturu	1980
2. Adamawa State University	2002
3. Adekunle Ajasin University, Akungba	1999
4. Akwa Ibom State University, Uyo	2004
5. Ambrose Alli University, Ekpoma	1980
6. Anabra State Univ. of Science and Technology of Uli	2000
7. Benue State University, Makurdi	1992
8. Bukar Abba Ibrahim University	
9. Cross River State Univ. of Science and Technology	
10. Delta State University Abraka	1992
11. Ebonyi State University, Abakaliki	2000
12. Enugu State Univ. of Science and Technology, Enugu	1981
13. Gombe State University, Gombe	2005
14. Ibrahim Badamasi Babandida University	2005
15. Imo State University, Owerri	1992
16. Kaduna State University, Kaduna	2004
17. Kano State University of Technology Wudil	2000
18. Kastina State University, Kastina	
19. Kebbi State University, Kebbi	
20. Kogi State University Anyigba	1999
21. Ladoke Akintola Univ. of Technology, Ogbomoso	1990
22. Lagos State University Ojo, Lagos	1983
23. Nasarawa State University, Keffi	2002
24. Niger Delta University, Yenagoa	2000
25. Olabisi Onabanjo University Ago-Iwoye	1982
26. Osun State University	
27. Plateau State University, Bakkos	2005
28. Rivers State University of Science and Tech.	1979
29. Tai Solarin Univ. of Education, Ijebu-Ode	
30. University of Ado-Ekiti	1988

Appendix 1: Contiued

Private Universities

1.	Abti-American University, Yola	2003
2.	Ajayi Crowther University, Oyo	2005
3.	Al-Hikmah University, New Karu	2005
4.	Babcock University, Ilshah-Remo	1999
5.	Bells University, of Technology Otta	2005
6.	Benson Idahosa University, Benin	2002
7.	Bingham University, New Karu	2005
8.	Bowen University,	
9.	Caleb University,	
10.	Caritas University, Enugu	2005
11.	CETEP City University,	2005
12.	Covenant University,	2002
13.	Crawford University Igbesa	2005
14.	Crescent University	2005
15.	Fountain University	
16.	Igbinedion University Okada	1999
17.	Joseph Ayo Babalola University	
18.	Katsina University, Katsina	
19.	Lead City University	
20.	Madonna University, Kwale	1999
21.	Novena University, Kwale	2005
22.	Obong University	
23.	Pan African University, Lagos	2002
24.	Redeemer's University	2005
25.	Renaissance University	2005
26.	Salem University	
27.	Tansian University	
28.	University of Katsina	2005
29.	University of Mkar	2005
30.	Veritas University	
31.	Wealey Unvi. Of science and Tech,	
32.	Weastern Delta Univ, Oghara	
33.	Wukari Jubilee University.	2005

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