

## PARENTAL EDUCATIONAL LEVEL AND LECTURERS' ATTITUDES ON CAREER CHOICE AND ACADEMIC PERFORMANCE OF BUSINESS EDUCATION STUDENTS IN NIGER STATE

<sup>1</sup>Lawrence F. Ademiluyi PhD <sup>2</sup>Joshua Sule Mamman PhD & <sup>3</sup>Hussaini, S. B.

*Department of Business and Entrepreneurship Education  
Kwara State University, Malete*

<sup>1</sup>[Joshua.mamman@kwasu.edu.ng](mailto:Joshua.mamman@kwasu.edu.ng)

<sup>1</sup><https://orcid.org/0000-0003-3872-2247>

<sup>2</sup>[lawrence.ademiluyii@kwasu.edu.ng](mailto:lawrence.ademiluyii@kwasu.edu.ng)

<sup>4</sup>Department of Business Education

Niger State College of Education Minna

### Abstract

*Poor academic performance among students in Colleges of Education in Niger State may partly linked to inappropriate career choices. When students choose careers that do not match their interests and abilities, their motivation and commitment to learning decline, which may negatively affect their academic success. The study adopted a descriptive survey design. The population for the study was 228 N.C.E. III business education students in Colleges of Education in Niger State, Nigeria. Census sampling technique was used to study the entire population in view of the small size of the population. The instrument for data collection was questionnaire, titled Parental Level of Education, Lecturers' Attitude, Questionnaire (PELAQ). The instrument was validated by three experts. The instrument was pilot tested at Federal College of Education (FCE) Zuba using 20 NCE III students undertaking business education programme and who have chosen options. Pearson Product Moment Correlation (PPMC) was used to determine the internal consistency of the instrument and an index of 0.89 was obtained. Means and standard deviation was used to analyze data to provide answers to research questions, while independent t-test was used to test the null hypotheses at p-value of 0.05. The study recommends that parents should be encouraged to take an active role in their children's education, regardless of their educational background and that colleges of education should provide regular training and capacity-building programs for lecturers to enhance their teaching skills, communication, and student engagement.*

**Keywords:** Parental Educational Level, Lecturers' Attitudes, Career Choice, Academic Performance, Business Education Stude

### Introduction

Education is the foundation for growth in any country. It plays a vital role in the development of human capital and is linked with an individual's well-being and opportunities for better living. Education ensures the acquisition of knowledge and skills that enable individuals to increase their productivity and improve their quality of life. This can be achieved by effective choice of career in higher institution of learning particularly in Colleges of Education Department of Business Education. All over the world, one of the major issues and concerns of nations is to provide education for human empowerment and development in order to enhance individual sustainability and national development. This was emphasized in section 1 of the National Policy on Education which addressed the need for functional education to be relevant and practical based towards acquisition of appropriate skills and development for the individual to live and contribute to the development of his society.

Business education is one of the major areas of vocational education in Nigeria that is critical to the development of skills needed by the youths to function effectively in their entrepreneurial and educational careers right after graduation. Titiloye and Muhammed (2016) indicated that business education is a program that prepares the mind, the brain, and the physical body of individuals toward positive contribution to development of societies. Thus, business education can be described as a major engine for improving core values of development (Ayeduso, 2018). It is a means of producing a

healthy, literate and self-reliant citizen that would create wealth for human development, when they become self-employed, thereby resulting to sustainable national development at large. Every individual and nations aspire towards quality of life and social status in the society (Adeyemi & Adeyemi, 2016). This can only be achieved through right career choice by students in the Department of Business Education.

A career is defined by Weinert (2018) as a pattern of work experiences comprising the entire life span of an individual, which is generally seen with regard to number of stages reflecting the transition from one stage of life to the next. Similarly, Collin (2018) explains that the term career arises from the interaction of individuals with organization and society. This interaction involves a sequence of activities from learning to counseling and eventually building a career. Career does not only determine the individual's pattern of income but also affects their personality and concepts in life (Adeyemi & Adeyemi, 2016). Today one needs to make due career planning and also exhaustive career research before making a career choice so as to adjust with the evolving social-economic conditions of the day. The choice of career has been a serious problem among students in Colleges of Education in Niger State and the world over (Akpochofo, G. O. 2020).

Career choice refers to choosing one occupation over others. According to Sharf (2019), career choice "applies to decisions that individuals make at any point in their life about particular work or leisure activities that they choose to pursue at that time. The choice of career irrespective of our age is an important question for everyone to answer. Many students believe that they are bound to succeed in future as soon as they graduate from the colleges of education, they would be able to work in public or private establishments (Adeyemi & Adeyemi, 2016). The success of what they make of tomorrow depends on the choice and planning they make today. Planning for tomorrow, is primarily the responsibilities of many stakeholders, parents, lecturers, school counsellors, organizations and foundations, general orientation and the school curriculum. Career choice is one of such important decisions students make in determining future plans. In making choice of career, students in business education are influenced by many factors, one among the factors is parental level of career they choose today will have impact on the students either positively or negatively throughout their lives. Every individual and nations aspire towards quality of education (Adeyemi & Adeyemi, 2016).

Parental level of education may influence the goals and values they have for their children. Parents that are educated wealthy and rich tend to programme the kind of discipline or professions they want their children to offer. For instance, parents that are doctors, lawyers and accountants would want their children to take after them, so that the much money invested into the business will not be inherited by someone who is outside the family or become. Salami, S. O. (2006).

Lecturers attitude also influence students' choice of career (Weinert, 2018). Lecturers attitude is the contribution one's ability to teach effectively (academic quality) and make a valued fair judgment within the contents of what is being taught and beyond. But this is rather unfortunate as incompetent teachers are employed leading to poor teaching and sub-standard education that mislead student choice of subject combination (Adeyemi & Adeyemi, 2016). Umoru (2013) discovered that due to challenges of fund, poor skill of teachers, lack of appropriate curriculum and students' poor perception of learning purposes of these devices, new technologies were not fully embraced by teachers and students in their teaching and learning of business education subjects in Nigerian Universities. Thus, the study find out how wrongly impacted knowledge affect students' choice of related Business Education courses. This study therefore examined the parental educational level and lecturers' attitudes on career choice and academic performance of business education students in Niger State

### **Statement of the Problem**

The academic performance of both male and female students in Colleges of Education in Niger State due to wrong choice of career has been a major concern to the researcher. In 2017/2018 academic sessions, Niger State College of Education withdrawn 566 students who performed poorly due to wrong choice of options in Business Education (Kolo, 2018). A person career choice plays an important role in his/her life. There exist numerous problems encountered by students in their process of career selection (Olamide & Olawaiye, 2016). Wrong career selection opens the door for lifelong

consequences (Mashige & Oduntan, 2017). Such individuals by underperforming become a source of inefficiency not only for themselves, their organization but also for the economy as a whole (Issa & Nwalo, 2018).

Although previous studies have examined factors influencing career choice among students, most of them focused on university students, secondary school students, or specific regions outside Niger State. Many studies also concentrated only on determinants of career choice such as Religion influence, peer pressure, prestige, self-interest, and market demand, without adequately examining how those career choices affect students' academic performance.

In addition, there appears to be limited empirical research specifically on Business Education students in Colleges of Education in Niger State, particularly regarding how wrong career choice or wrong option selection contributes to poor academic performance, withdrawal, and underachievement among both male and female students. Existing studies have largely focused on other regions such as North-Eastern Nigeria, Edo, Delta, and South-South Nigeria.

Therefore, this study seeks to bridge this gap by specifically investigating the factors influencing career choice among Business Education students in Colleges of Education in Niger State and determining how these career choices influence their academic performance.

**Research Questions**

1. To what extent does parental level of education influence Business Education Students' career choice and their academic performance of in Colleges of Education in Niger State?
2. What are the attitudes of lecturers that influence Business Education Students' career choice and their academic performance in Colleges of Education in Niger State?

**Research Hypotheses**

**H<sub>01</sub>:** There is no significant difference in the mean ratings of respondents regarding the extent to which parental level of education influences Business Education Students' career choice and their academic performance in Colleges of Education based on gender.

**H<sub>02</sub>:** There is no significant difference in the mean ratings of respondents regarding the influence of lecturers' attitude Business Education Students' career choice and the academic performance in Colleges of Education based on school type.

**Methodology**

This study adopted a descriptive survey design. The population for the study was 228 N.C.E. III students specializing on both Accounting and Secretarial studies from the two Colleges of Education in Niger State, Nigeria. The population comprised of 132 students (85 females and 47 males), in Niger State College of Education Minna and 96 students (55 females and 41 males), in Federal College of Education Kontagora all located in Niger State, Nigeria. Census Sampling Technique was used to study the entire population in view of the small size of the population. The instrument for data collection was questionnaire self-designed by the researcher titled: Parental Level of Education and Lecturers Attitude, on Career Choice and Academic Performance Questionnaire (PELACCAPO). The instrument was validated by three experts. The instrument was pilot tested at Federal College of Education (FCE) Zuba using 20 NCE III students undertaking business education programme and who have chosen options. Pearson Product Moment Correlation (PPMC) was used to determine the internal consistency of the instrument and an index of 0.89 was obtained. Means and standard deviation was used to analyse data to provide answers to research questions, while independent t-test was used to test the null hypotheses at p-value of 0.05 level of significance.

**Result**

**Table 1: Percentage Distribution of Respondents by Gender**

<b>Gender</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Male	81	36.8
Female	139	63.2
<b>Total</b>	<b>220</b>	<b>100.0</b>

Source: Field survey, 2025

Data in Table 1 show the percentage distribution of the respondents based on gender. The



Table reveals that there are 81 male respondents representing 36.8% and 139 female respondents representing 63.2%. This means that female respondents were more in number than male respondents that responded to the questionnaire in Colleges of Education in Niger State, Nigeria.

**Research Question 1:** To what extent does parental level of education influence Business Education Students' career choice and their academic performance in Colleges of Education in Niger State?

**Table 2: Mean and standard deviation of responses on parental level of education and academic performance**

S/N	Item Statements	$\bar{X}$	SD	Remark
1.	Educated parents provide most of the recommended textbooks and other learning aids in the options selected by their wards.	3.70	0.46	Very Great Extent
2.	Parent with higher educational levels have high expectations of their children's academic performance in Business Education.	3.45	0.50	Very Great Extent
3.	Children from illiterate families may learn little or nothing from home that can help them develop interest in academics.	3.31	0.70	Very Great Extent
4.	Better educated parents valued in totality the time spent in learning Business Education with children.	3.45	0.65	Very Great Extent
5.	There is a strong correlation between parental level of education and students' academic performance in Business Education.	3.55	0.52	Very Great Extent
6.	Educated parents always engage their children in intellectual activities that help them develop healthy attitude in learning Business education.	3.62	0.49	Very Great Extent
7.	Parents with high level of education have stronger confidence in their children's academic abilities in Business education.	3.68	0.47	Very Great Extent
8.	Educated parent always demand for Business Education progress reports of their children to know the children academic progress.	3.45	0.50	Very Great Extent
9.	Educational level of a parent is very important to the child's academic performance in Business Education.	3.48	0.54	Very Great Extent
10.	Parents who are educated encourage their children to study subjects which are pivotal for good university courses.	3.55	0.50	Very Great Extent
<b>Weighted average</b>		<b>3.52</b>	<b>0.53</b>	<b>Very Great Extent</b>

Source: Field Survey, 2025

Analysis of data in Table 2 shows the mean and standard deviation of responses on the influence of parental level of education on the academic performance of business education students' career choice in Colleges of Education in Niger State. The Table reveals that the respondents indicate that educated parents provide most of the recommended textbooks and other learning aids in the options selected by their wards; parent with higher educational levels have high expectations of their children's academic performance in business education and children from illiterate families may learn little or nothing from

home that can help them develop interest in academics to very great extent (mean = 3.70, 3.45 and 3.31 respectively). Also, the respondents indicate that better educated parents valued in totality the time spent in learning business education with children; the correlation of parental level of education and students' academic performance is strong in business education and educated parents always engage their children in intellectual activities that help them develop a healthy attitude in learning business education to very great extent (mean = 3.45, 3.55 and 3.62 respectively). Same way the respondents indicate that parents with high level of education have stronger confidence in their children's academic abilities in business education; educated parent may demand for business education progress reports of their children to know the children academic progress; educational level of a parent is very important to the child's academic performance in business education and parents who are educated encourage their children to study subjects which are pivotal for good university courses (mean = 3.68, 3.45, 3.48 and 3.55 respectively).

All the 10-item constructed have standard deviation ranging from 0.46 to 0.70. This means that the responses of the respondents are not widespread as they are close to the mean. Table 2 shows a grand calculated weighted average mean and standard deviation of 3.52 and 0.53. The findings implies that parents' level of education has a strong influence on the academic performance and career choice of Business Education students in Colleges of Education in Niger State. Educated parents are more likely to provide learning materials, support study time at home, set high academic expectations, monitor their children's progress, and encourage participation in intellectual activities, all of which help students develop interest and perform better in Business Education. In contrast, students from less educated families may receive limited academic support at home, which can affect their learning interest and performance. The strong agreement among respondents further confirms that parental educational background plays an important role in shaping students' academic success and career development in Business Education (mean = 3.52, SD =0.53).

**Research Question 2:** What are the attitudes of lecturers that influence Business Education Students' career choice and the academic performance in Colleges of Education in Niger State?

**Table 3 Mean and standard deviation of responses on attitudes of lecturers and academic performance**

S/N	Item Statements	$\bar{X}$	SD	Remark
11.	Lecturers who are always absent from class hardly cover their syllabus.	3.55	0.50	Strongly Agree
12.	Students find more interest in accounting option when there is a good rapport between them and the lecturer.	3.60	0.49	Strongly Agree
13.	Students find more interest in Secretarial option when there is a good rapport between them and the lecturer.	3.60	0.49	Strongly Agree
14.	Students perform poorly in accounting option exams when the lecturer is not friendly and approachable.	3.70	0.46	Strongly Agree
15.	Students perform poorly in Secretarial option exams when the lecturer is not friendly and approachable.	3.73	0.44	Strongly Agree
16.	Students perform poorly in accounting option exams under a lecturer who abuses them on every slight issue.	3.65	0.48	Strongly Agree
17.	Students perform poorly in Secretarial option exams under a lecturer who abuses them on every slight issue.	3.75	0.43	Strongly Agree

18.	Students perform poorly when a lecturer does not show deep interest in the course he takes	3.85	0.36	Strongly Agree
19.	Students learning interest affect lecturer's attitude.	3.33	0.62	Strongly Agree
20.	Poor government attitude to lecturers affects lecturer's attitude negatively.	3.80	0.40	Strongly Agree
<b>Weighted average</b>		<b>3.66</b>	<b>0.47</b>	<b>Strongly Agree</b>

Source: Field Survey, 2025

Data in Table 3 show the mean and standard deviation of responses on the influence of attitudes of lecturers on the academic performance of business education students' career choice in Colleges of Education in Niger State. The Table reveals that the respondents strongly agree that lecturers who are always absent from class hardly cover their syllabus students find more interest in accounting option when there is a good rapport between them and the lecturer; students find more interest in secretarial option when there is a good rapport between them and the lecturer and students perform poorly in accounting option exams when the lecturer is not friendly and approachable (mean = 3.55, 3.60, 3.60 and 3.70 respectively). Also, the respondents strongly agree that the students perform poorly in secretarial option exams when the lecturer is not friendly and approachable; students perform poorly in accounting option exams under a lecturer who abuses them on every slight issue and students perform poorly in secretarial option exams under a lecturer who abuses them on every slight issue (mean = 3.73, 3.65 and 3.75 respectively). Same way the respondents strongly agree that students perform poorly when the lecturer does not show deep interest in the course him/her lectures; students learning interest affect lecturer's attitude and poor government attitude to lecturers affects lecturer's attitude negatively (mean = 3.85, 3.33 and 3.80 respectively).

All the 10 item constructs have standard deviation ranging from 0.36 to 0.62. This means that the responses of the respondents are not widespread as they are close to the mean. Table 3 shows a grand calculated weighted average mean and standard deviation of 3.66 and 0.47. This implies that the way lecturers behave has a strong influence on how well Business Education students perform and the career options they choose in Colleges of Education in Niger State. When lecturers attend classes regularly, are friendly, approachable, and maintain a good relationship with students, students tend to show more interest and perform better in accounting and secretarial courses. However, when lecturers are often absent, unfriendly, abusive, or show little interest in teaching, students perform poorly and lose interest in these career options. The study also suggests that poor government support for lecturers affects their morale, which can negatively influence students' learning. The close agreement among respondents further confirms that lecturers' attitudes are an important factor in students' academic success and career development.

**Test of Hypotheses**

**Ho1:** There is no significant difference in the mean ratings of respondents regarding the influence of parental level of education on business education students' career choice and their academic performance in Colleges of Education based on gender.

**Table 4: independent sample t-test analysis of parental level of education and the academic performance of Business education students' career choice based on gender**

Group	N	Mean	SD	t-cal	Df	p-value	Decision
Male	81	4.00	0.00	17.53	218	0.00	Rejected
Female	139	3.25	0.39				

Source: Field survey, 2025

P<0.05

Data in Table 4 reveals that there are 81 male respondents and 139 female respondents. The male and female respondents' responses show that parental level of education positively influence the academic performance of business education students' career choice to high extent ( $\bar{x} = 4.00$ ; SD = 0.00) and ( $\bar{x} = 3.25$ ; SD = 0.39). Their responses are close to the mean as the standard deviations are very low. The table reveals that there is a significant difference in the mean ratings of respondents regarding the influence of parental level of education on the academic performance of business

education students' career choice in Colleges of Education based on gender ( $t_{218} = 17.53, P < 0.05$ ). Therefore, the null hypothesis that states that there is no significant difference in the mean ratings of respondents regarding the influence of parental level of education on the academic performance of business education students' career choice in Colleges of Education was rejected. This implies that male and female students differ significantly in their responses regarding the influence of parental level of education on the academic performance of business education students' career choice. Their responses show that male students rated the influence of parental level of education on the academic performance of business education students' career choice higher than the female students (mean difference = 0.75).

**Ho2:** There is no significant difference in the mean ratings of respondents regarding the influence of lecturers' attitude on business education students' career choice and their academic performance in Colleges of Education based on school type

**Table 5 t-test analysis of lecturers' attitude and the academic performance of Business education students' career choice based on school type**

Group	N	Mean	SD	t-cal	Df	p-value	Decision
Federal	103	3.97	0.05	22.99	218	0.00	Rejected
State	117	3.30	0.31				

Source: Field survey, 2025 P < 0.05

Data in Table 5 reveals that there are 103 respondents from the Federal and 117 respondents from the State Colleges of Education. The federal and state respondents' responses show that lecturers' attitude positively influence the academic performance of business education students' career choice to high extent ( $\bar{x} = 3.97; SD = 0.05$ ) and ( $\bar{x} = 3.30; SD = 0.31$ ). Their responses are close to the mean as the standard deviations are very low. The table reveals that there is significant difference in the mean ratings of respondents regarding the influence of lecturers' attitude on the academic performance of business education students' career choice ( $t_{218} = 22.99, P < 0.05$ ). Therefore, the null hypothesis that states that there is no significant difference in the mean ratings of respondents regarding the influence of lecturers' attitude influence on the academic performance of business education students' career choice based on school type was rejected. This implies that federal and state students differ significantly in their responses regarding the influence of lecturers' attitude on the academic performance of business education students' career choice. Their responses show that the respondents from federal College of Education rated the influence of lecturers' attitude on academic performance of business education students' career choice higher than the respondents from state College of Education (mean difference = 0.67).

### Discussion of Findings

The result of research question one which focused on finding out the extent which parental level of education influence the academic performance of Business Education Students' career choice in Colleges of Education in Niger State revealed that parental level of education positively influences the academic performance of business education students' career choice to very great extent. The finding above supported that of Ilechukwu (2022) who concluded that parental educational level has a significant influence on the career choice of secondary school students. The study also agrees with Amadi and Pullah (2021) the results showed that parental level of education, parental occupation and parental socio-economic status have an influence on students' choice of courses in Niger Delta University.

The result of null  $H_{01}$  also established that parental level of education has a significant influence on the academic performance of business education students' career choice in Colleges of Education in Niger State irrespective of gender. The result above indicates that parents with higher levels of education are more likely to provide academic support, guidance, and an informed environment that shapes their children's career choices. Educated parents tend to value schooling, understand academic expectations, and encourage informed decisions about career paths. This

supportive background helps students perform better academically and choose careers such as Business Education more confidently and appropriately. Because these benefits apply to both male and female students, the influence remains significant regardless of gender.

The result of research question two which focused on the attitudes of lecturers that influence the academic performance of Business Education Students' career choice in Colleges of Education in Niger State, indicated that attitudes of lecturers positively influence the academic performance of business education students' career choice. The result of null hypotheses two also supported the finding above as it indicates that lecturers' attitude has a significant influence on the academic performance of business education students' career choice in Colleges of Education based on school type. The result of research question 2 also shows that Lecturers' attitudes such as their level of enthusiasm, clarity in teaching, availability for guidance, and fairness in assessment directly shape students' learning experiences and motivation. When lecturers demonstrate positive, supportive, and engaging behavior, students are more likely to develop interest, confidence, and strong academic performance in the subject area, which in turn guides their career choices. Because effective lecturer attitudes benefit students across different school types, the influence remains significant regardless of institutional differences.

The finding above agrees with that of Haruna and Sadis (2020) whose finding revealed that lecturer's attitude has significant impact and relationship on the career choice of students. The study also corroborated with the finding of Hakkı (2023) who concluded that students are more confident, motivated, and satisfied with their learning, and are more likely to trust their teachers when they exhibit positive behaviour, while teacher negative behavior and attitudes affects classroom management and communication problems and reducing students' motivation to learn, self-confidence, and respect for teachers and thus impede their social development and future career choices.

## **Conclusion**

The study concludes that parental level of education significantly influences the academic performance and career choices of Business Education students in Colleges of Education in Niger State. Parents with higher educational attainment provide an environment that promotes learning, academic guidance, and informed decision-making regarding career paths. Such parents' value education, understand academic demands, and encourage their children to pursue careers like Business Education confidently. The study further concludes that lecturers' attitudes play a crucial role in shaping students' academic performance and career choices. Positive lecturer behaviors including enthusiasm, clarity in teaching, accessibility for guidance, and fairness in assessment create an engaging learning environment that motivates students to perform well academically. Such supportive attitudes enhance students' interest in the subject area, boost their confidence, and influence informed career decision-making.

## **Recommendations**

Based on the findings, the following recommendations were made:

- i. Parents should be encouraged to take an active role in their children's education, regardless of their own educational background.
- ii. Colleges of Education should provide regular training and capacity-building programs for lecturers to enhance their teaching skills, communication, and student engagement.
- iii. Colleges of Education should create platforms that promote collaboration between parents, lecturers, and students.

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