

EFFECT OF SCHOOL ENVIRONMENT ON THE RELATIONSHIP BETWEEN MANAGEMENT EDUCATION PROGRAMME DELIVERY AND EMPLOYABILITY POTENTIALS OF FINAL YEAR STUDENTS IN UNIVERSITIES IN RIVERS STATE.

Chioma Princess Chille
Department of Business Education, Faculty of Education
Ignatius Ajuru University of Education, Port Harcourt, Rivers State, Nigeria

Email; Pelfrik@gmail.com

ABSTRACT

The study investigated the relationship between school environment, management education programme delivery and employability potentials of final year students in Universities in Rivers State. The study utilized the exploratory survey research design. The population of the study comprised of 2,275 lecturers and students of management education in Ignatius Ajuru University of Education and Rivers State University (RSU). Using the Krejcie and Morgan Population Determination Table of 1970, the sample size became 331. Structured questionnaire was used as the main instrument for the collection of primary data. Out of 331 questionnaire copies distributed to the target respondents, the researcher was able to retrieve two hundred and ninety-eight (298) copies of the questionnaire distributed. The test of hypotheses was done using Spearman's Rank Order Correlation Coefficient. The Partial Correlation Technique was used to run the multivariate analysis. The study reveal that the level at which management education programme delivery correlates with employability potentials of final years students in Rivers State University is very strongly moderated by school environment – school culture, learning opportunities and school policy. The study concluded that the strong desire and acquisition of effective communication, leadership abilities, and creativity/innovativeness through the delivery of the right curriculum, subject matter, and examination and supervision in management education programme are great facilitators to the acquisition of jobs, even in a tough economy. The study recommended, among others, that tertiary institutions where management education programme is offered should organize seminars and workshops that will feature subject matter delivery, thereby building the students effective communication and creativity/innovativeness for higher chances of employment.

Keywords: School Environment ,Management Education Programme Delivery, Curriculum, Subject Matter Delivery, Examination and Supervision, Employability Potentials Communication, Leadership, and Creativity/Innovativeness,

INTRODUCTION

Management education programme delivery is the teaching or lecturing in a university, polytechnic, college of education, etc. on the practices that have proven to be successful when managing processes, projects, business activities, other group activities. However, the development of such people is somewhat dependent on their capacity for learning and the lecturers' general competence in presenting the management education program's lesson. It is important to remember that these interactions between professors and students produced the final-year management education students who went on to work for other companies. If all else is equal, competent instruction and excellent management education delivery will result in competent students with employment potential.

Howbeit, fresh graduates and final year students who are believed to have gone through sound lectures/teachings on management education are seen disgracefully performing badly on soft skills such as communication skills, teamwork, leadership, etc. A lot of them are also devoid of creativity that is expected of every fresh mind. Hesham (2021) posited that the biggest handicap of business education graduates around the world is the gap between the academic acquired skills and the skills and competencies expected of them in the job market to secure and maintain a job. Management

education programme curriculum is supposed to play a huge role in ensuring that the right management education lesson plans are drawn and delivered appropriately, thereby improving the personal qualities and building the attitudes of individuals that are necessary for adjustment to personal and employment situations, and also provides knowledge, skills and competence for individuals to function well in office occupation and also create jobs for themselves and others. The subject matter delivery and as well as examination supervision in management education programme are also veritable factors that matter so much in this situation. Possibly, these key areas in management education programme delivery have not been handled appropriately, hence the poor performance of the final year students and fresh graduates.

Another pressing issue the dearth of empirical work bothering on the relationship between management education programme delivery and employability potentials of final year students in Universities in Rivers State (Afolabi *et al.*, 2017; Obong & Nnamdi, 2021; Owazuaka & Ordu, 2020; Kikelomo, 2019; Atsu *et al.*, 2021). Though some of the studies were carried out in tertiary institutions, others in Rivers State, but none was done among final year students in University IN Rivers State. This is the major motivation that spurs the researcher towards finding the relationship that exists between management education programme delivery and employability potentials of final year students in Universities in Rivers State.

OBJECTIVES OF THE STUDY

1. To ascertain the moderating effect of school environment on the relationship between management education programme delivery and employability potentials of final year students in Universities in Rivers State.

RESEARCH HYPOTHESIS

Based on the above objectives, the researcher formulated the below research hypotheses:

H₀₁: School environment has no moderating effect on the relationship between management education programme delivery and employability potentials of final year students in Universities in Rivers State.

THE CONCEPT OF SCHOOL ENVIRONMENT

School environment is a combination of physical, social, and learning environments. It refers to the set of facilities that the school provides (Bash, 2019). The facilities include classrooms, infrastructure, health, sanitation, teacher-student relation, moral or social values, etc. It is a positive climate that a school creates in which the child studies. And it is one of the crucial factors that parents take into account when it comes to evaluating a child's performance.

The phrase "school environment" describes the collection of interactions that take place inside a school community and are influenced by the institutional, individual, and functional aspects that give schools their unique identity (Tapia-Fonllem *et al.*, 2020). When discussing the relationship between management education program delivery and employability potentials, the school atmosphere is a significant factor. The type of educational environment undergraduate students are in has a significant impact on their capacity to engage in management education programs and develop employability skills such as effective communication, leadership, and innovation. This is especially true for final-year students. In other words, a lot depends on their capacity for development in this area on the school's culture, learning opportunities, and policies.

School Culture: Fullan (2017) defines school culture as the guiding principles and values that are manifest in how a school does its business. The term "school culture" can be used to refer to all of the attitudes, expected conduct, and beliefs that have an effect on how the school functions. A school's culture essentially consists of the underlying attitudes and influences that are founded on the customs, traditions, and beliefs of the faculty, staff, and students. What role does school culture play? In other words, everything that happens inside the walls of your school will be impacted by

the culture there. Beyond the student body, this also pertains to how teachers communicate with one another, their pupils, and parents. A location where "staffs are very fractured, where the objective of serving pupils has been lost to the goal of serving the adults, where negative values and hopelessness dominate" has been labeled as having a poisonous school culture (Realizing a Positive School Culture, 1998).

Learning Opportunities: These are channels set up for the acquisition of fresh knowledge and abilities for the best performance in the workplace. The development of professionalism competencies necessitates a commitment to learning on the part of those who work for the company. Taking people from novice to expert is one goal of medical education (Miller, 1990). The same thing that doctors hope never happens—failure—often fuels the process of moving people down this continuum. Nonetheless, it is frequently unavoidable, thus it is crucial to handle every failure, no matter how big or tiny, in a way that optimizes learning possibilities. Matches two references (Edmondson, 2012). To ensure that references and citations are correctly matched, please add letters (Smith, 2000) or extra authors to the citation. Using their mistakes and looking for the best in their employees and procedures enables organizations and institutions to maximize learning opportunities (Senge, 1990).

School Policy: The collection of expectations for particular behavior and standards inside a school are referred to as school policy. School policies are put in place to direct the daily operations of the institution and to create a secure and productive learning environment (Forstall, 2019). Schools and school districts typically have distinct policies for various target groups. School policies must be more than just written statements if they are to be effective. School policies must be explained to instructors, staff, students, and parents in a clear and concise manner. The policies and the precise guidelines for adhering to them must be made known to all groups. Making sure that everyone is aware of the rules and procedures can help to clear up any confusion. Also, the likelihood that policies and procedures will be followed correctly is higher if they are explicit.

THE CONCEPT OF MANAGEMENT EDUCATION PROGRAMME DELIVERY

The primary goal of management education is to develop future corporate leaders. Students learn how to acquire the leadership skills required to manage a team of workers through theory and knowledge of management practice. A section of the curriculum focuses on team assessment and evaluation in order to explore the manager's function. Individuals with a focus on management education must be able to evolve with the times in terms of trends, legislation, and regulations. In some universities, like Bucknell University, management has its own school. Management education courses prepare students to start new businesses, revitalize failing ones, and advance into management roles. Holders of degrees in management work for private businesses, governmental organizations, nonprofit organizations, educational institutions, consulting firms, and lobbying organizations. Business managers believe there are promising job prospects in the healthcare industry. The Bureau of Labor Statistics estimates that until 2022, an additional 23 percent more managers will be required, with salaries for medical and health services managers exceeding \$88,000 annually. Healthcare administrators oversee divisions or entire facilities to plan and coordinate medical services. Management education programme delivery can be dimensionalized in diverse ways. Howbeit, this study dimensionalized it in terms of curriculum, subject matter delivery and examination and supervision.

Curriculum: The teachings and academic material covered in a school or in a particular course or program are referred to as the curriculum. Although the definition of curriculum in dictionaries frequently refers to the courses that a school offers, this usage is uncommon in educational settings. Depending on how broadly educators define or use the term, curriculum generally refers to the knowledge and abilities students are expected to learn, which includes the learning standards or

learning objectives they are expected to meet, the units and lessons that teachers teach, the assignments and projects that students are given, the books, materials, videos, presentations, and readings used in a course, and the tests, assessments, and other methods used to evaluate student learning. The precise learning standards, lessons, assignments, and resources used to plan and teach a particular course, for instance, would constitute that teacher's curriculum.

A standards-based sequence of scheduled experiences that allows students to practice and master both academic knowledge and practical learning abilities is known as curriculum. To ensure that every student has access to demanding academic experiences, the curriculum serves as the primary reference point for all educators. A curriculum's structure, organization, and concerns are designed to improve student learning and simplify education. To effectively support instruction and learning, curriculum must include the required objectives, approaches, resources, and evaluations. A curriculum includes objectives, strategies, resources, and evaluation. Yet, this study's indicators of curriculum are content, materials, and appropriateness.

Content: Curriculum content simply means the totality of what is to be taught in a school system (Peters, 2016). The significant facts, guiding principles, and concepts that must be taught are referred to as the content component of the teaching-learning situation. These topics must relate to the learning experiences, and each lesson must have a specific goal that must be attained at the conclusion. Learners may be exposed to it in the form of knowledge, skills, attitude, and values. Content consists of subject content chosen based on issues, concepts, or topics that cross traditional subject boundaries.

Materials: Materials are the tools chosen to carry out strategies and accomplish the curriculum's objectives. Resources are specifically selected to aid in a student's education. The selection of materials takes into account the interests of the students as well as cultural variety, global viewpoints, and different learner types. The role of curriculum materials in the educational system is crucial and intricate. By curriculum materials, we mean artifacts that serve as representations and cues for the subject matter, pedagogical strategies, and order of instruction, whether in a single lesson or over a number of them (Moore et al., 2021). They consist of curricular planning, lesson plans, assessments, and schemes of work (SoWs) (Charalambous & Hill, 2012). School and teacher practices are related in curriculum materials to subject matter, goals, pedagogical techniques, scheduling, and sequencing (Ball & Cohen, 1996). Curriculum materials frequently contribute to teacher professional development (PD) through formal, informal, and collaborative processes (Timperley, 2007; Doyle et al., 2020), and the use of new or revised curriculum materials is sometimes taken as evidence of implementation of PD activity's goals (e.g., Apple Citation 2004) (Lydon & King, 2009; Saderholm, 2017).

Appropriateness: Appropriateness in curriculum is defined by Morin (2020) as the practice of making a curriculum based on what students are able to do cognitively, physically and emotionally at a certain age. Of course, not all children develop at the same rate, so often there's a range of abilities that are considered developmentally appropriate for each age. For instance, kindergartners should be able to skip, walk up steps, count objects, and be able to share with other children. First graders will begin to develop the ability to see patterns in words and numbers, have the motor skills to grip a pencil and be able to better respond to social situations. As they grow older, barring a physical or learning disability, children will be expected to progress in cognitive and physical development, be ready to take on more responsibility, have more self-control and be able to interact socially with peers and be figuring out how to understand more complex concepts.

Subject Matter Delivery: Actually, this is how the job plan is covered. According to Musingafi et al. (2015), a scheme of work is a blueprint outlining how the program of study, syllabus, or curriculum will be translated into teaching and learning activities. This blueprint includes the order

in which the content will be covered, how much time will be allotted to each subject, and how the specified learning objectives will be evaluated. Certain schemes of work are created nationally, such as those created by the Qualifications and Curriculum Authority, which serve as a model for business educators to use when converting national curriculum POS into a collection of lesson plans. Others may be created by business educators themselves, as is the case in many courses offered in higher and further education, where the development of the scheme of work is an integral element of departmental, team, or individual teacher planning. According to Musingafi et al. (2015), a plan of work is a document that outlines a course's content and breaks it into manageable chunks for logical and well-organized teaching and assessment. The order of the course materials in the syllabus documents may not necessarily promote incremental learning or a journey through them in a way that is clear to both the teacher and the students; the plan of work's role includes providing this framework. The work plan will take into account both formative and summative evaluation, and it will allot enough time for associated activities like revision prior to the course's final examination-based evaluations (Didau, 2012).

Examination and Supervision: An exam is a test used in education to gauge a student's knowledge and aptitude (Gronlund, 2015). A candidate is a student who sits for an exam. The examiner makes the determination of the student's performance. Written tests, on-screen tests, and practical tests are all examples of exams. Driving a car, speaking a language, playing an instrument, and conducting a scientific experiment are some examples of practical tests. A computer-based test is referred to as an on-screen test. The candidate will have passed the test if he is successful. He will have failed if his attempt fails. In some circumstances, a student who failed the exam may be able to retake it. If a student succeeds in an exam, they may receive a diploma or certificate. Certain diplomas serve as professional credentials that enable a person to perform a specific career, such as that of a plumber, teacher, doctor, or attorney.

In order to verify that all of the regulations governing such a process are adhered to, supervision is the process of supervising an examination exercise (Jim, 2020). Test supervisors, often known as test proctors or exam invigilators, preside over examinations ranging from bar exams to public school standardized tests. An exam supervisor's job is to make sure that everyone who takes the test is treated fairly, that all testing protocols are followed, and that everyone has an equal chance to perform well on the exam. Although specific tasks differ depending on the test type, all test administrators have a few common tasks.

THE CONCEPT OF EMPLOYABILITY POTENTIALS

According to Overtoom (2016), employability potentials are a series of transferable core competencies that constitute the fundamental functional and enabling knowledge, skills, and attitudes needed in the twenty-first century to perform well at work. Regardless of the employee's chosen professional path, employment level, or educational background, Overtoom (2016) argued that employability potentials are important for success in the job market. A group of crucial abilities known as employability skills are taught to each person in order to create a productive workforce (Overtoom, 2016; Kazilan et al., 2009). This is similar to people who possess strong traits like a high sense of self, are inventive, prolific, skilled, and competitive, and have a strong sense of resolve and creativity when it comes to overcoming problems posed by the nation and globalization in the twenty-first century. In addition, employability skills are essential in both education and all vocations. Skills that are transferable to a number of occupations and situations in life are known as employability potentials. Some people use the terms "key skills," "core skills," "life skills," "essential skills," "key competencies," and "transferable skills" to describe them.

To be employable in the workforce, workers in the twenty-first century require abilities including problem-solving and analytical thinking, decision-making, time management, organization, taking risks, and communication (Lynch, 2013; Robinson, 2006; Slusher et al., 2010). According to Lynch (2013), there is a critical need to ascertain the skill sets that industry is looking for in TVE graduates

because there is a common understanding that occupational training should start some time in high school. More specifically, this study assesses employability potentials through effective leadership, inventiveness, and innovativeness.

Effective Communication: Exchanging ideas, opinions, knowledge, and facts in order to ensure that the message is received and understood with clarity and purpose is known as effective communication (Coursera, 2022). The sender and the receiver are both delighted when we communicate successfully. There are many different ways to communicate, including written, visual, auditory, and nonverbal. It can take place face-to-face, online (on message boards, social media, and websites), over the phone (using apps, calls, and video), or by mail.

Effective communication consists of being empathetic, accurate, thorough, and clear. These are what we think of as the "5 C's of communication," however your mileage may vary. Although it can be challenging to quantify communication's effectiveness, its impact cannot be disputed. One study found that businesses with at least 100,000 employees in the United States and the United Kingdom that were surveyed lost, on average, \$62.4 million annually as a result of poor communication. On the other hand, organizations with good communicators in charge had roughly 50% greater overall returns to shareholders than organizations with less effective communicators in charge (Provoke Media, 2022). Effective communication has advantages that can be seen in the job, in the classroom, and in your personal life. Each of these circumstances can benefit from learning effective communication skills. Furthermore, oratory, writing skill and use of IT are the indicators of effective communication in this study.

Oratory: An effective communicator, among others, is one who is an orator. Oratory is the art or practice of making a speech before an audience. It is also called public speaking. In group or club events, there are many opportunities to make speeches. People who speak are more likely to become leaders. Training in effective public speaking is a keep part of training for leadership in any field of activity. Speaking is often the primary medium for presenting and selling products or ideas. Being able to verbally communicate effectively to other individuals or to groups is essential in school, business, as well as your personal life.

Writing Skill: This is another pointer to effective communication. A student who is effective in communication is not one who is devoid of writing skill. Writing skill includes all the knowledge and abilities related to expressing ideas through the written word (Joe, 2019). The ability to clearly communicate ideas through writing is in high demand for employers in any industry. Well-written documents, emails and posts can persuade customers to purchase a product or convince investors to partner with a company. Technical knowledge about writing conventions, style guides and formatting for different situations are also an important part of writing skills. Knowing what situations call for different styles of writing and being able to set an appropriate tone over text are both important writing skills that any person can use at work

Use of IT: In this 21st century, the use of computers and other electronic gadgets and platforms have found their way into all areas of human activities, including communication. Communication now has a lot to do with information technology (IT). It is difficult to go about effective communication without the involvement of IT. Information technology (IT) is the use of computers, storage, networking and other physical devices, infrastructure and processes to create, process, store, secure and exchange all forms of electronic data. Typically, IT is used in the context of business operations, as opposed to technology used for personal or entertainment purposes. The commercial use of IT encompasses both computer technology and telecommunications.

Leadership: The skill of inspiring a group of individuals to take action in pursuit of a common objective is known as leadership (Ward, 2023). In a professional setting, this may entail leading

coworkers and employees with a plan to serve the needs of the organization. The fundamentals of being able and ready to motivate others are captured by leadership. Ideas, both original and borrowed, that are communicated to others in a way that engages them sufficiently to act as the leader wants them to act are the foundation of effective leadership.

A leader directs others' actions while also inspiring people to take action. They need to be likeable enough for people to take their lead, and they need to be capable of critical thinking in order to know how to make the most use of the resources available to an organization. Every definition of leadership in business must take into account the relationship between it and performance. As a result, even if leadership isn't inherently tied to profit, great leaders in business settings are those that improve their company's bottom line. (National University, 2022).

Creativity/Innovativeness: A creative employee is one who can generate new suggestions or ideas for the services to be constructed, the flood of communication, and understanding it in the same way that would affect the work completed by the employee during his working hours. Creativity is defined as the production of new ideas (Amabile, 2017). Some people define creativity as the ability of people to develop practical solutions to meet challenges and solve problems on their own. Others define it as a design in which employees make such innovative construction in which the work-related problems are resolved in a righteous manner with step-by-step processes (Amabile, 2017; Young, 2016).

METHODOLOGY

The explanatory cross-sectional survey research design was adopted for this study. The population of the study comprised of 2,275 lecturers and students of management education in Ignatius Ajuru University of Education and Rivers State University (RSU). Using the Krejcie and Morgan Population Determination Table of 1970, the sample size became 331. The researcher utilized a structured questionnaire titled, "Management Education Programme Delivery and Employability Potentials Questionnaire" (MEPDEPQ) to acquire primary data. It was designed in four likert scale in the format: Strongly Agree (SA) 4 points, Agree (A) 3 points, Disagree (D) 2 points and Strongly Disagree (SD) 1 point. The reliability of the instrument was ascertained using Cronbach Alpha with the least coefficient up to 0.83. Out of 331 questionnaire copies distributed to the target respondents, the researcher was able to retrieve two hundred and ninety-eight (298) copies of the questionnaire distributed. The Statistical Package for Social Sciences (SPSS) version 20.0 was applied in the data analysis. The test of hypotheses was done using Spearman's Rank Order Correlation Coefficient. The Spearman's (rho) correlation was used to analyze the relationship between independent and dependent variables at $P < 0.05$ (two-tailed test). The Partial Correlation Technique was used to run the multivariate analysis.

RESULTS/FINDINGS

MULTIVARIATE ANALYSIS

Moderating Effect of School Environment in the Relationship between Management Education Programme Delivery and Employability Potentials

Ho₁: School environment has no moderating effect on the relationship between management education programme delivery and employability potentials of final year students in Universities in Rivers State.

Correlations of School Environment as a Moderator to Management Education Programme Delivery and Employability Potentials

Control Variables			Management Education Programme Delivery	Employability Potentials	School Environment	
-none- ^a	Management Education Programme Delivery	Correlation Coefficient	1.000	.825**	.841**	
		Sig. (2-tailed)	.000	.000	.000	
		Df	298	298	298	
	Employability Potentials	Correlation Coefficient	.825**	1.000	.826**	
		Sig. (2-tailed)	.000	.	.000	
		Df	298	298	298	
	School Environment	Correlation Coefficient	.841**	.826**	1.000	
		Sig. (2-tailed)	.000	.000	.000	
		Df	298	298	298	
	School Environment	Management Education Programme Delivery	Correlation Coefficient	1.000	0.650**	
		Sig. (2-tailed)	.000	.000		
		Df	0	298		
	Employability Potentials	Correlation Coefficient	0.650**	1.000		
	Sig. (2-tailed)	.000	.000	.000		
	Df	289	0			

Source: SPSS Output

Table 1 above shows r value of 0.825 at a significant level of 0.00 showing a relationship between management education programme delivery and employability potentials. This obviously shows a very strong positive relationship since the significant level is less than the alpha level of 0.05. The partial relationship controlling for school environment, in a case is a very strong positive relationship (0.841).

Furthermore, the significance value of 0.00 which is less than the alpha level of 0.05 implies that the improvement between management education programme delivery and employability potentials significantly attributes to school environment as a moderating variable. This implies that the level at which management education programme delivery correlates with employability potentials of final years students in Rivers State University is very strongly moderated by school environment – school culture, learning opportunities and school policy.

CONCLUSIONS

Based on the analyses carried out above, the study concludes that the strong desire and acquisition of effective communication, leadership abilities, and creativity/innovativeness through the delivery of the right curriculum, subject matter, and examination and supervision in management education programme are great facilitators to the acquisition of jobs, even in a tough economy. Management education lecturers and students who make very significant effort in imparting and assimilating these potentials will not only enhance their jobs and studies, but also create promising avenues for the landing of great job opportunities out there locally and in the global community. It becomes more than a necessity for tertiary institutions authorizes to ensure that management education lecturers follow approved current curriculum, the right subject matter, and set standard exams coupled with proper supervision. Playing down on these is obviously playing down on the employability potentials of the students, especially those in their final year.

RECOMMENDATIONS

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

1. Management education programme should intensively teach their students how to design and utilize curriculum of international standard, thereby enhancing their employability potentials through leadership and creativity/innovativeness.
2. Tertiary institutions where management education programme is offered should organize seminars and workshops that will feature subject matter delivery, thereby building the students effective communication and creativity/innovativeness for higher chances of employment.
3. Lecturers in management education should set standard examination exercises alongside proper supervision, hence affording students the opportunity to learn by example and be better job seekers in the future.
4. Universities and other tertiary institutions should adopt the right culture and policy in order to create an enabling environment for management education programme delivery which will in turn raise the chances of employment for students.

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