

**ASSESSING THE RELEVANCE OF CONCEPT AND OBJECTIVE OF
ACCOUNTING EDUCATION ON THE PROSPECT OF BUSINESS
EDUCATION PROGRAM IN DIGITAL ERA IN NIGERIA.
(CASE STUDY OF AHMADU BELLO UNIVERSITY, ZARIA)**

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Abstract

The study focuses on the assessment of the concept and objective of Accounting Education on the prospect of Business Education program in the digital era in Nigeria. Two research objectives, two research questions and two research hypotheses were developed for the study. Survey research design was adopted, the population of the study was 403 business Education students of undergraduate, and Postgraduate as well as lecturers of Ahmadu Bello University. It was purposively sampled to the postgraduate students and Lecturers. A questionnaire instrument tagged "Concept and Objectives of Accounting Education in Business Education Instrument (COAEBEI)" using Linkert scale was used to collect data. The data collected was analyzed and tested using Regression. The Hypotheses were tested at alfa equals to 0.05 level. The first Null Hypothesis was retained while the later was rejected and the finding is that concept of accounting education in the digital era has no relevance on the prospect of Business Education program, but the objectives of Accounting education has contextual relevance in Business Education program.

Keywords: Assessment, Concept, Objective, Prospect and Digital era

Introduction

Education is the training of the mind in the understanding of the world around; and for the acquisition of appropriate skills, abilities and competence both mental and physical as equipment for the individual to live in and contribute to the development of the society. Education is to be qualitative, comprehensive, functional and relevant to the needs of the society: development of the individual into a sound and effective citizen and the provision of equal opportunities for all citizens of the nation at the basic, secondary and tertiary levels (FRN2014; Adebisi, 2014).

Business education as that aspect of educational training which an individual receives with the primary motive of enabling him to acquire adequate attitudes, concepts, knowledge, understanding and skills in business activities for vocational usage in careers as an administrator, manager or teacher wherever he may find himself in the business world (Okoye & Ashibogwu 2018). According to Njoku (2006), he defined business education as an educational programme that equips an individual with functional and suitable skills, knowledge, attitude and value that would enable him/her operate in the environment he/she finds himself/herself. Accounting Education is an option area in Business education programme. Other options are: accounting Education, Office Technology Management Education (OTME), Marketing and Distributive Education and Entrepreneurship Education.

Concept of Accounting Education

The philosophy of accounting education is the achievement of self-reliance and sustainable development. The acquisition of knowledge, skills, attitude and competencies appropriate for paid-employment and self-employment in a dynamic world, is the integral part of business education/vocational education which prepares individual students, youth to acquire knowledge, skills, understanding, attitude and competencies for gainful employment. Accounting education can be described as the process of giving systematic instructions to enlighten the students, accountants and other accounting personals, (Akpan, 2023).

Accounting education is an aspect of business education involving practical accounting skill and knowledge in addition to general education. It involves the study of acquisition of practical skills, knowledge, attitudes, understanding and competencies relating to professional occupations in some sectors of economic and social life and effectively participating in the world of work (Akpan, 2023).

Accounting education, according to Isaac, Ibe Bassey and Evanson (2007) is a programme designed and aimed at developing skills, knowledge, and understanding that are necessary to facilitate financial information control and processing. It provides individuals opportunity for the acquisition of relevant skills, abilities and competences both mental and physical equipment for the individual to

live in and contribute to the development of the nation. Accounting education incorporates a package of instructional programmes prepared to educate and enlighten “would be” accountants in the field of education, to make them versatile and adaptable to the numerous roles they may be required to play after graduation. It attempts to develop concepts, skills, rules, theories, procedures and general knowledge for solving accounting problems. It further emphasizes the ability to differentiate and integrate alternative problem solving perspectives, the ability to identify accounting related information resources, the ability to proffer solutions to problems, develop communication skills and the ability to analyze, interpret problem situations and figure out lasting solutions (Okafor, 2012; Otamiri & Ochi, 2023).

The concept and objectives of accounting education in Nigeria tertiary institutions are designed to produce high-quality accounting graduates who can meet the needs of businesses, government, and other organizations. Accounting education endeavors to fulfill the requirements of the labour market by equipping individuals with the necessary skills and knowledge to become proficient professionals capable of effectively adjusting to fluctuations in the business landscape (Adekunle & Udechukwu, 2018).

The relevance of accounting education stems from the intrinsic value of accounting as a discipline and its possible societal advantages within its operational context. Key features of accounting education

encompass the provision of comprehensive accounting knowledge to prepare and certify accounting personnel, the facilitation of continuous professional development for accounting practitioners across diverse economic sectors, the identification of programme and training requirements to address the challenges faced by economic entities, and the enhancement of the accounting profession through the creation of contemporary scientific curricula (Eze, 2020; (Adekunle & Udechukwu, 2018).

Objectives of Accounting Education in Nigerian University

As outlined by BMAS in Okafor (2012), National Universities Commission is the chief regulator that gives a benchmark minimum academic standard (BMAS) for program including accounting. Objectives of accounting education are:

1. Ability to recognize and analyze accounting and management problem and evolve strategies for the solutions
2. Ability to recognize and implement good accounting management policies
3. Computational and processing skill relating to accounting, financial and manpower data
4. Ability to demonstrate knowledge and understanding of essential facts, concept and principle and apply theories to accounting and management.
5. Understand their cultural environment which they find themselves and how such environment condition their behavior.

6. Be able to understand, explain, predict and influence human behavior in work organization
7. Observe the ethical conduct in consonance with the provision of professional accounting standard and financial reporting council of Nigeria.
 - i. Specifically BMAS for the first degree accounting program provides for foundation courses in economics, humanities, management sciences and general administration
 - ii. Courses to develop communication and analytical skills which include the use of engine base mathematics, statistic, business lair and communication technologies (ICT)
 - iii. Courses to develop specific accounting skills like financial accounting auditing and investigation, taxation, public sector accounting, international accounting and financial management.
 - iv. Courses in research methodology to develop analytical research skills and
 - v. Industrial attachment for exposure to practical job experience.

Challenges of Accounting Education in Nigeria Tertiary Institutions

Accounting education is facing a lot of challenges ranging from outdated curricula that do not reflect changes in the accounting profession, inadequate teaching facilities and resources, including outdated textbooks and lack of access to accounting software, understaffing and inadequate training of

accounting educators, leading to a lack of qualified teaching staff, limited opportunities for practical training and internships, making it difficult for students to gain relevant work experience and inadequate funding and support programme, leading to a lack of resources and infrastructure. The absence of industry training for accounting students in universities significantly contributes to employers' skepticism about the technical proficiency of newly graduated accounting professionals. The amount of funding that a university has available ultimately determines its capacity to provide high-quality education. Funding is necessary to enhance the educational infrastructure and facilitate the recruitment and retention of highly qualified instructors (Nwaokokorom, and Ikpeama 2023).

Accounting education involves different levels of study, with each level designed to equip students for various roles within the discipline of accounting. This means that each level furnishes students with unique skills and expertise that are ideal for roles in the changing accounting profession. These various levels of the accounting education include certificate programs, Diplomas, Bachelor's degrees, Master's degrees, Doctoral degrees as well as professional certificates. The conventional core are as in accounting education curriculum include Auditing and Assurance, Accounting Information Systems, Taxation, Financial Accounting as well as Management and Cost Accounting. These courses are established through academic educational institutions and industry collaboration,

driven by professional accounting bodies such as Institute of Chartered Accountants of Nigeria (ICAN), CIMA, ACCA and Chartered Nigerian Accountants (CNA). Accounting education during the digital era has to evolve and add the digital technologies to their core modules, considering that through Accounting education graduates are generally prepared to work in the rapidly transforming business environment with the fusion of technological advancements and digitalization is the centre of this evolution.

The digital era has significantly transformed the world. While some professions will be rendered redundant or obsolete without inculcating digitalization, some will grow with the emerging digital technologies and the accounting profession is envisaged to be one of the professions to be fundamentally affected by digital transformation (Aulia, 2025). While some jobs will be lost, some new jobs will emerge (construction by destruction) and some will remain the same but with an evolution of required skills and competencies. The adoption of digital technologies is considered a fundamental evolution in the auditing and accounting profession. The evolving business environment forces are possibly going to continue widening the need, integration and acceptance of digital technologies such as cloud computing, AI, block chain and big data among other technologies. For example, the World Economic Forum (2025) explained that by 2025 at least 30% of company audits are anticipated to be conducted by AI. Baldwin-Morgan (1995) in Favorite and Sebele-Mpofu (2024) argues

that the exposure of accounting students to AI remained invisible and advocates for the incorporation of AI in accounting curriculum so as to adequately equip students and avoid them encountering AI in the workplace. Therefore, accounting education should urgently consider how the new competencies demanded by the digital era are going to be developed to ensure graduate employability and relevance in the digital world. This is because, in the digital age, higher education institutions should not only produce accounting professionals with subject matter knowledge, professional values and ethics, but individuals who possess key competences, such as digital acumen, business acumen, adaptability, critical thinking and problem-solving skills as well as communication skills

Justification of the study

There are considerable concerns by Business Education students, their lecturers, employers of Business Education graduates, and curriculum experts that the objectives of an undergraduate Accounting option of Business Education degree program are not being implemented (Ubulom & Dambo 2016). This condition has grossly been argued by those concerned that the outlined objectives of the program do not commensurate with the quality of its product turned out, making one believe that undergraduate accounting students of Business Education degree program might not have been meeting the expectations and needs of the contemporary society due to technological advancement in education

globally. However, there is no current empirical evidence to show that the program is adequately or effectively being implemented in line with the National Universities Commission minimum academic standard to conform to the above assertions. It is against this background that this views prompted the need for an assessment of the concept and objective of accounting education on the prospect of Business Education program in Digital Era in Nigeria. Specifically, to assess the program whether it has served the needs of contemporary society and also, whether it has brought about desirable changes in the behavior, character, skill level, and social life of students that have passed through the program.

Objectives of the Study

Specifically the objectives of this study is:

1. To examine the relevance of concept Accounting education on the prospect of Business Education program in digital era
2. To assess the relevance of objectives of accounting Education on the prospect of Business Education accounting program in Digital era

Research Questions

1. What is the relevance of concept of accounting education on the prospect of Business Education program in digital era?
2. What is the relevance of objectives of accounting education on the prospect of

Business Education Program in the digital era?

Research Hypotheses

1. Concept of accounting education has no relevance on the prospect of Business Education program in the digital era
2. Objectives of accounting education has no relevance on the prospect in Business Education program in the digital era.

Methodology

A descriptive survey research design was employed in carrying out the study. The population of the study consists of 403 business education undergraduate, Postgraduates and lecturers. Purposive sampling was used to delimit to four hundred level, post graduate and lecturers in Ahmadu Bello University. Data were collected using the instrument tagged; “Concept and Objective of Accounting Education in Business Education Instrument (COAEBEI)”. The instrument was validated by two Business Educators and an expert in Measurement and Evaluation. Are liability estimate of. 71. was achieved for the research variables using Cronbach Alpha Statistical Analysis after a trial test was conducted using 25 first year hundred level Business Education students (Ahmadu Bello University Zaria) who did not form part of the main study sample. The questionnaire was administered sing google FormApp through class WhatsApp groups to four hundred level students, post graduate

students as well as individual Whatsapp chat of lecturers and One Hundred and Sixty five (165) responses were collected. Data collected were analyzed using regression

analyses, the Hypotheses was tested at 0.05 level of significance and the result is presented below.

Table 1: Analysis of Demographic Variables of Respondents

S/No	Variable	Variable Items	Frequency	Percentage
1	Gender	Male	130	78.8
		Female	35	21.2
		Total	165	100.0
2	Level	Postgraduate	155	94.0
		Lecturer	5	3.0
		Undergraduate	5	3.0
		Total	165	100.0

Research Question 1:What is the relevance of concept of accounting education on the prospect of Business Education in digital era?

Table 2: Concept of Accounting Education in Business Education

S/No	Item	X	St.D	Decision
1	Accounting students in Business Education are trained to have the necessary skills that will facilitate financial information and control.	3.05	0.705	Agree
2	Accounting Education prepares students' mind with practical skills in financial information as it relate with the understanding of the Business world	3.30	0.629	Agree
3	Accounting Education provide competencies relating to professional occupation that facilitate self-reliant	3.42	0.554	Agree
4	Accounting students of Business Education Program easily write professional exam like ICAN, ANAN, CNA, without stringent condition or requirement	3.30	0.760	Agree
5	Accounting to students of Business Education are taught to observe ethical conduct in consonance with the provision of professional accounting standard and financial reporting council of Nigeria.	3.58	0.554	Agree
6	Accounting students of Business Education graduates are provided with opportunities for recipient to update their professional competencies	3.36	0.483	Agree
7	Business Education accounting teachers are trained to improve on their skills, innovation and creativity	3.48	0.559	Agree
8	Accounting students of Business education program are trained using modern technological facilities that guaranty them to be competent in our digital era	2.79	0.810	Agree
9	Business Education accounting graduate can manage the finance of a large business enterprise	2.76	0.655	Agree
Average mean = 3.23, St.D= 0.278				

N = 165

Research Question 2: What is the relevance of objectives of accounting education on the prospect of Business Education Program in the digital era?

Table 3: Objectives of accounting program of business education graduates

S/No	Item	X	St.D	Decision
1	Business Education accounting graduate can function in other lucrative office jobs as compared with counterpart in accounting field. E.g. HND, B. Sc	2.48	0.76	Disagree
2	Business Education accounting students are able to understand, explain, predict and influence human behavior in work organization	2.12	0.810	Disagree
3	From your observation most Business Education accounting graduates usually start a business but couldn't sustain the business because they lack entrepreneurship skills	2.21	0.642	Disagree
4	The reason why accounting students of business education graduates are few in other aspect of the economy like the B.sc and HND accounting graduate apart from teaching is because of inferiority complex	2.39	0.738	Disagree
5	Most teachers of Financial Accounting Commerce an Economics in secondary schools are not from Business Education but those who studied pure accountancy, Economic, from faculty of Management/social science	2.55	0.784	Agree
6	Employers of teachers of accounting at secondary schools prefer pure accounting graduate from B.sc or HND because the judged business education accounting graduate to be incompetent in the subject matter of accounting	2.76	0.856	Agree
7	Most Business Education accounting graduates lacks critical thinking and as such cannot discharge their responsibility effectively.	2.12	0.593	Disagree
8	Most Business Education do not have the ability to search for Job in their favorite places due to inferiority complex	2.40	0.739	Disagree
9	Most employers of labour do not believe in the competency and capacity of business education accounting graduate because they do not know what the program has to offer	2.55	0.784	Agree

Average mean = 2.40, St.D= 0.204

N = 165

Hypothesis One: Concept accounting education has no relevance on the prospect of Business Education program in the digital era

Table 4: Bivariate regression analysis of relevance accounting education concept in Business Education [N = 165]

Model	Df	SS	MS	F-Calc.	F-Crit	Sig
Regression	1	0.700	0.700	3.75	3.94	0.055
Residual	163	30.438	0.187			
Total	164	31.138				

P > 0.05

Table 4 shows that F-calculated value, which is 3.75, is less than F-critical value of 3.94. The P-value of 0.055 is greater than 0.05 level of significance, thus the null hypothesis which says concept of accounting education in the digital era has no relevance on the prospect of Business Education program is retained.

Hypothesis Two: Objectives of accounting education has no relevance on the prospects Business Education program in the digital era

Table 5: Regression analysis of objectives of accounting on the prospect of business education program in the digital era [N = 165]

Model	df	SS	MS	F-Calc.	F-Crit	Sig
Regression	2	2.084	1.042	5.811	3.09	0.04
Residual	162	29.053	0.179			
Total	164	31.138				

P < 0.05

Table 5 shows that F-calculated value, which is 5.811, is greater than F-critical value of 3.09. The P-value of 0.04 is less than 0.05 level of significance, thus the null hypothesis which says Objectives of accounting education has no contextual relevance in Business Education program is rejected

Discussion of Finding

From table 4 the null Hypothesis which state that concept of accounting education in the digital era has no relevance on the prospect of Business Education program is retained this findings in consonance with Haslinah

and Sudin (2015) that accounting education should produce individuals who are well equipped intellectually to strengthen the sense of responsibility for professional and personal sense.

From Table 5 the null hypothesis which says Objectives of accounting education has no contextual relevance in Business Education program is rejected. This corroborate with Apostolou, Dull & Schleifer (2013) found out that through the pursuit of primary objective of accounting education the individual is encouraged to grow in technical accounting skills.

Conclusion

Based on the findings of the study, it was concluded that while the concept of accounting education in the digital era has no relevance on the prospect of Business Education program. The Objectives of Accounting education has contextual relevance in Business Education program.

Recommendation

Based on the finding of the study it was

therefore recommended among others that:

- I. National University Commission should not relent in its responsibility of constantly engaging the service of Business Educators and curriculum experts to review curriculum of Business Education accounting courses to fully capture the concept of accounting education so that graduate of Business education accounting programme can easily professional with accounting bodies like other accounting graduates
- II. National University Commission should engage the services of experts in developing the philosophy of Business Education accounting program to provide graduate students with broad accounting skills and knowledge for competency and competitiveness for global practice in the digital era

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