



Assessment of Soft Skills Acquired by University Accounting Education Students for Employability in Rivers State.

AJINWO, Isaac Peter (PhD).

Department of Business Education, Faculty of
Education, Rivers State University,
Port Harcourt, Nigeria.
isaac.ajinwo@ust.edu.ng

Abstract

The study assessed soft skills acquired by Accounting Education students for employability in Rivers State. Three specific objectives, research questions and hypotheses were posed to guide the study. The research adopted a descriptive survey research design. The population of the study comprised one hundred and forty-five (145) third-year and fourth-year Accounting Education students of the 2024/2025 academic session in Rivers State University (RSU) and Ignatius Ajuru University of Education (IAUE). The entire population was studied due to its manageable size. The instrument for data collection was a structured questionnaire titled Assessment of Soft Skills Acquired by Accounting Education Students Questionnaire (ASSAAESQ), which was designed on a 4-point rating scale of (VHE=4, HE=3, ME=2 and LE=1) and was validated by three experts. Cronbach's alpha was used to determine the reliability of the instrument, which yielded a reliability coefficient of 0.84. 145 copies of the instrument were administered and duly retrieved after filling. Mean and standard deviation were used to answer the research questions, while t-test was used to test the hypotheses at 0.05 level of significance. The findings revealed that Accounting Education students in RSU and IAUE to a high extent acquired team-working skills, time-management skills and creative/innovative skills for employability in Rivers State. The conclusion drawn was that Accounting Education students acquired soft skills for employability. The researcher recommended that Accounting Education students should be exposed to collaborative workshops and seminars that will expose them more on soft skills acquisition.

Keywords: Accounting Education, Assessment, Employability, Soft skills

Introduction

The recent development, globalization and changing demands for new skills set in the labour market have necessitated the need to assess the skills acquired by Accounting Education students for employability in Rivers State. Accounting as one of the key courses in higher institutions is equipped with the function of developing in students certain skills, knowledge, attitudes and values towards solving problems and satisfaction of real life. The intention of Accounting Education is to train students to acquire the basic skills, concepts and principles of practicing accounting in order to fit in the world of work, as it is commonly applied in almost all aspects of human activities (Koko & Ekeke, 2019). Hence, the need to assess the level of

Accounting Education students' acquisition of skills, knowledge, attitudes and values becomes a necessity.

The term assessment refers to a variety of methods or tools that educators use to evaluate students' academic performance. It could also be seen as the systematic collection, review and use of information about educational programmes to improve student's learning outcomes. It is therefore necessary to assess the skills acquired by Accounting Education students which eventually lead to their employability upon graduation, as employers demand that Accounting Education graduates be equipped with these sets of desirable abilities, competences and soft skills to fulfill the job requirements.

Soft skills could be seen as a cluster of personal qualities, habits, attitudes and social graces that make Accounting Education students employable and good employee compatible to work in any establishment. Heckman and Kautz (2021) refer to soft skills as personality traits, goals, motivations, and preferences that are valued in the labor market, in school, and in many other domains. This implies that soft skills are important during the recruitment phase and have a great influence and impact on the student's choice. These skills are most time refer to as mix dispositions, understandings, attributes and practices inhabited in employee and exhibited at work place. However, in the view of Ștefanoaia (2017), soft skills are personal skills and qualities that do not relate to technical knowledge, but they are directly linked to the attitude of each of us, our compatibility with others and how well we manage social interactions. Therefore, they could be regarded as skills, abilities and traits pertaining to personality, attitude and behaviour that help in non-technical and non-domain skills such as; team working, time management skill, creativity/innovative skills, problem solving, critical thinking or analysis, emotional intelligence, social skills and interpersonal skills. Echoing this viewpoint, soft skills can be viewed as intra-personal skills such as one's ability to manage oneself as well as interpersonal skills such as how one handles one's interactions with others. These skills allow accounting students upon graduation to better adapt to the organizational goals and culture, take initiative and contribute to organizational success (Anwar & Nguyen, 2020).

Accounting Education students' acquisition of soft skills as part of higher institution learning outcomes has recently become a priority for universities. It is the responsibility of universities community to address the need for acquisition of a skilled workforce as employers lament the shortage of soft skills acquired by accounting graduates (Laura & Shaw, 2018). Without a proper acquisition of soft skill by accounting workforce, the nation will not be able to sustain its high socioeconomic growth rate (Trinh & Doan, 2018). Therefore, the teaching staff shall

assure the students develop such skills that are more required by students who are increasingly aware of what skills they need to become competitive in the labour market. An interesting observation reveals that technical skills specific to a particular accounting occupation though essential have not figured high on the angle of desirable attributes needed for students' employability upon graduation but soft skill. From the perspective of the employer Patraşcu (2019) considers that the hard skills are easy to identify and absolutely necessary for the performance in a certain position, but that soft skills are more valued, hence could be regarded by some scholars as employability skills.

The University of Newcastle has defined employability as a capacity to move self-sufficiently into and within the labor market, to fulfill ones' potential through sustainable employment, so imposing the responsibility of depending on oneself to move into and forward on the individual. Hogan (2018) asserts that, employability is a set of achievements, understanding and personal attributes that makes individuals more likely to gain employment and be successful in their chosen occupations. These definitions are, however, considered hasty in clarifying that, employability is not simply about getting job but the ability for employees' to retain their job through possessing the necessary soft skills. In buttressing this fact, Hogan (2018) considers that getting a job depends more and more on the employability of the candidate, that is, on a series of personal and inter-personal skills such as; kindness, communication, as well as time-management.

Being professional requires one to uphold the moral principle of doing the right thing always at the right time (time management) and not just complying with the law (Cameron & O'Leary 2015). Therefore, effective management of time is a key issue which is fundamental to organizations performance (Ojokuku & Kehinde, 2020). In today's global perspective of business competitiveness and profitability, all business organizations including banks and non-financial institutions, time is important in the planning and execution of the organizations objectives and goals. The success or failure of organizations performance depends on how efficiently and effectively time is used. Time management is however defined as a set of principles, practices, skills, tools and system that help individual to use and accomplish what he/she wants (Adeyinka, 2021). An important aspect of time management is planning ahead. Though some time management books and teachings have different suggestions, many employers believe that the first step in efficient time management is to organize the workspace. Even if individual schedules are well ordered, but the office and filing system is in a mess, time will be wasted trying to work efficiently in a disorderly place (Ojokuku & Kehinde, 2020).

Furthermore, good time management involves prioritizing and keeping a schedule of the tasks and activities that are of great importance.

According to Koko, Abere and Luke (2019), the idea of time management could be explained within the framework of achieving a lot of success in the work place within a specific schedule. The implication is that Accounting Education students upon graduates must acquire time management skill in order to be relevant and remain employable. Since time is a part of skill and measuring system that is used to sequence events, compare duration of events and intervals between them as well as quantifying rates of change as it affects our daily activities, it then become very imperative for Accounting Education students to acquire this skill, as this will enable them manage their time during their studies to ensure that they are able to apply time management skills in their future work.

Moreover, to the employers of labour, time management soft skill is a very compulsory tool, because it provides value for money. Without graduate employees' acquisition of good time management skill, a company could possibly face financial difficulty because if the job is not completed on time, costs may arise. An Accounting Education student who would work in an organization and does not have time management skills cannot fit in teamwork, and will usually fail to deliver the expected results and to achieve the goals and visions of that organization. Therefore, time management skill is a fundamental educational resource that determines every process of teamwork activities in accounting profession (Adeyinka, 2021).

There is a climate of workers collaboration and team work necessitating the worker to be creative, flexible, possessing interpersonal skills along with managerial skills. Teams are groups of people with complementary skills who are committed to a common purpose and hold themselves mutually accountable for its achievement. Ideally, they develop a distinct identity and work together in a coordinated and mutually supportive way to fulfil their goal or purpose. Team can be defined as a group of individuals who work collectively to achieve the same purposes and goals to provide an excellent quality of services. Team-working soft skill if possessed has the ability to enable the members of the team to have a higher level of emotional security, self-confidence and the ability to plan and decide with others positively. The absence of team-working skill and strategies can lead to occupational failure, disappointment, low morale and poor productivity which threaten the entity of the organization. It is important to note that, the work performance of the team is higher than individual performance when the work requires a broader scope of knowledge, judgement and opinion. The acquisition of team-working skill by Accounting Education students after graduation is significant and provides

productivity growth in the spheres that require creative solving of different tasks, a high degree of adaptability and operational management (Vaskova cited in Shouvik & Mohammed, 2019).

Positive interaction and collaboration among students and workers allow them to have a better understanding of the significance of teamwork in building up and helping the organization to achieve the common goals and purposes that are needed. Teamwork as a soft skill has been applied in human's lives long time age in order to solve various form of problems and achieve the basic life requirements and needs, and to make smarter decisions for the benefit of all groups of people, hence its acquisition by accounting students becomes a necessity (Shouvik & Mohammed, 2019). The presence of team-working skill is a necessary rule to help the students graduates think creatively and innovatively through exchange of thoughts and ideas.

It is more important now than ever to be creative and innovative; meaning, thinking in new ways and being open to completely different ways of seeing the world. Just as individuals differ in their ability to translate their creative talents into results, organizations differ in their ability to translate the talents of their members into new products, processes, or services. The productive capacities of Accounting Education students in terms of creative ideas and innovative behaviors have been one of the key determinate factors of their transformation. In essence, creative ideas and innovative abilities are the lynchpin upon which the sustainable development of countries across the globe is built (Edokpolor & Muritala 2015).

Creativity according to Certo and Certo in Koko and Ajinwo (2022) is the ability to generate original ideas or new perspectives in existing ideas while, innovation on the other hand is the process of taking a creative idea and turning it into a useful product, service, or work method. When new ideas are implemented in the organization, innovation takes place. Innovation is the process of applying new idea to the implementation of organizational processes, products or services. On the other hand, creativity or innovation is the introduction of something new and revaluation as well as introduction of novelties or making of changes. Creative or innovative skill becomes vital to be imparted on accounting education students, as it will enable them acquire creative or innovative thinking in order to recognize untapped opportunities and to successfully execute creativity or innovative ideas in future (Uma, 2016). The ability to think critically and holistically is the foundation of creative power in accounting profession, which challenges students to integrate complex concepts from multiple business functions and to execute transformational ideas by building meaningful systems, structures, processes and principles. Consequently, it is crucial to state that, difficulties will arise among Accounting Education student graduates that do not see the need or fail to acquire all the necessary soft

skills that guarantees employability, and it is unimaginable how accountants nowadays can function effectively without acquiring creative, time management and teamwork skills in Rivers State.

Statement of the Problem

It has been argued that, in order to achieve a positional advantage, students need to develop and acquire a combination of skills, notably hard skills and soft skills. However, the relationship existing between quality of skills possessed by Accounting Education students upon graduation and the labour market has been a focus of growing theoretical and empirical investigation in the education literature. The employers' views of how well Accounting Education graduates are prepared for the workplace have received a widespread attention in the education section. In spite of federal government efforts to create 2 million jobs every year, most Nigerian university graduates fail to get employed, as employers have blamed and criticized higher institutions for not preparing accounting graduates adequately for the current labor market, and thus continuously highlighting accounting graduates lack of soft skills (Hurrell, 2012). However, observation shows that, over the years, higher institutions seem to have responded to this criticism and progressively addressed this issue but, improvements in accounting graduates' acquisition of soft skill competences such as; time-management, teamwork, and creativity/innovative skills seems to be missing. Hence, it was observation that, a low level of acquisition of soft skills possessed by Accounting Education graduates, as some accountants lack necessary soft skills resulting in the inability to meet the diverse needs of their employers. In view of these, the researcher carried out this study to assess soft skills acquired by Accounting Education students for employability in Rivers State universities.

Purposes of the Study

The main aim of this study was to assess soft skills acquired by University Accounting Education students for employability in Rivers State. Specifically, the study sought to:

1. Assess if Team-Working skills are acquired by Accounting Education students for employability in Rivers State.
2. Assess whether Time-Management skills are acquired by Accounting Education students for employability in Rivers State.
3. Assess if Creativity/Innovative skills are acquired by Accounting Education students for employability in Rivers State.

Research Questions

The following research questions guided the study:

1. To what extent do Accounting Education students acquire Team-Working skills for employability in Rivers State?
2. To what extent do Accounting Education students acquire Time-Management skills for employability in Rivers State?
3. To what extent do Accounting Education students acquire Creativity/Innovative skills for employability in Rivers State?

Hypotheses

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

1. There is no significant difference in the mean ratings of Accounting Education students of Rivers State University and Ignatius Ajuru University of Education on the extent they acquired Team-Working skills for employability in Rivers State.
2. There is no significant difference in the mean ratings of Accounting Education students of Rivers State University and Ignatius Ajuru University of Education on the extent they acquired Time-Management skills for employability in Rivers State.
3. There is no significant difference in the mean ratings of Accounting Education students of Rivers State University and Ignatius Ajuru University of Education on the extent they acquired Creativity/Innovative skills for employability in Rivers State.

Methodology

The study adopted a descriptive survey design. The study was carried out in Rivers State. The population of the study comprised (145) year three and four Accounting Education students in Rivers State University and Ignatius Ajuru University of Education of 2024/2025 academic session which, according to RSU and IAUE Department of Business Education, were 39 and 106 respectively, given a total population of one hundred and forty-five (145). The census sampling technique was adopted since the population was of a manageable size. The instrument used for data collection was a structured questionnaire titled “Assessment of Soft Skills Acquired by Accounting Education Students Questionnaire (ASSAAESQ)”. The instrument was designed on a 4-point rating scale (very high extent 4, high extent 3, moderate extent 2, low extent 1 used to elicit responses from the respondents. The instrument was validated by three experts, two in the Department of Business Education and one in Measurement and Evaluation, to determine the face and content validity of the research instrument. To ensure the consistency of the instrument, the Cronbach's alpha reliability method was adopted and the reliability Coefficient of 0.84 was established. A total of 145 copies of the questionnaire administered were retrieved and used for the study. The research questions were answered using

mean and standard deviation, while t-test was used to test the hypotheses at 0.05 level of significance. The criterion mean score of 2.50 and above was high extent, while the mean score below 2.50 was low extent. In the same vein, the decision rule for the hypotheses was that any hypothesis with t-calculated value less than the t-critical table value of 1.96 was accepted; otherwise rejected.

Table 1. Population Distribution

S/N	Institution	YR3	YR4	Total No	Grand Total
1.	RSU	32	7	39	
2.	IAUE	52	54	106	145

Source: Departmental Examination Officers of RSU and IAUE.

Results

The results for the study were presented according to each research question posed in the study as follows:

Research Question 1: To what extent do Accounting Education students acquire Team-Working skills for employability in Rivers State?

Table 2: Mean and Standard Deviation Computations on the Extent Accounting Education Students Acquired Team-Working Skills for Employability.

S/No	Item Statement	RSU (39)			IAUE (106)		
		X	SD	Decision	X	SD	Decision
1	Ability to believe in each other's occupational competence.	2.80	0.75	HE	2.88	0.62	HE
2	Ability for team cooperation.	3.2	0.82	HE	2.79	0.33	HE
3	Ability for positive behavioural concepts related to teamwork.	2.54	0.45	HE	2.54	0.26	HE
4	Ability to allow disagreement that encourages teamwork members to make constructive suggestions.	2.33	0.34	LE	2.38	0.44	LE
5	Ability to support effective leadership structure with well-defined roles and responsibilities.	2.96	0.56	HE	2.63	0.41	HE
6	Ability to focus on achieving collective results.	2.77	0.43	HE	2.72	0.22	HE
7	Ability for positive interaction.	2.21	0.34	LE	2.39	0.31	LE
8	Ability for team trust that enhances collaboration among team members.	2.42	0.52	LE	2.17	0.29	LE
	Mean/SD	2.65	0.52	HE	2.56	0.36	HE

Source: Field Survey, 2025

The analysis of data presented in Table 2 shows the respondents' opinion on team-working skills acquired by Accounting Education students for employability in both institutions. Using the criterion mean of 2.50 as the benchmark for acceptance, the data in Table 2 showed that the respondents had divergent views that Accounting Education students acquired team-working skills for employability in Rivers State. Most of the respondents agreed, while some disagreed. The analysis revealed a grand mean and standard deviation of 2.65 and 0.52 for RSU, and 2.56 and 0.36 for IAUE, respectively which also indicated that Accounting Education students acquired team-working skills to a high extent for employability in Rivers State.

Research Question 2: To what extent do Accounting Education students acquire time-management skills for employability in Rivers State?

Table 3: Mean and Standard Deviation Computations on the Extent Accounting Education Students Acquired Time-Management Skills for Employability.

S/NO	Item Statement	RSU(39)			IAUE(106)		
		X	SD	Decision	X	SD	Decision
1	Ability to timely execute the organizations objectives and goals.	3.2	0.48	HE	2.56	0.28	HE
2	Ability to allot time for determining the success of organizations performance.	2.81	0.77	HE	2.61	0.32	HE
3	Ability to prioritize schedule of tasks that are of great importance.	2.61	0.61	HE	2.54	0.26	HE
4	Ability to eliminate procrastination.	2.34	0.56	LE	2.11	0.46	LE
5	Ability to discourage poor timing on productivity.	2.42	0.40	LE	2.38	0.41	LE
6	Ability to execute specific work at time allotted.	2.74	0.34	HE	2.76	0.29	HE
7	Ability to judiciously use time that results in achieving set goal.	2.76	0.29	HE	2.79	0.31	HE
8	Ability to conserve time.	2.92	0.33	HE	3.15.	0.38	HE
Mean/SD		2.72	0.47	HE	2.61	0.33	HE

Source: Field Survey, 2025

The analysis of data presented in Table 3 shows the respondents' opinion on time-management skills acquired by Accounting Education students for employability in both institutions. Using the criterion mean of 2.50 as the benchmark for acceptance, the data in Table 3 showed that the respondents had divergent views that Accounting Education students acquired time-

management skills for employability in Rivers State. Most of the respondents agreed, while some disagreed. The analysis revealed grand mean of and standard deviation of 2.72 and 0.47 for RSU and 2.61 and .33 for IAUE, respectively which also indicated that Accounting Education students acquired time-management skills for employability to a high extent in Rivers State.

Research Question 3: To what extent do Accounting Education students acquired Creativity/Innovative skills for employability in Rivers State?

Table 4: Mean and Standard Deviation Computations on the Extent Accounting Education Students Acquired Creativity/Innovative Skills for Employability.

S/NO	Item Statement	RSU			IAUE		
		X	SD	Decision	X ₂	SD ₂	Decision
1	Ability to generate new idea that possibly may be useful in solving problem.	2.58	0.77	He	2.88	0.58	HE
2	Ability to recognize untapped opportunities.	2.78	0.43	HE	2.72	0.65	HE
3	Ability to translate creative talents into results in organization.	2.96	0.48	HE	2.79	0.62	HE
4	Ability to recognize opportunities where there seems to be coerce.	2.51	0.61	HE	2.67	0.96	HE
5	Ability to take creative idea and turning it into a useful product and service.	3.1	0.91	HE	3.3	0.90	HE
6	Ability to integrate complex concepts from multiple business functions.	2.08	0.27	LE	2.27	0.23	LE
7	Ability to execute transformational ideas by building meaningful system.	2.66	0.15	HE	2.54	0.32	HE
8	Ability to take risk in execution of ideas.	1.72	0.31	LE	1.38	0.92	LE
Grand Mean/S.D		2.54	0.49	HE	2.56	0.64	HE

Source: Field Survey, 2025

The analysis of data presented in Table 4 shows the respondents' opinion on creativity/innovative skills acquired by Accounting Education students for employability in both institutions. Using the criterion mean of 2.50 as the benchmark for acceptance, the data in Table 4 showed that the respondents had divergent views that Accounting Education students acquired creativity/innovative skills for employability in Rivers State. Most of the respondents agreed, while some disagreed. The analysis revealed grand mean of 2.54 and standard deviation 0.49 RSU and 2.56 and 0.64 IAUE respectively, which also indicated that Accounting Education students acquired creativity/innovative skills for employability to a high extent in Rivers State.

Test of Hypotheses

Hypotheses for the study were tested as follows:

Hypothesis 1: There is no significant difference in the mean ratings of Accounting Education students of Rivers State University and Ignatius Ajuru University of Education on the extent they acquired Team-Working skills for employability in Rivers State.

Table 5: t-test result on Team-working Skills Acquired by Accounting Education Students of Rivers State University and Ignatius Ajuru University of Education.

Groups	N	Mean	SD	DF	P	T-Cal	T-Crit	Decision
RSU	39	2.65	0.53	143	0.05	0.221	1.96	Accepted
IAUE	106	2.56	0.36					

Source: Field Survey, 2025.

Table 5 above revealed a t-calculated value of 0.221, which is less than the t-critical value of 1.96; hence, the null hypothesis was accepted. This implies that there is no significant difference in team-working skills acquired by Accounting Education students in RSU and IAUE for employability in Rivers State.

Hypothesis 2: There is no significant difference in the mean ratings of Accounting Education students of Rivers State University and Ignatius Ajuru University of Education on the extent they acquired Time-Management skills for employability in Rivers State.

Table 6: t-test result on Time-management Skills Acquired by Accounting Education Students of Rivers State University and Ignatius Ajuru University of Education.

Groups	N	Mean	SD	DF	P	T-Cal	T-Crit	Decision
RSU	39	2.72	0.47	143	0.05	0.242	1.96	Accepted
IAUE	106	2.61	0.33					

Source: Field survey, 2025.

Table 6 above revealed a t-calculated value of 0.242 which is less than the t-critical value of 1.96; hence, the null hypothesis was accepted. This implies that, there is no significant difference in time-management skills acquired by Accounting Education students in RSU and IAUE for employability in Rivers State.

Hypothesis 3: There is no significant difference in the mean ratings of Accounting Education students of Rivers State University and Ignatius Ajuru University of Education on the extent they acquired Creativity/Innovative skills for employability in Rivers State.

Table 7: t-test result on Creativity/Innovative Skills Acquired by Accounting Education Students of Rivers State University and Ignatius Ajuru University of Education.

Groups	N	Mean	SD	DF	P	T-Cal	T-Crit	Decision
RSU	39	2.54	0.49	143	0.05	1.10	1.96	Accepted
IAUE	106	2.56	0.64					

Source: Field Survey, 2025.

Table 7 above revealed a t-calculated value of 1.10, which is less than the t-critical value of 1.96; hence, the null hypothesis was accepted. This implies that there is no significant difference in creative/innovative skills acquired by Accounting Education students in RSU and IAUE for employability in Rivers State.

Discussion of Findings

Discussion of the study was made according to the research questions posed in the study.

Team-Working Skills Acquired by Accounting Education Students for Employability.

The findings in research question one revealed that Accounting Education students in RSU and IAUE to a high extent acquired team-working skills for employability. Similarly, the hypothesis testing indicated no significant difference in the opinions of respondents in RSU and IAUE on the extent team-working skills are acquired for employability. The finding is not alone but in corroboration with the views of Vaskova in Shouvik & Mohammed (2019) that asserted that where teamwork is effective, students' initiatives are stimulated. Based on the views of Vaskova cited in Shouvik & Mohammed (2019), the researcher believed that the acquisition of team-working skills by Accounting Education students in Rivers State will bridge the gap of unemployment amongst Accounting Education students upon graduation. Students being team-spirited can work collaboratively in any given environment.

Time-Management Skills Acquired by Accounting Education Students for

Employability.

The findings in research question two revealed that Accounting Education students in RSU and IAUE to a high extent acquired time-management skills for employability. Similarly, the hypothesis testing indicated no significant difference in the opinion of respondents in RSU and IAUE on the acquisition of time-management skills for employability. The finding is in line with Koko, Abere and Luke (2019), who asserted that time-management skills enable employees to achieve a lot of success in the workplace when effectively utilized. Based on the view of Koko, Abere and Luke (2019), the researcher is of the view that acquisition of time-management skills by Accounting Education students in Rivers State will lead to employment.

Creativity/Innovative Skills Acquired by Accounting Education Students for

Employability.

The findings in research question three revealed that Accounting Education students in RSU and IAUE to a high extent acquired creativity/innovative skills for employability. Similarly, the hypothesis testing indicated no significant difference in the opinion of respondents in RSU and IAUE on the acquisition of creativity/innovative skills for employability. The finding is not alone but in consonance with Uma (2016), who opined that creativity/innovative skills, if acquired, grant employment opportunities as well as work retention. Based on the view of Uma (2016), the researcher is of the view that acquisition of creativity/innovative skills by Accounting Education students in Rivers State will lead them to recognize untapped opportunities upon graduation.

Conclusion

Based on the findings of the study, it was therefore concluded that Accounting Education students to a high extent acquired team-working skills, time-management skills, and creativity/innovative skills for employability in Rivers State.

Recommendations

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

1. Accounting Education students should be exposed to collaborative workshops and seminars that will enable them to acquire teamwork skills.
2. Opportunities should be given to students that involves prioritizing and keeping a schedule of the tasks and activities that are of great importance.

3. The school management should organize trainings that will enable Accounting Education students to exhibit creative and innovative behaviour.

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