Extent of Students` Satisfaction with Business Experiences Acquired Through Business Education Programme in Rivers State Universities

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Abstract
This study adopted a Correlation Research Design on students` satisfaction with business experiences acquired through business education programme. The study covered Rivers State University (RSU) and Ignatius Ajuru University of Education (IAUE). The population of the study was numbered 1,956. The sample size adopted for this study was 322 Business Education students. The instrument adopted was “Extent of Students’ Satisfaction and Business Experiences Acquired through Business Education (ESSEABEATBE)”. Mean statistics was used to analyse the research question and Standard Deviation used to find out the extent in which scores in the distribution clustered around the means. Pearson Product Moment Correlation Coefficient (r) was adopted as statistical tool for testing the only hypothesis to determine the extent of significant relationship between the variables under investigation. The findings from the study shows low extent of satisfaction of the students with business experiences acquired through Business Education programme. Among other things, the study recommends that government and other concerned agencies should as a matter of urgency make available modern teaching and learning business experiences technologies/facilities to enable students acquired a very high extent of satisfaction in the programme.

Keywords: business education, business experiences, students/learners, satisfaction, teaching, learning, lecturers/teachers, and programme

Introduction
Business Education as a sub-set of vocational and technical education and it is comparatively a new development in the educational delivery system of Nigeria. It is offered in some Universities and Colleges of Education as an undergraduate programme (Ukata, 2019). Jegbefume, Utebor and Kifordu (2014) postulated that, it is that form of education that exposes its recipients to practical skills and experiences in trade, information technology, office occupation and business world at large. This commercial course has extensive variety and different discipline that involved all kinds of educational level and delivery system of elementary, secondary and post-secondary schools. They added that Business Education is a training system that encourages the beneficiary to acquire skills and experiences to fit into the
world place of work which includes business learning experiences. Also, Business education encourages attitudes, knowledge and skills needed by all citizens to effectively manage personal and public businesses in a volatile economic system (Auwal, 2015). Students gain experiences through direct and indirect participation of activities and accumulation of skills during learning. It is the direct observation or participation in activities or events. Experience also involves the process of getting knowledge or skills from feeling, seeing, and doing something. Learning on the other hand is the relatively permanent change in a person’s knowledge or behaviours due to experiences acquired. This definition has three components: 1) the duration of the change is long-term rather than short-term; 2) the place of the change is the content and structure of knowledge in memory or the behaviours of the learner; 3) the cause of the change is the learner’s experience in the environment. It is also a moderately permanent experience acquired by a learner as of results the learner's interactions with learning environment. Edglossary (2013) argued that students’ learning experience is an interaction with course, programme, or other experience in which learning take place whether in traditional academic settings (classrooms) or non-traditional settings (outside school environment).

The author further noted Students’ learning experience has traditional educational interactions, (students learning from teachers and professors) or non-traditional interactions (students learning through games or in interactive (software) which may lead to satisfaction. Satisfaction is the fulfilment of need or wants about something. It is also the fulfilment of one's wishes, expectations, or needs, or the pleasure derived from goods or services paid or bargained for. A good experience could create satisfaction, while bad experience can bring dissatisfaction. Schreiner (2009) postulated that students’ satisfaction is a compelling force of interest to colleges and universities as they seek to continually improve the learning environment for students, meet the expectations of their essential groups and legislative bodies, and demonstrate their institutional effectiveness. Unlike service industries, which hold satisfaction as a goal; colleges and universities typically perceive satisfaction as a means to an end. Higher education tends to care about students’ satisfaction because of its potential impact on student motivation, retention, recruitment efforts, and fundraising.

There is no controversy that Business Education programme is commercial content oriented with processes, outcomes, and speciality in Accounting, Management, Marketing and Secretarial Administration Options (Office Management and Technology Option) etc. The commercial content of schools curriculum was the vision of federal government of Nigeria towards every graduate of all tertiary institutions in Nigeria. The plan was for every graduate in Nigeria to have at least one self-employable and marketable skill before graduating from any institution so as to reduce unemployment. It is for this reason of self-employment and marketable skills that Nigerian government developed a lot of economic policies geared towards self-reliance by young school leavers to acquire skills such as War Against Poverty (WAP), National Directorate of Employment (NDE), Poverty Alleviation Programme (PAP), Structural Adjustment Programme (SAP), National Economic Empowerment and Development Strategy (NEEDS), State Economic Empowerment Development Strategy (SEEDS), and Local Economic Empowerment and Development Strategy (LEEDS) as well as Students’ Industrial Work Experience Scheme (SIWES) to enable learners acquire the needed business and employable skills in both private and public firms that have not yielded the desired results (Ukata, 2019).
Justification for this study

Various scholars and authorities have written about quality assurance, availability/inadequate facilities, availability/inadequate of manpower, inadequate laboratories, and computers among others. Issues like students’ satisfaction with business experiences in Business Education programme and its content delivery seems not to have been addressed, that is; values driveable from the investment made by the customers (learners) in the Business Education programme. This study would give universities offering Business Education the opportunity to assess and re-evaluate the quality of services they are providing to customers through the extent of students’ satisfaction from this study in the aspect of business experiences they have acquired.

Theoretical Framework

The theoretical framework of this study would be built around two major areas of Business Experiences and Students’ Satisfaction Acquired through Business Education Programme in Rivers State Universities as well as John Dewey’s “Education and Experience” or “Education through Experience” and “Students’ Satisfaction.

John Dewey’s Theory of Experience

Sultanspeak (2010) postulated that, John Dewey in his work “Education and Experience” or “Educating through Experience” advocated that education be based on quality of experience. So, Dewey proposed that education be designed on the basis of ‘Theory of Experience’. In this respect, Dewey’s theory of experience rested on two central tenets of continuity and interaction. Dewey (1938) argued that people learn something from every experience, whether positive or negative and that accumulated learned experience may lead to satisfaction or dissatisfaction. To create one’s present experience, there is need for good learning environment with provision of the needed facilities but the case of Business Education in Universities in Rivers State seems to be different. Experience becomes what it is because of the interactions between an individual and what constitutes learning environment to create satisfaction.

Theory of Students’ Satisfaction

The next theory adopted in this study was students’ satisfaction theory and how it relates to Business Education students’ satisfaction with business experiences in Rivers State universities. The theory of students’ satisfaction comprises of constructs of landscape, geography and consumerism. The theory was borrowed from (Franklin, 1999) conversations on students’ satisfaction with metropolitan university students which emerged with qualitative data that included the constructs of landscape, geography and consumerism. The landscape refers to the personal characteristics that students brought with them to the metropolitan campus. This landscape also includes students’ desire for community experience on the university campus. It also embodies their needs for nurturing and support through peer, instructors, lecturers’ mentoring, management and taking responsibilities. On the other hand, the geography construct defines those variables that are related to the experience of students once they arrive on campus. The geography encompasses the desire for quality curriculum and implementation, quality of instruction, quality faculty facilities, staff, classroom, libraries etc.). Geography also represents the "mind" of education while the land-scape represents the "heart" of the students. The third all-encompassing construct was the consumerism that is synonymous with consumer satisfaction theory which incorporates those variables that are related to the student attitude of "I am the consumer or customer", “I am paying your salary” therefore, you must listen to me and satisfy need and purpose of enrolling in the programme which is to acquire adequate business experience for global workplace.
Some Essential Business Experiences /Skills Acquired Through Business Education

According to Small Business Development Cooperation (2018), the following stated and explained are business skills and experiences one could acquire through Business Education programme.

Planning and Project Management Experiences and Skills
This is having a mental picture of where the business is and the level it will be taken to. Starting a business means one will have to manage a range of projects, such as setting up a website, arranging the fit-out of premises and developing a range of policies and procedures. Knowing how to effectively manage resources like time, money and staff will help you to achieve goals.

Experiences and Skills for Financial Management in Firms
This managing finance effectively and efficiently. A good financial manager should be able to forecast cash low and sales with the view of the level of profit and loss coming to the organization. It is also proper to have good knowledge of tax and tax declaration. A sound skills for managing finance can help one to run a business profitably and protect financial investment.

The Skills and Experiences for Marketing, Sales and Customer Service
The need to effectively market and promote goods and services are very important in business. Providing customer with good services and having a good marketing technique in also help one to generate good sales. User experiences, digital experiences, customer experiences and now, becoming an “experience business.” Adobe first introduced the term “experience business” These are part of experiences from Business Education programme (Rhyne, 2017).

The Experiences/Skills to Communicate and Negotiate in Business
The need for learners to have a good communication and negotiation skills to interact with customers and investors are very important. Having a good writing, verbal, and oral communication experiences assist in promoting and project the image of the business and create a good relationship among business partners. These are some of the experiences acquired through Business Education (Ukata, 2019).

Leadership Experience/Skill
Leadership experience is necessary to a successful business management. One must be able to motivate one’s staff in order to get the best out of them and improve on productivity. It is important to allocate time to mentor and coach employees.

Delegation and Time Management Experiences/Skills
Failure to delegate is a trap many business owners fall into usually because they are reluctant to let go of control. Managing your time effectively may mean delegating responsibility to someone else in the business or outsourcing. Identifying who you can delegate tasks to allows you to concentrate on those tasks that generate revenue.

Problem Solving Experience/Skill
However one plan, one will encounter problems in business. This means one need to be able to make good decisions, sometimes under pressure to achieve success.

Networking Experience/Skill
Building good relationships through networking helps in growing business and gives one the support needed. It is necessary to join an industry or business association to grow in networking (Small Business Development Cooperation, 2018).

**Interpersonal communication Experience/Skill**
In order to lead, one has to possess the ability to articulate one’s opinion clearly and leave no room for misunderstandings. The art of communication plays a huge role in building trust among employees and across management levels. This is a leader’s attribute that affects how the employees perform, express their own ideas and thrive within a company. A true leader is always respectful, does not make generalizations, and knows how to manage conflicts and situations where constructive criticism is necessary to move forward.

**Strategic Thinking Experience/Skill**
In a long-standing debate between managers versus leaders, a strategic mind-set is the quality that separates them. What this means is that, not only having a vision for your company but also having the determination to work towards realizing it. Great leaders do not get distracted on the way to achieving their goals by minor details and are constantly asking themselves “what is the next move that will get the company in a better place?” As mentioned above, it takes good leadership skills to communicate vision properly to other members of the company, peers or subordinates (Smallbizdaily.com, 2017).

**Team Player Experience/Skill**
Leaders do not sit all day in their office, looking at charts and micromanaging their team. Instead, they understand that being involved and open to the ideas of employees is crucial to the organization’s success.

**Specialized Knowledge Experience/Skill**
It is necessary to have a specialized knowledge of the trade in which one is going to operate as business. Without knowing the nitty-gritty of one’s products, services or having prior experience of the dynamics of that particular market assists a lot in success.

**Self Confidence Experience/Skill**
Launching a new business is a struggle and without confidence in oneself and abilities to see things through it can demoralize. Employees reflect on the morale of the entrepreneur and if they sense that the boss is not confident it creates insecurity and demoralization in the system (Ukata, 2019).

**Tenacity Experience/Skill**
This is the determination to see things through. It is a quality that all successful entrepreneurs share. Tenacity people survive business downturns and rough patches through sheer persistence and tenacity.

**Right Motivation Experience/Skill**
There is need to ask some pertinent questions such as; why do you want to start your own business? Is it merely to earn lots of money so that you can buy a condominium and a luxury yacht? Or does something higher drive you? (Small Business Development Cooperation, 2018).Entrepreneurs who are motivated by higher values than just becoming rich tend to build businesses that leave behind a lasting legacy.

**Creativity and Innovation Experience/Skill**
Creativity is the ability to come up with unique solutions to problems. A successful entrepreneur adopts creative problem-solving techniques for challenges that come up in the course of operations. Such creativity and innovative thinking is needed in all areas, from spotting unfulfilled needs in the market and visualizing new products to coming up with more efficient or cost-effective procedures and systems (Larssen, 2019).

**Ability to Take U-turns Experience/Skill**
Flexibility in thinking is a key quality for entrepreneurs. There is need for change of views and strategy based on emerging new situations. For this, absence of ego is necessary. It is necessary to admit mistakes and take responsibility forum fruitful decisions if such arises.

**Ethics Experience/Skill**
The absence of ethics is the biggest factor that begins to tell on the prospects of a company in the long term. People, suppliers, customers, employees, bankers, other stakeholders dislike dealing with dishonest entrepreneurs. They feel ill at ease and have to be on their guard all the time. Honesty and ethics breed trust and once people begin to trust you many doors of success will open to the firm.

**Statement of the Problem**
Business Education is a programme designed with a rich content to make learners to acquire knowledge, business experiences, attitudes and skills necessary for successful business careers in both private and public establishments. Learners are expected to acquire numerical experiences, ICT, business management, communication, office and classroom management skills as well as derived satisfaction from the experiences through Business Education programme. The issue is, has higher institutions offering Business Education bothered to find out the extent of students’ satisfaction with the business experiences they are acquiring through Business Education programme?. Have they also tried to find out if the extent of business experiences they are providing to the students commensurate with the level of investment the students are making in the programme? Therefore, this study sought to determine the extent of students’ satisfaction with business experiences acquired through business education programme in Rivers State Universities

**Purpose of the Study**
The purpose of this study was to investigate Extent Of Students’ Satisfaction With Business Experiences Acquired Through Business Education Programme In Rivers State Universities Specifically the study sought to:
1. Find out the extent of students’ satisfaction with the business experiences acquired through Business Education programme

**Research Question**
To lead this study, the under stated research question was posited:
1. What is the extent of students’ satisfaction with the business experiences acquired through Business Education programme?

**Hypothesis**
The following null hypothesis was formulated for this study and tested at 0.05 levels of significance:
1. There is no significant relationship between the extent of students’ satisfaction and the business experiences acquired through Business Education programme

**Method**
This study adopted a Correlation Research Design on students’ satisfaction with business experiences acquired through business education programme in Rivers State Universities. The study covered Rivers State University (RSU) and Ignatius Ajuru University of Education (IAUE). The population of the study was numbered 1,956 of years 2, 3 and 4. Rivers state university had 956 representing 49% and Ignatius Ajuru University of Education, Port-Harcourt had 1000 representing 51% of the population. The breakdown is as stated below using Exploded Pie Chart in 3-D for the presentation of the population.

Figure 1: Exploded Pie Chart in 3-D. Presentation of the Population

The sample size adopted for this study was 322 Business Education students. The sample technique used was Krejcie and Morgan (1970) table of determining the sample size from a known population of students of Rivers State University and Ignatius Ajuru University of Education of years 2, 3 and 4 of both males and females students (Google.com, 2018). The Sample Size is as presented including their percentages in Exploded Pie Chart in 3-D below:

Figure 2: Exploded Pie Chart in 3-D. Presentation of the Sample
The justification for excluding year 1 students was because they may not be able to give a fair assessment to the topic under investigation since they were new in the Business Education programme. The sampling technique adopted was a random sampling technique. The confidence level was 95%; Margin of Error was 5% with a population of 1, 956. The instrument adopted was called “Extent Of Students’ Satisfaction And Business Experiences Acquired Through Business Education (ESSEABEATBE)”. The instrument was subjected to face and content validation by three experts from Department of Business Education in Rivers State University, Port-Harcourt. To ascertain the reliability and consistency of measurement, a two (3) week test retest of internal consistency were done on thirty one (30) students of Business Education from University of Uyo of levels 2, 3 and 4 using Scale Score Reliability Estimates of Test-Retest Sample which yielded 0.87 reliability coefficients. Copies of the questionnaire were face-to-face administered to the respondents by the researcher and two research assistants. A total of 160 copies were administered and 160 successfully retrieved. The breakdowns are as tabulated below:

<table>
<thead>
<tr>
<th>SN</th>
<th>University</th>
<th>Yrs. Sampled</th>
<th>No. Distributed</th>
<th>No. Retrieved</th>
<th>%</th>
<th>Total</th>
<th>No./ %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>RSU</td>
<td>Yr. 2</td>
<td>29</td>
<td>29</td>
<td>18</td>
<td>79</td>
<td>- 49%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Yr. 3</td>
<td>24</td>
<td>24</td>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Yr. 4</td>
<td>26</td>
<td>26</td>
<td>16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>IAUE</td>
<td>Yr. 2</td>
<td>33</td>
<td>33</td>
<td>21</td>
<td>81</td>
<td>- 51%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Yr. 3</td>
<td>24</td>
<td>24</td>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Yr. 4</td>
<td>24</td>
<td>24</td>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>160</td>
<td></td>
<td>100%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source (Field Study, 2020)

Mean statistics was used to analyse the research questions and Standard Deviation used to find out the extent in which scores in the distribution clustered around the means. Pearson Product Moment Correlation Coefficient (r) was adopted as statistical tool for testing the only hypothesis to determine the extent of significant relationship between the variables under investigation. Mean scores from 4.50 to 5.00 was seen as Very High Extent of Satisfaction (5 points), 3.50 to 4.49 High Extent of Satisfaction (4 points), 2.50 to 3.49 Moderate Extent of Satisfaction (3 points), 1.50 to 2.49 Low Extent of Satisfaction (2 points) and 0.50 to 1.49 Very Low Extent of Satisfaction (1 point). The decision point was that, any calculated grand mean from 2.50 to 3.49 Moderate Extent of Satisfaction (3 points) and above will be accepted and any grand mean below will be rejected. Also, any calculated value of (r) Pearson Product Moment Correlation Coefficient that is greater than > the critical table value of 0.113 at 0.05 significant levels such null hypothesis (H0) will be rejected, but if the critical table value is greater than > the computed value such null hypothesis will be accepted. The decision points for (r) are as stated below:

From -0.1 to -0.5 = Very High Negative Significant Relationship (VHNSR)  
-0.6 to -0.8= High Negative Significant Relationship (HNSR)  
-0.9 to -1.0 = Negative Significant Relationship (NSR)  
+0.1 to + 0.5 = Positive Significant Relationship (PSR)  
+0.6 to +0.8 = High Positive Significant Relationship (HPSR)  
+0.9 to +1.0 =Very High Positive Significant Relationship (VHPSR)
Result
Table 2: Computed Mean and Standard Deviation of the Extent of Students’ Satisfaction with the Business Experiences Acquired Through Business Education Programme

<table>
<thead>
<tr>
<th>NO. = 160, Total Number of Responses</th>
<th>Items Statement</th>
<th>$\bar{x}$</th>
<th>SD</th>
<th>SE</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Financial management skills experiences acquired</td>
<td>2.3</td>
<td>0.7</td>
<td>0.3</td>
<td>LES</td>
</tr>
<tr>
<td>2</td>
<td>Accounting experience acquired</td>
<td>2.4</td>
<td>0.6</td>
<td>0.2</td>
<td>LES</td>
</tr>
<tr>
<td>3</td>
<td>Book-keeping skills/experiences</td>
<td>2.1</td>
<td>0.7</td>
<td>0.3</td>
<td>LES</td>
</tr>
<tr>
<td>4</td>
<td>Imprest system skills/experiences</td>
<td>1.2</td>
<td>0.8</td>
<td>0.3</td>
<td>VLES</td>
</tr>
<tr>
<td>5</td>
<td>Market research skill experiences</td>
<td>1.8</td>
<td>0.8</td>
<td>0.3</td>
<td>LES</td>
</tr>
<tr>
<td>6</td>
<td>After sales services experiences acquired</td>
<td>2.4</td>
<td>0.6</td>
<td>0.2</td>
<td>LES</td>
</tr>
<tr>
<td>7</td>
<td>Customers tracking experiences acquired</td>
<td>2.1</td>
<td>0.7</td>
<td>0.3</td>
<td>LES</td>
</tr>
<tr>
<td>8</td>
<td>Payroll skills/experiences acquired</td>
<td>1.9</td>
<td>0.8</td>
<td>0.3</td>
<td>LES</td>
</tr>
<tr>
<td>9</td>
<td>Business communication skills required</td>
<td>1.8</td>
<td>0.8</td>
<td>0.3</td>
<td>LES</td>
</tr>
<tr>
<td>10</td>
<td>Customers and social environment relations required</td>
<td>4.3</td>
<td>0.3</td>
<td>0.1</td>
<td>HES</td>
</tr>
<tr>
<td></td>
<td><strong>Grand Mean, SD and SE</strong></td>
<td><strong>2.0</strong></td>
<td><strong>0.6</strong></td>
<td><strong>0.2</strong></td>
<td>LES</td>
</tr>
</tbody>
</table>

Source (Field Study, 2020)

In analysing the only research question, based on the questionnaire items numbered 1 to 11, the Grand Mean showed 2.0, representing low extent of satisfaction of the students with business experiences acquired through Business Education programme according the benchmark of this study. This not accepted because is was not up to 2.50 to 3.49 representing Moderate Extent of Satisfaction (3 points). The Grand Standard Deviation was 0.6 represents closeness in the views of the respondents on low extent of satisfaction of the students with business experiences acquired through Business Education programme, the standard error 0.2 which shows that the sample size used for the study was adequate.

Table 3: Summary of Calculated (r) of the Extent of Students’ Satisfaction and Business Experiences Acquired through Business Education Programme

<table>
<thead>
<tr>
<th>S</th>
<th>Variables</th>
<th>N</th>
<th>$\bar{x}$</th>
<th>SD</th>
<th>SE</th>
<th>Df</th>
<th>Alpha Level</th>
<th>R-cal.</th>
<th>R-tab.</th>
<th>Decisio n</th>
<th>Remar k</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students’ Satisfaction</td>
<td>16</td>
<td>2.0</td>
<td>0.0</td>
<td>0.0</td>
<td>6</td>
<td>2</td>
<td>0.11</td>
<td>0.05</td>
<td>Rejected</td>
<td>HPSR</td>
</tr>
<tr>
<td>2</td>
<td>Business Experiences</td>
<td>16</td>
<td>2.0</td>
<td>0.0</td>
<td>0.0</td>
<td>6</td>
<td>2</td>
<td>0.11</td>
<td>0.05</td>
<td>Rejected</td>
<td>HPSR</td>
</tr>
</tbody>
</table>

Source (Field Study, 2020)
The calculated Pearson Product Moment Correlation Coefficient \( r \) 0.617 is greater than \( (>) \) the critical table value of 0.113 at 0.05 significant levels. Since the calculated value of \( r \) 0.517 is greater than \( (>) \) the critical table value of 0.113, the null hypothesis which stated that there is no significant relationship between the extent of students’ satisfaction and business experiences acquired through Business Education programme is rejected. The computed value of \( r \) 0.617 signifies a high positive significant correlation between the technological learning experiences acquired through Business Education and the extent of students’ satisfaction, but the extent of satisfaction was low. This means that learners may not have been satisfied with the low extent of satisfaction considering the level of investment in the programme.

**Discussion of Findings**

Findings from the research question, hypothesis and results showed low of business experiences and low extent of students’ satisfaction acquired through Business Education satisfaction but with positive significant relationship. These findings are also in agreement with Jegbefume, Utebor and Kifordu (2014), (Auwal, 2015), and Small Business Development Cooperation (2018) which stated accounting experience acquired, book-keeping skills/experiences, imprest system skills/experiences, market research skill experiences, after sales services experiences acquired, customers tracking experiences acquired, payroll skills/experiences acquired, business communication skills, customers and social environment relations skills as some of the businesses experiences acquired by learners through Business Education but that the extent of the skills acquired were low.

**Educational Implication**

The results showed that learners had low business experiences acquired through Business Education programme and low extent of satisfaction. Because learners had low business experiences and low extent of satisfaction, it educationally implies that this particular Business Education objective had not been met as expected. It also implies inadequate preparation of learners for the global world of business. It further implies that curriculum planners, implementers, government and other agencies need to do more to enable learners acquire a very high business experiences and a very high extent of satisfaction as expected.

**Conclusion**

It is concluded that students acquired low business experiences and low Extent of Satisfaction through Business Education Programme in Rivers State Universities. This means that the expected extent of satisfaction was not met.

**Recommendations**

1. Government and other concerned agencies should as a matter of urgency make available modern teaching and learning business technologies/equipment/facilities including laboratories/studios to enable students acquired a very high extent of satisfaction

2. Students Satisfaction Survey should not be seen by lecturers as a witch-hunting act or pay-back rather as a process and means of assessing, evaluating and improving on the staff and institutions performances, as well as measure to close the gap that exist between the expected of the customers and the actual service provided

**References**

Dewey, J. (1938). Experience and education. 500 word summary of Dewey’s “experience and education for providing students with experiences that are immediately valuable.


