

Re-Visiting Apprenticeship in the Nigerian Accounting Profession: A Remedy for Addressing Knowledge Gap and Falling Standard

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Abstract

Education in Nigeria has in recent times been on the podium of public discuss as a result of the challenges that are troubling it which calls for urgent solution. It is through that Accounting Education is seen as a professional education, however it has not been able to escape the general and common problems affecting education in the Country. This is so because, it is located with the same environmental standard and it is also subject to same factors undermining other branches of education in the Country. Therefore the output of Accounting education obtained under factors that cause deteriorating condition which are identifiable no doubt will have far reaching effect on the outcome of accounting education. The importance of addressing the problems troubling accounting education is now seen as a critical area of intervention which must be pursued vigorously. Among other possible solution to talking this problem is the suggestion that accounting apprenticeship which is the forgotten part of accounting education must be revisited as a remedy for addressing the falling standard in accounting education in Nigeria.

Key words: *Apprenticeship, Knowledge Gap, Falling Standard*

Introduction

The problems of fallen standard of accounting education has been a source of great concern to stakeholders in the accounting profession in recent times. The problem is not peculiar to accounting education. However, it is a reflection of general dwindling standard of education in Nigeria. Drawing attention to the problem, it is hereby observed that many employers, clients and senior practitioners have expressed great alarm over the deterioration standard of Accountants that

are being produced out of the Accountancy Departments in our various tertiary institutions today. Many are ill-equipped intellectually and otherwise to deal with accounting issues they are employed to handle. Some lack even the rudimentary knowledge to basic accounting principles. Sadly, these species of Accountants are now to be found at both ends of the field; Professional Accountants in business and Professional Accountants in public practice. Part of it has to do with the increasing decay in our educational system and inconsistent academic calendar. Hence, if the public faith in the Accounting profession is to be sustained, something need to be done to salvage the state of accounting education.

Overview of Accounting Practice in Nigeria

The improvement of accounting in Nigeria can be traced to the time when the Companies Ordinance of 1922 was enacted (Wintoki 1997). The second major improvement of accounting education and apprenticeship in Nigeria took place in the early fifties, when the Nigerian Colleges of Arts, Science and Technology were opened in Ibadan, Enugu and Zaria in 1963, (Uche 2003:3). The improvement of the accounting profession in the country has been supported by the formation of the department of accounting in the Nigerian Universities, polytechnics and colleges of technology, (Badejo 1997). Accounting profession was developed in Nigeria as part of her colonial heritage from her foster mother the Great Britain. With the coming of the colonial masters, they came along with the mode of accounting in the country. In this regards, the local accountants were trained on their job (**Okolie, 2023**).

As at early fifties, some academic enthusiastic Nigerians left the shores of the country to study accounting and accounting associated courses, while those who did not travel abroad took the external exams of the Institute of Chartered Accountants of England and Wales. After Nigeria's independence the concept of forming a professional body of Accountants in Nigeria became imperative in the thoughts of few Accountants who coordinated the formation of the "The Association of Accountant of Nigeria", this was incorporated under the Companies Act of 1958. The main objectives of the Association were to provide a central institute for accountants in the country, to sustain a firm standard of professional ethics, and to provide for the apprenticeship, examination and local qualification of students in accounting (Ofoibike, 1992). It was not until 1965 that an Act of Parliament was passed leading to the establishment of the Institute of Chartered Accountants of Nigeria (ICAN). In 1993, another accounting body known as Association of National Accountants of Nigeria (ANAN) was founded. Sequel to the abovementioned, it is not unforeseen that it was the Nigerian members of the Association of Chartered Certified Accountants (ACCA) that first moved to set up a professional accountancy body in Nigeria in 1957. In that same year, they applied to form a local branch of the ACCA. This plan was validated by the ACCA in London in 1960. Nigerian members of ACCA saw clear advantages in the newer idea of forming a indigenous accountancy body that would convey all Nigerians with foreign accountancy qualifications of equivalent standards together (**Okolie, 2013**).

Conceptual Framework

Professional And Tertiary Institution Accounting Education System In Nigeria

The training and production of accountants in Nigeria is anchored by both academic institutions and professional accounting bodies. Thus, a clear distinction exists between the professional mode and the academic mode of education, training and professionalization of Nigerian accountants.

Hence, Okafor (2012), further stated that accounting education in a university incorporates a package of instructional programmes designed to educate “would be” accountants, to make them versatile and adaptable to any of the numerous roles they may be called upon to play after graduation (Anao, 2009). Such education, among other things, seeks to develop concepts, rules, skills, procedures, theories and general knowledge for solving accounting problems (Andersone, 1985). It emphasizes the ability to differentiate and integrate alternative problem solving perspectives, the ability to identify accounting related information resources, the ability to structure solutions to problems and develop communication skills as well as the ability to analyze, and interpret problem situations and figure out lasting solutions (Baker et, al, 1995).

Otamiri and Ochi(2023), perceive the apprenticeship and making of accountants in Nigeria as a fulcrum by both academic establishments and professional accounting bodies. Okafor (2012) declared that a professional accounting body, the Institute of Chartered Accountants of England and Wales pioneered the development of accounting in Nigeria prior to her independence in 1960. Consequently, though the apprenticeship of the pioneer indigenous accountants was done indigenously by the Nigerian partners of overseas accounting firms, the examination and certification was implemented by the Institute of Chartered Accountants of England and Wales. The first indigenous accountant certification body – the Institute of Chartered Accountants of Nigeria (ICAN) was incorporated in 1965 (Obidiegwu, 2015). It enjoyed the control of accounting professionalization for above twenty years nevertheless could not meet the trials of bridging the widening gap between the national demand for and supply of qualified and certified accountants. Such deficit exhilarated other professional accounting organizations by making way for competition for supremacy between ICAN another professional accounting bodies. Hereafter, the Association of National Accountants of Nigeria(ANAN) was incorporated in 1993. The other professional bodies have since joined the team namely the Chartered Institute of Taxation of Nigeria (CITA), the Chartered Institute of Cost and Management Accountants (CICMA) and the Institute of Certified Public Accountants of Nigeria(ICPAN) which was incorporated in 2005 (Osisioma, 2010). Furthermore, the professional mode of accounting education emphasizes on in-house and on-the job training consequent on a programme of internship in approved accounting firms (Babalola &Fasiku, 2015). Likewise, the academic mode of accounting education prevails in polytechnics and universities. This mode places emphasis on a combination of broad based accounting education incorporating core accounting skills development courses and related ancillary courses drawn from other related disciplines Likewise, accounting education in Nigerian universities started in the university of Nigeria in 1961 when it opened its doors to the very first batch of university undergraduate accounting students (Nelson, 2011). Today, the number of universities in the country offering the course has increased very significantly. Majority of the Federal and state owned universities presently offer post graduate level business accounting

programmes with specialization in financial accounting, management accounting and cost accounting among others (Ossisioma, 2010).

Concept of Apprenticeship and Education

From the initial period, professional accounting bodies favored exclusively, an apprenticeship method to the training of accountants with very little emphasis unrecognized education. Akhidime and Akenbor, (2017), referred Apprenticeship approach to be the long term training programme that is work-based, which also combines full time employment with study at the work- place. Ossisioma, 2001, further viewed training as the systematic efforts at developing specific skills, knowledge and attitudes through alarming experience required for the performance a particular job or for the achievement of effective performance in an activity or a restricted arrays of activities Education, on the other hand, is “a process or series of activities aimed at enabling an individual to assimilate and develop knowledge skills and values that are not simply related to narrow field of activity, but allow a broad range of problems to be defined, analyzed and solved”(Ossisioma, 2001).

The Contrast between Apprenticeship and Educational Knowledge

Buckley and Caple (1990) distinguish apprenticeship from education. They considered apprenticeship to be more precise, more jobs oriented, implying the learning of specific behaviours resulting in a certain degree of uniformity. Education on the other hand they considered to be more people oriented and encourages variability of individual differences. Professional Accounting Bodies and the Regulation of Accounting Education Standards in Nigeria Education is a process whose effects are more enduring and adaptive in longer term and in a more profound ways. Education provides a greater conceptual and theoretical frameworks designed to stimulate the analytical and critical abilities of the individual, resulting in less predictable changes in the particular individual. Apprenticeship training lays more emphasis unpredictable and uniform reactions to instructions and guidance which are somewhat standardized and reinforced by practice and repetition. Akhidime and Akenbor, (2017), further considered Apprenticeship Training to be more of a mechanical process with effects that are observable only in the short-run. A professional development programme emphasizes on training alone, will turn out skilled technicians who may have demonstrable competence in a narrow and restricted range of activities and such a professional will definitely not meet today requirement for national growth and development (Ossisioma, 2001).

Early and Present Days of Accounting Training and Education in Nigeria.

The evaluation of accounting education in Nigeria is closely knitted to the history of accountancy profession in Nigeria. The first Accounting body, which was founded on September 17, 1960 by a handful of Nigerians under the aegis of the ‘Association of Accountants in Nigeria ‘through a parliamentary charter (ICAN Act No. 15 of 1965), transmuted it to a now body known as the Institute of Chartered Accountants of Nigeria, (ICAN). This Act empowered the ICAN, among others to determine the standard of knowledge and to be acquired by prospective members of the

accounting body and to continue to raise those standards. These functions are to be performed through the Council of the institute, as conferred on it by the Act. The Association of National Accountants of Nigeria was established in 1979, registered in 1983 under Land perpetual Succession Act, and chartered by Decree (now Act)No.76 of 1993. In the pursuance of its statutorily imposed obligation, ANA adopted a completely novel approach in the training and educational development of professional accountants.

The Association put in place a four year period of study programme in NUC/NBTE accredited University/ polytechnic; and one year professional training at the Nigerian College of Accountancy Jos. This professional course is designed for graduates in Accounting and related fields. Conversion courses are designed for those changing careers from non-accounting fields to accounting profession. At the successful end of the course at the college, graduates are inducted and are expected to be attached to accounting related firms where they are to undergo the Accountants-In-Training (AIT) programme. This usually takes two years and thereafter, membership is awarded to the students who satisfactorily completes the AIT programme. The Nigerian college of Accountancy, Disestablished under Sec.88 (1.d) and sec.20 of Act No.76 of 1993 as the training arm of ANAN, is specifically charged with the task of advancing the Science of Accountancy in Nigeria. The professional development of ANAN is patterned after the Scottish School of Accountancy which offers a three year professional course in accountancy, and modeled after the Nigerian Law School that offers nine month post-graduate diploma training in Law. This amalgam approach by the college to the development of accountant is entirely unique to ANAN in Nigeria. The College receives as raw materials, finished products from Accountancy departments of Nigerian Universities/Polytechnics who have successfully completed their B.Sc./HND degrees /diplomas in Accountancy. For a while, ICAN operated merely as a Nigerian clearing house for the purpose of directly admitting professional accountants who had qualified abroad. However, neither the Act that established ICAN, nor the operational guidelines of ICAN provided any formal educational structure for generating its membership in house as does the ANAN College of Accountancy. Even when ICAN started conducting membership qualifying examinations, no distinction was made between University graduates and secondary school leavers. Special recognition was not given to degrees awarded by the universities as qualification for membership of ICAN. The training programme of ICAN has two principal directions: Professional Examinations which were in three levels the Foundation, Intermediate, and professional levels. No formal educational structure other than individually organized Study Centers/Tuition Houses existed for preparing for these examinations registered students. Thus, with time the examinations earned the unsavory reputation of being tough and difficult to pass. Holders of WASC were subjected to the annual ritual of taking examinations and for some, in perpetuity taking and some as long as 10-15years of repeated attempts at these examinations before passing the final stage of the examination. Professional Accounting Bodies and the Regulation of Accounting Education Standards in Nigeria I C A N effectively a d o p t e d t h e apprenticeship mode of training which attaches prospective accountants as articulated clerks to practicing professional accountants. The attraction of this type of professional/educational development programme is claimed by some as source of cheap labour for professional accounting and auditing firms , as the trainee accounts/audit clerks were paid poorly pending when they are fully qualified

before they could be paid handsomely (Ossisioma,2001) This system of Training by Examination and Apprenticeship is an obvious importation from colonial Britain, arising from our historical past (Isa, 2009).This pattern of training program which began in Europe four centuries ago, and which has hardly changed in structure and basic content over the intervening period increasingly became inadequate for Nigeria's pace of economic development. Apprenticeship method of training is an on-the-job programme, employed in small crafts, for inculcating specific skills in lower cadres of operatives. Articleship as employed by ICAN is where the apprentice is bound to a master, to learn the basic skill of a craft or trade. This in effect reduces accountancy to a small craft or trade. The accountants produced under this system were by and large stereotypic; at best half-educated and lacked the capacity to cope with the challenges of their increasing socio-economic environment. No wonder these early accountants were derisively referred to as "bean counters", debit and credit experts who were considered to be incapable of thinking 'outside the box'. It is important to note that while almost all professional bodies, started in this way, but as ICAN has rightly done, have developed well beyond this low pedestal of professional and academic training model .

Professional Accounting Bodies and Accounting Education today

The coming on of ANAN and its model training and education programme has speedup the training of professional accountants and auditors by ICAN; This is because between 1965 and 1979, ICAN training programme produced only 79 accountants while between 1979 when ANAN was founded and 2001,ANAN had produced nearly 15,000 accountants (Ossisioma2001). This number has as a matter of fact risen to 17,500 by 2004 while the Membership of ICAN rose to 5,136 (World Bank 2004).The professional development programme of ANAN is however, not without its criticism. The commonest is that professional membership into ANAN was awarded to most of its matured foundation members without the due process of trainingand examinations, and that non-accounting graduates are automatically and cheaply admitted into its professional training programme under a conversion arrangement (Akhidime & Eriabie, 2014).These criticisms are however, rebuffed by ANAN as temporary and transitional arrangements that stand to be terminated with time ANA Between 1981 and 1998, ICAN had undergone at least three changes in its Professional Syllabus for the training of accountants and has de-emphasized the apprenticeship mode of training. It has equally adopted the BSc/HND as its initial minimum academic prerequisite qualification for enrolment into its professional examination. To facilitate the production of middle level manpower needed by the institute introduced Accounting Technicians' Scheme West Africa (ATSWA) which has trained more than 13, 500 accounting technicians since its inception in 1989.

Contests That is Fronting Accounting Education in Nigeria

It is broadly acknowledged that the academic and professional apprenticeship of the accountants in several country should answer to the requirements and anticipations of the society. The presentation and hence the sustenance of the organization's growth, private and public are clearly made possible through financial display of statistical data that has significance to humanity. Thus the contests that is threatening the Accountant on his character to humanity at large in a changing

and compound atmosphere have been a great worry to the accounting profession. This great contests margins on how the profession, using the education of the members and would be members can acclimatize its concentration in such a way that patrons will appreciate the service rendered,(Reiter and Williams, 2002).The causes that can be acknowledged as obstructing the advancement of accounting education in Nigeria are insufficient research facilities, incompetent human resources and then on-availability of up-to-date books, as well as professional and academic journals on accounting, (Enthoven 2002). Okolie, (2013) further present the foremost irregularities that have been acknowledged as preventing the development of accounting profession in the Third World; they are as follows: a dearth of qualified and dedicated accounting and managerial personnel; inadequate, unreliable and untimely databases, ineffective systems of internal control, inadequate technology and data processing systems, poor and inefficient management process, inadequacy of chairs in most of the Department of Accounting in the universities and polytechnics, inadequacy of Ceiling Fans, public address system were the class is large and convenience for Staff and Students. French and Coppage (2000) and Albrecht and Robert (2000) includes lack of relevant accounting soft ware packages. Hence, they had predicted that the work and training of accountants will change radically due to developments in information technology. The world is really a global village, with a lot of development in the area of technology, with so many accounting packages and products.

The accountants are not keeping pace with the degree of improvement in information technology, this has affected the level of productivity and success in their duties. Study conducted by students of tertiary institutions every year obviously approve the fact that various accounting techniques which are normally taught at undergraduate programmes (e.g. project evaluation, cash budgeting and budgetary control, inventory control and other working capital management techniques) are not in widespread use among Nigerian business firms. How to encourage and foster the adoption of potent modern accounting and financial management techniques in Nigeria, therefore, constitutes an area of challenge confronting policy makers, accounting teachers, researchers and the profession, (Adewumi,1999)The changing socio-economic environment of accounting exerts continuing pressures on accounting to constantly review its goals, concepts and methodologies. Accounting as a discipline must continue to examine issue which may be continuously explored for possible refinement, adaptation or modification (Anao, 1995:24).The teaching of accounting is facing a significant challenge. The reason is that it is aimed at educating young-stars that are going to work in companies that use advanced information technologies with continuous organizational changes. In general it is accepted that if a course provides the student with proper knowledge utilization skills, and necessary abilities the student will be able to adapt to difficulties of changing environment. Professional accountancy service has not been secured adequately for economic developmental needs of the country, while the professional training programmes and research are neither linked effectively to these needs nor do they portray future requirements of accounting (Agbebiyi, 1997).

Impending Bearing of Accounting Education and Apprenticeship in Nigeria.

The tasks of accounting education in the coming years can be seen in a diverse and precise ways. Chiefly is the measure of the training and education of the Accountant. Hence. Sonia Johnson(1996 p.5) stated thus: “The way in which accountants are educated and the sophistication of the Professional Accounting Bodies and the Regulation of Accounting Education Standards in Nigeria education are critical to the ability of the profession to carry out its responsibilities. A 1993 survey of accounting education found a positive correlation between the status of the profession, and the quality of accounting education... an educational program that prepares students for a lower-status profession does not attract the best teachers and students, does not gain government and private sector funding ,and does not offer a promise for fulfilling career”.

Akhidime and Akenbor, (2017), noted that, for the accounting profession to survive in the future, it will have to develop standards and qualifications that will command the respect of all, and if truly, it will provide the level of leadership and expertise for competing in a global economy, then accounting education must occupy the required pride of place as a matter of policy.

For the accountant of tomorrow to succeed in a multi-disciplinary and complex economy expertise in Information Communication Technology, forensic accounting, corporate strategy ,Management and Quantitative Techniques, Business Law, Corporate and Financial Control are imperatives Otamiri and Ochi (2023), further observed Some measures that can be adopted to empower students effectively, in Universities for productive careers which may include:

1. Focusing More on Case Studies

Case studies are an effective method to spur students’ curiosity, putting them face-to-face with real-life business situations (Sani, 2016). By studying past or present corporate success stories and operational hiccups, students can dig deeper into processes and procedures that executives follow to make decisions. This is what a business degree should offer the thinking pattern a manager formulates to analyze a situation, evaluate alternatives, choose a solution and track progress over time.

2. Link Curricula to Real-World Business Challenges

Universities can jumpstart their business degrees by linking their curricula to real-life business challenges. For instance, when teaching social media marketing, a lecturer can point to how companies like Facebook, WhatsApp and Twitter have become the promotional fulcrum for many businesses around the world. Similarly, a finance professor can use the 2008 mortgage crisis to instill in students’ notions as diverse as quantitative easing, inflation and monetary policy (Nelson, 2011).

3. Create Opportunities for Students to Participate in Social Entrepreneurship Contests

There is nothing more engaging and hands-on than letting students participate in some type of entrepreneurship contests (Dada, 2006). This includes both social entrepreneurship business that may focus more on a social cause and tech startup ventures. Ideally, an entrepreneurship contest can pit two or several student groups against each other – if the contest is sponsored by a single university. Alternatively, a group of institutions can get together and sponsor such contests for students’ betterment.

4. Partner with Businesses

Prominent universities already have partnership agreements with businesses, whereby they regularly send students to work temporarily as interns at specific organizations. Entrepreneurship in-residence is also an innovative way to foster practical knowledge and enable young professionals to rub elbows with established and experienced entrepreneurs (Okafor, 2012). Entrepreneurship in-residence programme facilitate pairing of successful entrepreneurs and startup founders – who serve as mentors and give lectures – with campuses to offer students a real-world perspective of business and entrepreneurship. As Michael Simmons, co-founder and partner of impact, asserted, colleges and universities can now contribute the most by serving as the glue that connects and links students to the rest of the ecosystem (Uche, 2007).

5. Partner with Industrial Training Fund(ITF)

The Student Industrial Experience Scheme (SIWES) is a program specially organized by the Industrial Training Fund (ITF). It was imitated in 1973 with the objective of equipping students in Nigerian Tertiary Institution with adequate practical knowledge required for the completion of their different courses of study. The scheme is a tripartite program involving the students, the Universities and industries. The Scheme is funded by the Federal Government of Nigeria and is jointly coordinated by the Industrial Training Fund and the National Universities Commission (NUC). It is a skill training program designed to exposed and prepare students of tertiary institutions for the industrial situation they are likely to meet after graduation. The objectives of SIWES are enumerated as follows:: Provide an avenue for students in institutions of higher learning to acquire industrial skills and experience in their course of study., Prepare students for the industrial work situation they are to meet after graduation, Expose students to work methods and techniques in handling equipment and machinery that may not be available in their institutions., Make the transition from school to the world of work easier, and enhance students contact for later job placement. • Provide students with an opportunity to apply their knowledge in real work situation thereby bridging the gap between theory and practice; and, Enlist and strengthen employers, involvement in the entire educational process and prepare students for employment in Industry and Commerce. The scope of SIWES basically entails the major areas the scheme intends to focus on by allowing students engage in apprenticeship. As earlier mentioned at the start of this paragraph, the SIWES scheme aims majorly in ensuring that the gap between classroom learning and theoretical experience is bridged. Usually as seen in ordinary class learning the student in most cases will tend to see relevance until a practical side of these lessons is given. Accounting students if enrolled will be able to obtain the relevant industrial training experience during the internship/Apprenticeship program having been exposed to practical activities in industry in duration of six (6) months.

Other Prospective Challenges of Apprenticeship and Accounting Education in Nigeria

Okolie,(2013) , identified the factors that can inhibit the progress of accounting education in Nigeria as inadequate research facilities and then on-availability of up-to-date books, as well as professional and academic journals on accounting, Other deficiencies that have been identified as inhibiting the growth of accounting profession in the Third World are as follows; a dearth of qualified and dedicated accounting and managerial personnel; inadequate, unreliable and untimely

databases, ineffective systems of internal control, inadequate technology and data processing systems, poor and inefficient management process, (Gharetey,1990:40). There are no chairs in most of the Department of Accounting in the universities and polytechnics. Besides, it is not also enough to have these chairs in accounting, it is equally important to encourage their staff with appropriate qualifications to take leave of absence to occupy these chairs,(Ogbomo, 1997). French and Coppage (2000) and Albrecht and Robert (2000) had predicted that the work and training of accountants will change radically due to developments in information technology. The world is really a global village, with a lot of development in the area of technology, with so many accounting packages and products. The accountants are not keeping pace with the rate of development in information technology; this has affected the level of efficiency and effectiveness in their work. Research conducted by university and polytechnic students year after year clearly confirm the fact that many of the accounting techniques which are routinely taught at undergraduate programmes (e.g. project evaluation, cash budgeting and budgetary control, inventory control and other working capital management techniques) are not in widespread use among Nigerian business firms. How to encourage and foster the adoption of potent modern accounting and financial management techniques in Nigeria, therefore, constitutes an area of challenge confronting policy makers, accounting teachers, researchers and the profession, (Adewumi,1999). The changing socio-economic environment of accounting exerts continuing pressures on accounting to constantly review its goals, concepts and methodologies. Accounting as a discipline must continue to examine issue which may be continuously explored for possible refinement, adaptation or modification (Anao, 1995:24).The teaching of accounting is facing a significant challenge. The reason is that it is aimed at educating young-stars that are going to work in companies that use advanced information technologies with continuous organizational changes. In general it is accepted that if a course provides the student with proper knowledge utilization skills, and necessary abilities the student will be able to adapt to difficulties of changing environment. Professional accountancy service has not been secured adequately for economic developmental needs of the country, while the professional training programmes and research are neither linked effectively to these needs nor do they portray future requirements of accounting, (Agbebiyi, 1997).

Summary and Conclusion.

The study was on Re-Visiting Apprenticeship in the Nigerian Accounting Profession: a Remedy For Addressing Knowledge-Gap and Falling Standard in Nigeria. In view of growing variations that Accounting Students will encounter as professional Accountants, it is germane that students improve and sustain a habit of knowledge as well as sustain their skill later as professional Accountants. Accounting education curriculum should offer a foundation of professional knowledge, skills, values, ethics and attitude to students which will enable them to continue to learn and adapt to changes throughout their professional lives. The National University Commission in Nigeria in corroboration with ITF should extend the six months compulsory training to 300 level Students of Accountancy Students in Nigerian Universities. This is because the objective of the SIWES is to ensure that the students not only see practical solutions to every lessons but also to understand the workings of the labour market which will in that future ensure

that they easily get absorbed into it. The study concluded that accounting education should be seen as the branch of education that teaches recording and maintenance of books of accounting using accounting principles. Through it, individuals learn the different ways of recording different business transactions and events and ensuring that things are properly done.

Recommendations

The following recommendations were made:

- i. Accounting education programme for tertiary Institutions should propose a ground of professional knowledge, skills, values, ethics and attitude to students which will enable them to continue to learn and adapt to changes throughout their professional lives.
- iii. The curriculum should be restructured to ensure that Accounting entrepreneurship is accentuated in main areas in accounting education programmes .and that tertiary institution should provide entrepreneurship centers/ accounting laboratories where students can have practical experiences on accounting soft wares that will quicken the consciousness in students
- v. Institutions must imbibe creativity training. This creativity can help the individual view problems from different perspectives.
- vi. The National University Commission in Nigeria in corroboration with ITF should extend the six months compulsory training to 300 level Students of Accountancy Students in Nigerian Universities.

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