

## ASSESSMENT OF BUSINESS EDUCATION PROGRAMME OBJECTIVES IN THE COLLEGES OF EDUCATION IN SOUTH-WEST NIGERIA

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### Abstract

*This study is set out to assess business education programme objectives in the colleges of education in South/west Nigeria. The study has three (3) research questions and two (2) hypotheses. The study used survey design in which questionnaire was adopted to collect data from forty (40) lecturers and three hundred and eighty-four (384) students. Data collected were analysed using frequency count, simple percentage, mean, standard deviation, t-test and PPMC. Results indicates that objectives of the business education programme was fairly achieved, inadequate funding, insufficient facilities, inadequate lecturers are among the major challenges of the business education programme and the curriculum contents of the programme is appropriate. The study recommends that the stakeholders of the programme should that the objectives of the programme is highly achieved, finance to employed qualified staff and buy equipment and facilities should be provided.*

**Keywords:** *Assessment, Business Education, College of Education, Curriculum Content, Evaluation, Objectives, Programme.*

### Introduction

Educational programmes, the world over, are usually subjected at one stage or the other to continuous appraisal in order to discover the extent of relevance and the fulfilment of the purpose for which such programmes are designed. In the last decade, Nigeria educational system has witnessed increased efforts in curriculum developments, revision and improvement in various fields. Such frequent evaluation is intended to provide the basis for any needed reform or modification to enable the programme meet the needs, aspirations and expectations of the labour market and society. This assertion is also true of Business Education programme, one of the school subjects in our educational system.

Researchers have attempted to define the concept of Business Education from different perspective. Salome (2016) states that Business Education is a programme of study which is geared towards equipping the learner with employability skills and knowledge which will enable them create or acquire jobs, study on the jobs, and grow in the jobs. Also, it is concerned with the acquisition of pedagogical and professional competencies in industry and education necessary for personal use, for entry into business world as an employer, or employee or self-employed and for effective preparation in the educational industry as career professional business teacher. To buttress this point further, research documents such as (Lucas and Milford, 2003; Brennan and Skaates, 2005; Ibrahim, 2008) continue to create awareness of Business Education and its contributions to nation building, relating it to an invaluable academic programme offered in some universities and colleges of education as an undergraduate course of study that is designed to provide learning environment for skill acquisition

among students who could apply such skills in their occupation and managing personal business in order to improve their own standard of living.

College of Education is one of the post-secondary education institutions in Nigeria, designed specifically to provide exposure and learning for prospective teachers in instructional methodology/pedagogy and theories of instruction and curriculum in the various disciplines. The colleges, under the supervision of the National Commission for Colleges of Education (NCCE), offer Pre-NCE and NCE programmes for duration of four or three years. The National Policy on Education (2013) stipulates that the minimum entry qualification into the teaching profession shall be the NCE. The tertiary institutions that offer teacher education programmes in Nigeria are Colleges of Education, the National Teachers Institute; some polytechnics in the country offer NCE programme and government owned universities offer programmes leading to the award of Bachelor of Education degrees in different teaching subjects (including Business Education). Teacher Education in Nigeria has been given appreciable attention to the training of business educators through various courses of study offered in Nigeria tertiary institutions leading to various areas of specialization such as Marketing and Distributive trade, Accounting, Office Technology and Management, Commerce and Co-operatives. The role of Business Education in nation building makes it imperative that the recipients are to be self-employed, create jobs for others and as well reduce the unemployment rate in the country through the entrepreneurship course imbedded in the discipline (programme).

This perspective provides the framework for, and/to determine to a large extent, the evaluation that will be conducted. However, whether conceptualized as broad-aimed or narrow in scope, Business Education programme requires adequate periodic evaluation in order to enable the effectiveness or discrepancies in the programme to be ascertained and decision made to improve the programme. Evaluation as a concept is viewed as a comprehensive process which is directed towards the attainment of educational objectives. It is a system of quality control which is used at each step of a programme to determine whether the process is effective or not and if not, to provide what change need to be made to ensure effectiveness before it is too late. Adegoke (1989) considered the issue of evaluation from the standpoint of accountability. According to him, it is the appraisal of programme effectiveness for the purpose of increased financial or moral support, programme modification and programme elimination. It is thus, the passing of judgment on the worth and value of a given entity based on certain criteria. In so doing, evaluation thus seeks answers to such questions as: “How good? How adequate? , How efficient? , How effective? , How stable? How accountable?” e.t.c. Consequently, Maduekwe (2015) noted that without some form of evaluation, it is impossible to determine whether behaviors, attitudes, values, skills and knowledge have been instilled, inhibited or altered.

### **Statement of the Problem**

The demands for greater accountability, effectiveness, and concerns for attaining qualitative education standards in classroom pedagogy have all fueled increasing interest in the need for conducting evaluations in tertiary institutions, especially in Colleges of Education in order to re-position such institutions for the challenges of the 21st century. It is expected that any teaching plan in facilitating Business Education skills should be a strategy of theoretical vigor with hands on practical experience. However, there is considerable concern by educational stakeholders, employers of Business Education graduates, and society at large that the objectives of Business Education programme in Colleges of Education are not being fully achieved.

### **Purpose of the study**

The purpose of this study is to assess the extent to which Business Education programme are being achieved in selected Colleges of Education.

More specifically, the study aims to determine:

1. the extent to which the objectives of Business Education programme are being achieved in Colleges of Education.
2. the major constraints to the Business Education programme in selected Colleges of Education.

3. the appropriateness of the selected curriculum contents in relation to the objectives of business education programme in Colleges of Education.

### **Research Questions**

The following research questions were addressed in this study:

*Research Question 1:* To what extent are the objectives of Business Education programme being achieved in Colleges of Education?

*Research Question 2:* What are the major constraints to the Business Education programme in the selected Colleges of Education?

*Research Question 3:* How appropriate is the curricula content in the selected Colleges of Education in relation to the objectives of the business education programme in Colleges of Education?

### **Research Hypotheses**

The following hypotheses were formed in this study:

*Research Hypothesis 1:* There is no significant difference in the opinion of lecturers and students on the achievement of objectives of Business Education programme in Colleges of Education.

*Research Hypothesis 2:* There is no significant relationship between curriculum contents and objectives of Business Education programme in Colleges of Education.

### **Method**

#### ***Research Design***

This study employed a quantitative survey research design, which aims to evaluate the Business Education programme objectives in the colleges of education, South/West Nigeria.

#### ***Population and Sampling Procedure***

The target population for this study was all the NCE III students (it is because they are at the verge of graduating) in Business Education programme with their lecturers (who are responsible for the implementation of the programme) and employers of business education graduates (Principals in public junior secondary schools). The total population for this study was the 17 Colleges of Education in South-West Nigeria. Cluster sampling technique was used for selecting one zone (South-West) out of the six geo-political zones in Nigeria. The South-West zone was chosen because they have the larger percentage of the Colleges of Education in Nigeria. This will help in generalizing the findings of this study. Furthermore, out of the six South-Western states in the zone three states (Lagos, Ogun and Oyo) were selected by using purposive sampling technique. These states were selected because they are the states in the region that have both federal and state owned Colleges of Education among the six states. One federal and one state College of Education were selected from Ogun and Oyo States for this study.

#### ***Data Collection Instrument***

A four-point scale (self-designed) Questionnaire with the four options of “Highly Achieved”, “Fairly Achieved”, “Slightly Achieved” and “Not Achieved” for research question 1; “Strongly Agree”, “Agree”, “Disagree” and “Strongly Disagree” for research question 2 and 3 respectively.

#### ***Validity and Reliability of Research Instrument***

The face and content validity was done by expert in Business Education while the construct validity of the instruments was done by an expert in Measurement and Evaluation. The corrections were effected and certified to be appropriate for the study. The Cronbach’s Alpha reliability tests were used at 0.05 level of significance. The instruments yielded coefficient reliabilities of the questionnaire was 0.855.

#### ***Data Collection Procedure***

Total of fifty-nine (59) questionnaires were distributed to the Business Education lecturers of whom forty (40), which represented sixty-eight percent (68%), was the return rate and used for this study. Total

of four-hundred and eighty (480) questionnaires were distributed to the Business Education students. Out of which three hundred and eighty-four (384) which represented eighty percent (80%) were returned rate for the students' responses. The questionnaires were distributed and collected by the researcher and his assistants, so as to try and increase the percentage rate of returns.

### Data Analysis

The data collected were analysed using frequency count, simple percentage, mean and standard deviation to analyse the research question. The research hypotheses were analysed by using independent sample t-test and Pearson Product Moment Correlation. A weighted mean of 2.5 and above was considered as an index as agree, while the weighted mean of less than 2.5 was considered as disagree was used as criteria for answering the research questions. The decision criteria for testing the null hypotheses, was that when p- value is greater than significance level at 0.05, the null hypothesis was accepted and verse versa.

### Results

*Research Question 1:* To what extent are the objectives of Business Education programme being achieved in Colleges of Education?

**Table 1: Mean and Standard Deviation on the Extent to Which the Objectives of Business Education Programme are Being Achieved in Colleges of Education.**

S/N	Items	Count	Mean	SD	Remarks
1	To produce competent NCE graduates in business subject for secondary schools.	424	3.60	.68	Highly Achieved
2	To produce NCE Business teachers who will be able to inculcate the vocational aspects of Business Education into the society.	424	3.51	.67	Highly Achieved
3	To produce NCE business teachers who will be involved in the much desired revolution of vocational development.	424	3.39	.75	Fairly Achieved
4	To qualify students for Post-NCE degree programme in Business Education.	424	3.30	.82	Fairly Achieved
5	To equip graduates with the right skills that will enable them engage in a life of work in the office as well as for self-employment.	424	3.35	.81	Fairly Achieved
6	The objectives of the Business Education programme are attainable within the specified time limit for completion of the programme.	424	3.20	.90	Fairly Achieved

Table 1 showed the total number of respondents with the means and standard deviations of all items on the achievement of Business Education Programme Objectives Questionnaire. The average mean score of the questionnaire is 3.39 out of the possible 4.0. Thus in the overall, the Business Education programme objectives are fairly achieved.

*Research Question 2:* What are the major constraints to the Business Education programme in the selected Colleges of Education?

**Table 2: Mean and Standard Deviation on the Major Constraints to the Business Education Programme in the Selected Colleges of Education.**

S/N	Items	Strongly Disagree	Disagree	Agree	Strongly Agree	Mean
1	Inadequate financial provision hinders the procurement of equipment for the Business Education programme.	5 1.2%	30 7.1%	161 38.0%	228 53.8%	3.44
2	Inadequate provision of qualified lecturers for the Business Education programme.	18 4.2%	34 8.0%	192 45.3%	180 42.5%	3.26
3	Facilities for required laboratory activities are not adequate in Business Education programme.	20 4.7%	72 17.0%	183 43.2%	149 35.1%	3.09
4	Students' population explosion hinders effective teaching and learning in the classroom.	21 5.0%	68 16.0%	181 42.7%	154 36.3%	3.10
5	Students' Indifferent attitude to learning poses a threat to the Business Education programme.	18 4.2%	60 14.2%	210 49.5%	136 32.1%	3.09
6	Current Business Education journals are not available for research work.	25 5.9%	78 18.4%	149 35.1%	172 40.6%	3.10
7	Publish syndrome affects the effectiveness of the teaching staff in Business Education programme.	27 6.4%	100 23.6%	159 37.5%	138 32.5%	2.96
8	There is a problem of coping with the task of marking large number of students' examination scripts.	20 4.7%	102 24.1%	166 39.2%	136 32.1%	2.99
9	Business Education programme lack of laboratories for practical courses	18 4.2%	79 18.6%	153 36.1%	174 41.0%	3.14
10	Irregular power supply affects the teaching of practical courses.	17 4.0%	52 12.3%	164 38.7%	191 45.0%	3.25
11	Lack of government	19	66	165	174	3.17

	commitment to fulfill its promises to COEASU.	4.5%	15.6%	38.9%	41.0%	
12	There is poor execution of Business Education programme.	20	74	150	180	3.16
		4.7%	17.5%	35.4%	42.5%	

Table 2 showed that majority of the respondents (N= 389, 92%) concurred that inadequate financial provision hinders the procurement of equipment for successful implementation of the Business Education programme, Moreover, the average mean score of the constraints to the Business Education programme questionnaire is 3.15 out of possible 4.0, which translates into 79%. Hence, 79% of the respondents (N= 335) indicated that there are constraints in the implementation of Business Education programme.

*Research Question 3:* How appropriate is the curricula content in the selected Colleges of Education in relation to the objectives of the business education programme in Colleges of Education?

**Table 3: Mean Scores on the Appropriateness of Business Education Curriculum Contents.**

S/N	Items	Strongly Disagree	Disagree	Agree	Strongly Agree	Mean
1	Business education curriculum content encourages development of work-related foundation skills for teaching all the business subjects.	11 2.6%	54 12.7%	141 33.3%	218 51.4%	3.33
2	Curriculum content of Business Education develops students' entrepreneur skills for self-reliance.	17 4.0%	58 13.7%	191 45.0%	158 37.3%	3.16
3	The NCCE curriculum contents benchmark are adequately covered in the Business Education programme.	19 4.5%	74 17.5%	177 41.7%	154 36.3%	3.10
4	The curriculum contents are inadequate to meet the employers' expectations from the Business Education graduates.	19 4.5%	84 19.8%	181 42.7%	140 33.0%	3.04
5	Examination questions cover the three important classified domains of educational objectives	16 3.8%	81 19.1%	168 39.6%	159 37.5%	3.11
6	There is need to review the Business Education programme curriculum to cater for students'	17 4.0%	61 14.4%	167 39.4%	179 42.2%	3.20

	deficiency in business skills.					
7	The curriculum content of Business Education provides students with skills required for effective use of instructional materials in teaching.	11 2.6%	64 15.1%	194 45.8%	155 36.6%	3.16
8	Only the part taught in the curriculum contents is assessed by the lecturer.	23 5.4%	86 20.3%	190 44.8%	125 29.5%	2.98
9	The language of instruction for curricula content is appropriate.	24 5.7%	69 16.3%	195 46.0%	136 32.1%	3.04
10	Students have a problem in understanding the Business Education programme curricula content.	25 5.9%	74 17.5%	177 41.7%	148 34.9%	3.06
11	The course content for the Business Education programme is adequate.	20 4.7%	68 16.0%	186 43.9%	150 35.4%	3.10

Table 3 showed that most respondents (N=359, 85%) indicated that Business Education curriculum content encourages development of work-related foundation skills for teaching all the business subjects. Moreover, the average mean score of the adequacy of Business Education programme curriculum contents questionnaire is 3.12 out of possible 4.0, which translates into 78%. Hence, 78% of the respondents (N= 331) indicated that Business Education programme curriculum contents affect the achievement of Business Education programme objectives.

**Hypotheses Testing:**

*Research Hypothesis 1:* There is no significant difference in the opinion of lecturers and students on the achievement of objectives of Business Education programme in Colleges of Education.

**Table 4: t-test on the Difference in the Opinion of Lecturers and Students on the Achievement of Objectives of Business Education Programme in Colleges of Education.**

	status of the respondents	N	Mean	Std. Deviation	Std. Error Mean
Opinion	Students	384	20.4297	2.63938	.13469
	Lecturers	40	19.4750	2.97884	.47093

**Independent Samples Test**

Levene's Test for Equality of Variances      t-test for Equality of Means

	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
Opinion	Equal variances assumed	.436	.509	2.150	422	.032	.95469	.44403	.08191	1.82747
	Equal variances not assumed			1.949	45.610	.057	.95469	.48982	-.03149	1.94086

An independent samples t-test was conducted to compare the mean opinion scores for students and lecturers on the achievement of Business Education programme objectives. Since the p-value ( $p < .03$ ) is less than our chosen significance level  $\alpha = 0.05$ , the null hypothesis is rejected. Hence, there is a significant difference in the mean opinion scores between students ( $M = 20.43$ ,  $SD = 2.64$ ) and lecturers,  $M = 19.50$ ,  $SD = 2.98$ ;  $t(422) = 2.15$ ,  $p < .03$ . The magnitude of the difference in the means (mean difference = .95, 95% CI: .082 to 1.83) is small (eta squared .011)

*Research Hypothesis 2:* There is no significant relationship between curriculum contents and objectives of Business Education programme in Colleges of Education.

**Table 5: Correlation Between Curriculum Contents and Objectives of Business Education Programme in Colleges of Education.**

		Business Education Curriculum Contents	Objectives of Business Education Programme
Business Education Curriculum Contents	Pearson Correlation	1	.352**
	Sig. (2-tailed)		.000
	N	424	424
Objectives of Business Education Programme	Pearson Correlation	.352**	1
	Sig. (2-tailed)	.000	
	N	424	424

\*\* . Correlation is significant at the 0.01 level (2-tailed).

A Pearson Product Moment Correlation is used to investigate the relationship between Business Education curriculum contents (as measured by the BECCI) and the objectives of Business Education programme (as measured by the BEPI). Since the p-value ( $p < .0001$ ) is less than the chosen significance level  $\alpha = 0.05$ , the null hypothesis is rejected. Hence, there is a medium, positive correlation between Business Education curriculum contents and the objectives of Business Education programme, which is statistically significant,  $r = .35$ ,  $n = 424$ ,  $p < .0001$

### Discussion

The first research question states that “to what extent are Business Education programme objectives being achieved?”. The findings of this study showed the average mean of the respondents to be 3.39, which indicated that the objectives of the Business education programme at the colleges of education are fairly achieved. This finding corroborates the opinion of Ubulom and Dambo (2016). Their results of the study revealed that the objectives of the undergraduate Business Education degree programmes of the institutions investigated are adequate and meet the required standards. Esene (2001) supported this finding by saying that the objectives relating to the general development and the provision of general



professional (pedagogical) courses as well as the training of teacher managers and administrators for Vocational Business Teacher Education programme could be achieved.

The second research question states that “What are the major constraints to the Business Education programme in the selected colleges?”. The result arising from the analysis indicated that the average mean score of the constraints on effective implementation of Business Education programme items is 3.15 out of possible 4.0, which indicated that there are constraints in the implementation of Business Education programme. Anyaeneh and Nzegwu (2015) reported that laboratories, equipment, tools, library facilities, lecture rooms, work books and other materials for the effective implementation of Business Education curriculum content are not adequately provided. This creates problems for business educators. Onyesom (2013) corroborates this finding by saying that equipment and supplies in the typing laboratories, shorthand studios and model offices were found to be grossly inadequate in all the Colleges studied. Ugwuogo (2013), Odunaiké, Ijaduola and Epetimehin (2012) and Ibukun (2012) asserted that one of the major problems bedeviling education in Nigeria today is inadequate funding and Business Education is no exception.

The third research question states that “Do Business Education curriculum contents affect the achievement of Business Education programme objectives?”. The result (see Table 3) shows that large number of the respondents the average mean score of 3.12 out of possible 4.0, indicated that Business Education programme curriculum contents affect the achievement of Business Education programme objectives. The study found out that the Business education curriculum contents are adequate and encourages. It development of work related foundation skills for teaching all the business subjects and for self-reliance as the programme is for and about business. If the curriculum contents are not adequate, then the objectives of the business education programme may not be achieved.

Hypothesis one tested the significant difference between students and lecturers’ opinion on the achievement of Business Education programme objectives. Differences existed in the responses from the respondents’ opinion about achievement of the Business education programme objectives. The p-value ( $p < .03$ ) is less than our chosen significance level  $\alpha = 0.05$ , the null hypothesis is rejected. Hence, there is a significant difference in the mean opinion scores between students and lecturers.

Hypothesis two tested the significant relationship between the Business Education curriculum contents and the objectives of the Business Education programme. The p-value ( $p < .0001$ ) is less than the chosen significance level  $\alpha = 0.05$ , the null hypothesis is rejected. Hence, there is a medium, positive correlation between Business Education curriculum contents and the objectives of Business Education programme, which is statistically significant,  $r = .35$ . This means that the level of adequacy and appropriateness of the curriculum content will determine to the large extent how the objectives of Business education will be achieved.

## Conclusion

The objectives of business education programme at the colleges of education are fairly achieved. There are a lot of challenges such as inadequate financial provision, inadequate qualified lecturers and inadequate equipment and facilities among others affect the implementation of business education programme. That Business Education programme curriculum contents affect the achievement of Business Education programme objectives. The study found out that the Business education curriculum contents are adequate and encourages. The level of adequacy and appropriateness of the curriculum content will determine to the large extent how the objectives of Business education programme will be achieved.

## Recommendations

Based on the findings of this study, the following recommendation was made.

- d. The objectives of the business education programme in the colleges of education should be hold in high esteem because the programme is a vocational programme which equipped students to be self-reliance and able to create job for teeming population of young graduates.



- e. All the stakeholders in business education programme should ensure that adequate financial provisions are made available to acquire all the necessary equipment and facilities needed for the successful running of the business education programme.
- f. Every institution that runs business education programme should adhere to the standard of lecturer: students' ratio as specified in the NCCE minimum standards.
- g. Business education curriculum content should be review at least every five (5) years to meet up with contemporary skills requirement for today's employment.

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