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Challenges of Implementing Business Education Programme in Universities in Ekiti and Ondo States Nigeria

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Abstract

The aim of this research was to determine the challenges of implementing Business Education programme in Universities in Ekiti and Ondo States, Nigeria. The study adopted a descriptive survey design. The population of the study was 36 respondents which comprises of 14 business education lecturers and 22 business education instructors in 2 public universities in south-west Nigeria. These Universities include Federal University Oye, Ekiti and Federal University of Technology Akure, Ondo State. The population also served as sample since the population was relatively small and manageable hence no sampling was done. A 32-item questionnaire developed by the researcher based on literature was the instrument used for data collection. The data collected were analyzed using mean and standard deviation. T-test was used to test the hypotheses at 0.05 level of significance. The result shows that one of the ways to fast-track development of any nation is through adequate funding of Business Education. The study recommends, among others, that adequate funds should be provided by the government to enable lecturers and instructors undergo professional development programs on the use of new technologies in teaching of Business Education courses.

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Introduction

Business education as a branch of Vocational Education equips students with requisite skills, abilities and competencies that make them effective in teaching, working in office or being self-reliant (Ugbah, 2019). Accordingly, Hamza and Yusuf (2019) define Business Education as a discipline that provides students with adequate skills, information and competencies needed to function well in teaching and office occupation. The authors stress that business education is an important aspect of vocational education that prepares students for work in teaching and office procedures in an organization. Edokpolor, and Egbri, (2017) noted that business education also provides students with operational skills of office equipment in the changing world of technology. Business education is a study that lays more emphasis on learning by doing which can lead to the acquisition of practical skills and applied skills. According to Alamu and Olukosi (2018), Business Education is a programme in vocational education which offers specialized instruction for office occupation and general business orientation. According to Osuala (2008), it is a programme of instruction which consists of two parts. (a) Office education: meaning that Business Education Programme offers office careers through initial refresher, and upgrading education leading to employability and advancement in and occupations and (b) General Business, being a programme of instruction to provide students with information and competences which are needed by all in managing personal business affairs and in using the service of the business world. From the above definitions, it is observed that everybody needs business education either for occupational purpose or for general business idea. Similarly, Oladunjoye (2016) noted that business education is a vocational programme that is offered in Colleges of Education and Universities to provide students with appropriate skills, attitude and knowledge to take up career in teaching, business and office occupations.

The Business education programmes offered in the universities have important components that give the graduates opportunity to be self-employed because they have acquired the pre-requisite skills to function in the world of work. Graduates from universities can also function as administrative officers in the public and private sectors of the economy. In Nigerian universities, business education courses offered include accounting, marketing, business management, and office technology and management secretarial education (also known as office technology and management education) (Aliyu, 2017).

The philosophy behind business education in Nigerian Universities is to provide its graduates with appropriate knowledge, skills, abilities and competencies to become self-employed people who can utilize both human and material resources for optimal productivity, and also with the skills to become self-reliant. Business education promotes self-employment through the skill acquisition development hence it is a tool in the hand governments to combat unemployment and reduce poverty in the society.

Despite the high demand for competent graduates and the contribution of business education to the world of work, business education programmes of Nigerian Universities seem to be faced with numerous problems in preparing the students for the world of work. Business education graduates particularly from Ekiti and Ondo States are unable to cope with the vast employment opportunities in both private and public sectors of the economy due to the following reasons: inadequate funding, lack of maintenance of equipment, inadequate supply of modern equipment and instructional materials, wrong societal perception, inadequate textbooks and journals, no uniformity in curriculum in Ekiti and Ondo Universities, and inadequate classrooms to take care of the increasing student enrolment (Adeowu & Jekayinfa, 2016).

Statement of the problem

Business Education is a programme of guidelines and principles that impart learners with skills in entrepreneurship, accounting, secretarial studies, insurance, human resources management, marketing and Office Technology & Management. Business Education is a structured programme with vision and mission which is primarily structured in order to combat unemployment and its menace. It is the life supporting machine of a nation as it enables graduates to be knowledgeable about business and how to establish themselves instead of roaming around the street or engaging in evil acts as a result of idleness. This programme has immeasurably contributed to the lives of the youths as they have been imparted with the knowledge, skills and attitudes needed in the business field. Business education provides skills required for individuals to be outstanding for gainful employment in the sight of employers. Knowledge acquired in Business Education is relevant in private establishments as well as government ministries, departments and agencies for efficiency, productivity and generation of profits and revenues.



However, studies suggests that Business education programme as a course of study in Nigerian Universities particularly, Ekiti and Ondo States respectively seems to be faced with a myriad of problems. These problems have hindered the successful implementation of the aims and goals of providing qualified graduates who will be self-employed as a result of required skills, attitudes and competence. Report shows that Universities in Ekiti and Ondo States are faced with inadequate funding, insufficient qualified lecturers, inadequate classrooms, poor instructional facilities, poor teaching methodologies and students' negative attitude to the programme. The problem of the study, is therefore, to identify the challenges and innovative strategies for successful implementation of Business education curriculum in Nigerian Universities.

Purpose of the study

The main purpose of the study was to determine the challenges of implementing business education programme in Universities in Ekiti and Ondo States Nigeria. Specifically, the study sought to ascertain the:

1. challenges facing the implementation of Business Education programme in Universities in Ekiti and Ondo States.
2. ways of overcoming the challenges facing the implementation of Business Education programme in Universities in Ekiti and Ondo States.

Research questions

The study was guided by the following research questions:

1. What are the challenges facing the implementation of Business Education programme in Universities in Ekiti and Ondo States?
2. What are the ways of overcoming the challenges facing the implementation of Business Education programme in universities in Ekiti and Ondo States?

Hypotheses

The following hypotheses were tested at 0.05 level of significance.

1. There is no significant difference in the mean rating of Business education lecturers and instructors on the challenges facing the implementation of Business Education programme in Universities in Ekiti and Ondo States.

2. There is no significant difference in the mean rating of Business education lecturers and instructors on the ways of overcoming the challenges facing the implementation of Business Education programme in Universities in Ekiti and Ondo States.

Method

The study adopted a descriptive survey design. According to Udo (2014), a descriptive survey design is the process of conducting research using survey that researchers send to the respondents; views and facts are collected through questionnaire, interviews among others, analyzed and used for answering the research questions. The data collected from survey is then statistically analyzed to draw meaningful research conclusions. The survey research design was appropriate for this study because it aimed at analyzing the threat of environmental factors to buildings, and proffer remedial measures to these effects.

The population of the study is 36 respondents which is comprised of 14 business education lecturers and 22 business education instructors drawn from the two public Universities in the south west of Nigeria. These Universities include Federal University, Oye Ekiti and Federal University of Technology Akure, Ondo State. The population also served as a sample since the population was manageable, therefore, no sampling was done. A 32-item questionnaire was the instrument used for data collection and made up of two parts: Part A comprises of personal data of the lecturers and instructors, while part B comprises of two clusters which are cluster 1 and 2. Cluster 1 consist of the challenges facing the implementation of Business Education programme in Universities in Ekiti and Ondo States while cluster 2 consist of the ways of overcoming the challenges facing the implementation of Business Education programme in Universities in Ekiti and Ondo States. The questionnaire was given to three experts in business education department Federal University of Technology Akure, Ondo State for face and content validity. The questionnaire was further validated using factor analysis. The internal consistency of the instrument was ascertained by administering the instrument to 10 lecturers and 10 instructors of business education at University of Nigeria Nsukka who were not part of the population. The data obtained were subjected to Cronbach alpha with a coefficient value of 0.82. The data collected were analyzed using mean and standard deviation. The questionnaire was structured on a 4-point rating scale of Strongly Agree 4-points, Agree with 3-points, Disagree as 2-points, and Strongly Disagree as 1-point. The decision rule is that a mean score which has 2.50 and above was regarded as Agreed while the mean scores which has below 2.50 was regarded as Disagree. T-test was used to test the hypotheses at 0.05 level of

significance. If the calculated c-value was less than table value (tv) the hypothesis was retained. On the other hand, if the calculated c-value (cv) was greater than table value (tv), the hypothesis was rejected.

Results

Research Question 1: What are the challenges facing the implementation of Business Education programme in Universities in Ekiti and Ondo states?

Table 1: Mean and Standard Deviation of the respondents on the challenges facing the implementation of Business Education programme in Universities in Ekiti and Ondo states

N= 36				
S/N	Items	Mean.	S.D	Remarks.
1	Insufficient equipment and Inadequate instructional materials for teaching and learning business education.	2.69	0.68	Accepted
2	Inadequate retraining of business education lecturers and instructors	2.57	0.64	Accepted
3	Lack of multi-media teaching aid	3.61	0.66	Accepted
4	Non-functional business education laboratories	2.56	0.59	Accepted
5	Insufficient number of qualified business education instructors and lectures	2.79	0.78	Accepted
6	Incessant electricity power failure	2.58	0.62	Accepted
7	Poor funding of learning business education programme.	2.54	0.22	
8	Poor implementation of education polices	3.62	0.56	Accepted
9	Unstructured curriculum in business education	3.65	0.61	Accepted
10	Over loaded curriculum content	3.63	0.66	Accepted
11	Inadequate class-rooms	3.54	0.75	Accepted
12	Inadequate supply of modern equipment for business education programme	3.77	0.78	Accepted
13	Poor maintenance culture of business education equipment	3.51	0.82	Accepted
14	Public poor perception towards business education programme	3.66	0.62	Accepted
15	Inadequate textbooks in business education programme	3.30	0.62	Accepted
16	Poor supervision in business education programme	2.47	0.18	Rejected

Key: S.D – Standard deviation

Data in Table 1 revealed that all the 16 items of the cluster had their means score above the cutoff point of 2.50. This is an indication that respondents accepted the items as the challenges facing the implementation of Business Education programme in Universities in Ekiti and Ondo States. Similarly, the standard deviation of these 16 items ranged from 0.59

to 0.78 indicating that the respondents were close to one another in their opinion.

Research question 2. What a are the ways of overcoming the challenges facing the implementation of Business Education programme in universities in Ekiti and Ondo states?

Table 2: Mean and Standard Deviation of the respondents on the ways of overcoming the challenges facing the implementation of Business Education programme in universities in Ekiti and Ondo states

N= 36				
S/N	Items	Mean.	S.D	Remarks.
17	Provision of adequate workshops for skill acquisition and provision of all needed teaching facilities for teaching business education	2.61	0.68	Accepted
18	Provision of sufficient classrooms for effective teaching of business education students	3.55	0.56	Accepted
19	Improving students' attitude to skill acquisition through orientation	3.61	0.68	Accepted
20	Adequate funding of business education programme	3.54	0.53	Accepted
21	Regular supervision of business education programmes to ensure quality	3.72	0.75	Accepted
22	Adequate maintenance of Business Education equipment	3.52	0.61	Accepted
23	Award of scholarships to students with outstanding performance	3.40	0.22	Accepted
24	Follow up studies of the graduates of the programme	3.66	0.54	Accepted
26	Setting up entrepreneurial business education workshops for staff to	3.60	0.60	Accepted



	improve their skills and for students to learn skills			
27	Regular retraining of business education lecturers/instructors on emerging skills	2.55	0.98	Accepted
28	Constant review of business education curriculum for skills acquisition	2.63	0.96	Accepted
29	Recruitment of skilled manpower in business education	3.50	0.68	Accepted
30	Provision of financial aids to business education graduates to set up businesses	3.73	0.70	Accepted
31	Provision of financial aids to graduates for entrepreneurial training	3.54	0.62	Accepted
32	Qualitative entrepreneurial training for students in business education.	3.58	0.61	Accepted

This section investigated the ways of overcoming the challenges facing the implementation of Business Education programme in universities in Ekiti and Ondo states. Data in Table 2 revealed that all the 16 items have their mean values ranged from 2.50 to 3.72. This shows that the mean values of each item were above cutoff point of 2.50, indicating that respondents accepted the items as the ways of overcoming the challenges facing the implementation of Business Education programme in universities in Ekiti and Ondo States. Similarly, the standard deviation of these items ranged from 0.53 to 0.75

indicating that the respondents were close to one another in their opinion.

Hypotheses

The hypotheses were tested at 0.05 level of significance.

Hypothesis 1. There is no significant difference in the mean rating of business education lecturers and instructors on the challenges facing the implementation of Business Education programme in Universities in Ekiti and Ondo states.

Table 3: t-test result of woodwork lecturers and instructors on the effects of global insecurity and injustice in the society (N = 36)

Variables	N	Mean	SD	Df	t-cal	t-tab	Remarks
Lecturers	14	30.72	10.02	129	1.42	1.962	NS
Instructors	22	28.93	11.63				

In Table 3, the calculated t-value of 1.42 is less than the t-critical value of 1.962 at 129 degrees of freedom at 0.05 level of significance. This means that there was no significant difference in the mean rating of business education lecturers and instructors on the challenges facing the implementation of Business Education programme in Universities in Ekiti and Ondo States.

Hypothesis 2. There is no significant difference in the mean rating of business education lecturers and instructors on the ways of overcoming the challenges facing the implementation of Business Education programme in universities in Ekiti and Ondo states.

Table 4: T-test result of business education lecturers and instructors on the ways of overcoming the challenges facing the implementation of Business Education programme in universities in Ekiti and Ondo states (N = 36)

Variables	N	Mean	SD	Df	t-cal	t-tab	Remarks
Lecturers	14	31.70	9.28	129	1.49	1.960	NS
Instructors	22	29.92	10.63				

In Table 4, the calculated t-value of 1.49 is less than the t-critical value of 1.960 at 129 degrees of freedom at 0.05 level of significance. This means that there was no significant difference in the mean rating of business education lecturers and instructors on the ways of overcoming the challenges facing the implementation of Business Education programme in universities in Ekiti and Ondo states.

Discussion of Findings

The results of the study in Table 1 revealed the challenges facing the implementation of Business Education programme in Universities in Ekiti and Ondo States. Some of them include: poor maintenance of business education equipment, inadequate instructional materials, public poor perception towards business education programme, inadequate textbooks in business education programme. The findings are in consonance with Anyeaeneh, and Nkegwu (2015) who stated that there is an inadequacy in the curriculum content of business

education in Nigerian Universities. Most of the courses do not cover the scope of knowledge and skills required for the effective preparation of business education teachers today. Highly needed courses are not available in the curriculum. Typewriting, administrative office management and transcription are not included in the curricula of some institutions. Such inadequacies in the curriculum could lead to the production of half-baked graduates. Emeasoba, and Mmuo (2018) also supported the findings of this study when they stated that most business education students cannot compete with business education graduates elsewhere. A probable reason for the above inadequacies may be that business education experts and relevant stakeholders are not often invited to participate during the development of the curriculum. Today, some ministries handpick people to develop the curriculum for teachers at certain levels. This could generate lots of problems, not only for the institutions, but also for their products.

Furthermore, the result in presented Table 2 also identified the ways of overcoming the challenges facing effective implementation of Business Education programme in Universities in Ekiti and Ondo States. Some of these strategies include provision of adequate workshops for skill acquisition and provision of all needed teaching facilities for teaching business education and setting up entrepreneurial workshops for staff to improve their skills and for students to learn skills. Njoku (2015) supported this by stating provision of financial aids for business education, setting up entrepreneurial ventures managed by staff and students of the department, award of scholarships to students with outstanding performance in their results are ways of repositioning business education programme in Nigeria. These findings agree with the finding of Ugbah (2019) who identified some of the innovative strategies as employing qualified lecturers to teach in business education programme, employing adequate qualified teachers to teach in business education programme, lecturers emphasizing on narrowing the gap between theory and practical, the curriculum should be updated based on the market needs, students being exposed to industrial practice, and adequate funding of business education programmes. This is also in line with Onajite (2016), who stated that survival review of business education can be sustained by: encouraging collaboration with employers of labour to employ business education graduates, collaboration with National Universities Commission for accreditation of courses, collaboration with association of business educators for their input in curriculum design, provision of modern equipment in business education programme,

public enlightenment programmes on business education programme, award of honorary certificates to eminent members of the society to promote business education programme, and provision of adequate classrooms for effective teaching and learning.

Conclusion

The aim of this research was to find out challenges of implementing business education programme in Universities in Ekiti and Ondo States Nigeria. This study shows that one of the ways to fast-track development of any nation is to give adequate funding to business education. The study concludes that to ensure national transformation, there is immediate need to tackle the challenges of business education programme and implement the suggested strategies for improving the programme in Nigerian Universities so as to pave way for the fulfillment of its roles in national development.

Recommendations

Based on the findings of this study, the following recommendations were considered:

1. Only qualified (certificated) business educators should be employed at all levels of education to teach business educational programmes while the unqualified ones already recruited should be trained especially in the use of ICTs skills needed for the programme.
2. Experts in Business education should be immediately drafted into the curriculum review to ensure that the contents to be recommended and taught are in tandem with what it is obtainable in the modern-day organizations practices with a view to deliver national transformation assurances.
3. Adequate and competent lecturers should be employed by school authorities in Business Education in Nigerian universities to teach the students effectively.
4. Adequate teaching facilities and equipment should be provided by school authorities to enable the students sufficiently practice the work skills hence computer laboratories should be established, well-furnished and properly networked for teachers and students to take full advantage of shared educational resources.
5. Adequate funding should be provided by the authorities to enable lecturers and instructors undergo seminars and workshops on the use of new and emerging technologies in teaching business education courses.

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