

Evaluation of Undergraduate Business Education Programme in Universities in South-West, Nigeria

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Abstract. The study examined the challenges facing the business education, availability of facilities and equipment for teaching business education and comparisons of content taught and content objective of business education in universities in south west, Nigeria. Stratified random sampling was used in selecting 417 respondents, out of which 59 were lecturers, 19 technical-instructors, 179 undergraduate business education students, 80 employed business education graduates and 80 employers of business education graduates. Three major structured research instruments were used in this study for collection of data, they are: Business Education Programme Problem Check List with reliability $r = 0.97$, Attainment of Business Education Programme Objective Inventory with reliability coefficient $r = 0.97$ and Facilities, Equipment and Resources Inventory with reliability coefficient of $r = 0.90$. Three research questions were raised and answered using frequency counts and percentages. Results indicated that both the contents of the Business education programmes taught and the contents specified in the objectives of the programmes are comparable. Facilities, equipment and resources meant for business were not adequate and accessible in south west universities and that finally, business education programme's faces various challenges such as inadequate infrastructural and instructional facilities, lack of state policy statement on business education programme and etc. Hence it is recommended that the teachers should expose their learners to practical aspect of business education that will enable them stand on their own after graduation.

The government should address the problem associated with business education programme.

Keywords: Evaluation, Undergraduate, Business Education, Programme

1.1 Background to the Study

Business education is the economic concepts necessary for living in a business economy and learning skills to enter a business or distributive job. Therefore, business education is a course that prepares students for entry into and advancement in jobs within business and it is equally important because it prepares students to handle their own business affairs and to function intelligently as consumers and citizens in a business economy. Njoku (2006), gave a definition of business education is an educational programme that equips an individual with functional and suitable skills, knowledge, attitude and value that would enable him/her operates in the environment he/she finds himself/herself. Osuala (2004) defines Business education as an essential part of the preparation of youth for live and living. He further explained that 'Business education is a programme of instruction which consists of two parts (1) Office education, a vocational programme of office careers through initial, refresher and upgrading education and (2) General business education a programme to provide students with information and competences which are needed by all in managing personal business affairs and in using the services of the business''.

General education is a subset of business education and it is for everyone irrespective of trade or profession. It allows for the development of basic skills in reading, writing and computation/arithmetic as well as social skills that could improve interpersonal relationship. This is needed by all citizens of Nigeria in order to function effectively. Everyone needs general education irrespective of the person's age, sex, ability or background. It is needed in order to be part of the society. For instance, the consumer of certain products like soft drinks, biscuits, bread, milk and other beverages; in the next few years the consumer would not be a consumer but someone who would make input on how the products are produced, packaged or distributed. This is because the consumers could read and write. Vocational education is needful in order to prepare individuals for acceptable business decorum, appearance and speech, how jobs are interrelated and how responsibility relates to job success. According to Njoku, (2006) and Osuala (2004) this type of training starts with the elementary business courses through vocational or business like classroom setting and unto work.

Importance of business education cannot be over emphasis; this subject would make students to acquire skills that would enable them engage in any meaningful employment. Either they are employed or will become employer of labour. With the understanding of business education they can make informed decisions as a consumer of goods and services. They can avoid spontaneous buying and know which products or services meet their immediate needs. They should be in a position to ask questions about the/or how of a product. It will help the individual to know when they are in a position to spend judiciously and live a life devoid of excessive acquisition of wealth, which has led the whole country into social vices such as corruption, sexual abuse as well as inefficiency and waste of the nation's resources. Today, the country is full of individuals deeply rooted in excessive acquisition of wealth which the government is trying to curb. The researcher feel that business education will solve this problem as mentioned above.

Business education is very important because it gives new life especially as regards value system. It will give a new focus on environmental management, amicable conflict resolution, and to shy away from prostitution, violence, cultism, rape, drugs, etc. Business education is important because it will inculcate into the learners the sense of discipline and patience through the study of courses such as human relations, professional ethics, entrepreneurship etc. They are well placed to work with people and accommodate others. It offers them the opportunity to operate successfully their own business and be able to determine the flow of business at each time, thereby reducing the risk of business failure.

Business Education is important to the nation because more people would have skills that can make them ready employers of labour. Dependence on the nation would be minimized as people become job creators. As people develop proper values towards work they tend to contribute more economically to the nation. For instance, the nation is divorced from violence, sexual immorality, pride, and corruption and examination malpractice among others. And as individual citizens become judicious spenders, the country gains by way of investing excess resources on meaningful projects that would lead to economic development. Today, we are talking about poor infrastructural facilities in our educational and health systems, this can be avoided if we spend wisely.

If one understands one's right as a citizen of this country and enforces them the country would have less, to worry about but would rather devote more time and resources on development. If we as citizens of this country develop sound moral value then the country will be free from insecurity and peace will reign supreme. More people will invest in the country and there will be increased in growth and development. Business education has made it possible for those who want to be retrained in order to upgrade their skills and have access to education. In this way, people who finish secondary grammar school with no saleable opportunity skills will have to acquire skills that make them

become functional, through retraining programmes.

The knowledge of business education will help individual in keeping accurate financial records and their ability to retrieve them will serve as a guide to financial planning and welfare of themselves, and their family. Business education is important to them because the knowledge acquired will enable them keep proper record of themselves, business and family. In addition they will be able to separate business accounts without the other suffering, similarly regular analysis of transactions i.e. debits and credits. It can enable them to avoid financial losses through waste in the purchase of office items: as they bear the criteria for selection of equipment in mind and involve staff who should take part in the exercise. Not all documents that they would like their secretary to type. There are highly confidential documents they would like to keep only to themselves and the recipients. Again, they may want to save some documents in the computer, which they would not want, anyone else to open. An understanding of the various ways of handling such matters can be said to be the advantage they derive from business education. Also, with the knowledge and understanding of business education will help individual concern to understand their staff, customers and retain them. Individuals with business education knowledge will know how to handle and deal with difficult staff/customers, safe guard their documents, develop professionals and understand advertising. They will be able to know where to advertise, strategies to use in arouse the interest of customers, monitoring of their competitors and other media most appropriate to the consumers.

From the above programme objectives, the NUC identified and benchmarked outcomes, so referred to as programme effects in this study. Outcomes or programme effects are measured basically to provide answer to such question as; does a programme really make a difference in the lives of the participants and communities? Therefore, as data are collected, they can be used in a variety of ways such as: (1) to help improve programmes and services; (2) to be accountable in order to retain or increase

funding; (3) to gain valuable information to use in decision making and long range planning; (4) to focus programmes that can really make a difference for participants; (5) to determine cost-effectiveness.; (6) to gain support from the community to aid in sustainability; (7) to gain public and professional recognition as a quality programme; (8) to attract new participants; (9) to recruit and retain talented staff; (10) to recruit and motivate volunteers; (11) to take pride in accomplishment; etc.

Focus on outcomes of programmes has received quite tremendous attention just as it is the case with the outcome-based benchmark minimum academic standard. For instance, the position of a portion of the executive summary of the report on “Moving from inputs to outputs to outcomes: The future of education policy” holds as follows: Focusing on the inputs has the effects of locking a system into a set of way of doing things and inhibiting innovation; focusing on outcomes, on the other hand, encourages continuous improvement against a set of overall goals and, in this case, can unlock a path toward the creation of a high-quality student-center education system (Horn and Mackey, 2011)

The NUC outcomes against which the minimum standards have been benchmarked fall in the above categories of terms. In the immediate-term, this study considers two number output measures as follows: undergraduates’ enrolments (UEn) and undergraduates’ graduations (LTGr). In the short-term, four numbers outcome measures were considered as follows: undergraduate achievement in business education (UABE), undergraduates’ skills in Business education pedagogy (USBEPe), and undergraduates’ skills in Business education practical (USBEPp) and undergraduates’ attitude to Business education (UAAtBE). Lastly, in the long-term, the study considered the following impact measures namely graduates’ attitude change (GAC) and graduates’ employability rating (GER).

Undergraduates’ enrolments and graduations in an educational system are measures of return on investment of the system provides. They give an insight into the key success factors a given

educational programme portrays in the eyes of stakeholders. Monitoring of such output data during the life cycle of participation in a programme is ensured and data developed are used for students' and faculty advisory and planning purposes. This is in line with NUC (2004) adoption of the carrying capacity policy in the Nigerian, the difference being that data of enrolments and graduations are not used for planning for expansion rather for regulation not minding the attendant toll on access to university education by prospective applicants. Therefore, if and when utilized, these programme outputs are very important measures for effectiveness and efficiency in programme implementation process in our universities' system.

The United Nations Educational Social and Cultural Organization (UNESCO) through its General Education Quality Analysis/Diagnosis Framework (GEQAF) states that, learners (undergraduates) are the ultimate products of learning outcomes since all competences (knowledge, skills and attitude) have to be acquired by them. All other elements which include curriculum, staffing and learning environment are to facilitate learners in producing desired learning outcomes (UNESCO, 2016) and also by extension, desired employability ratings. This is a position corroborated by the NUC in the 2007 BMAS which was categorized an outcome-based benchmark minimum academic standard (NUC, 2007)

To attain these outcomes, the updated version of the minimum requirements as published in the Manual of Accreditation Procedures, the standards are rated as follows: curriculum matters are now rated 18%, staffing 32%, physical facilities (learning environment) 27%, funding 2%, library resources 18% and employers' rating of graduates 3% (NUC, 2012). Curriculum matters refer to the totality of the experiences that are offered by the institution and or the programme to achieve the philosophy and objectives of the programme (NUC, 2012). At the global stage, curriculum has been described as a systematic and intended packaging of competencies (knowledge, skills and attitude that are underpinned by values) that

learners should acquire through organized learning experiences... (UNESCO, 2016)

Accordingly, the BMAS stipulates a mandatory minimum of 120 units of curriculum content coverage for graduation through 4-year programme duration by students. These units are expected to be attained from four course areas; general studies, core (teaching practice and all the education courses); specialization (general Business education, accounting, typing and short hand, business method,, economics, book keeping, entrepreneurial leadership, research project), and electives (restricted-general mathematics, computer studies). NUC places emphasis on adequacy of courses and how adequately they prepare the students for their chosen profession/discipline (NUC, 2007).

The right quality and quantity of participants are expected to be enrolled through some basic routes such as the unified tertiary matriculation examination (UTME) and direct entry (DE) with their strict stipulations to follow. This measure is accounted for as the programme admission requirements (PAR) which should conform to the minimum and stricter standards of NUC and individual universities respectively. According to the minimum standards, admission into undergraduate Business education programmes entail requisite SSCE level credit passes; attaining the cut-off mark in the unified tertiary matriculation examination (UTME) and or through direct entry (DE) with relevant sub-degree certifications such as Advanced (A' level), National diplomas (ND), National Certificate of Education, etc. The attainment of programme admission requirement (PAR) by prospective candidates is very cardinal to their enrolments. PAR is an indicator of programme quality from stakeholders' perspective. NUC emphasizes all candidates enrolled into the programme to meet the minimum PAR.

Another important curriculum component is students' handbook. This is a compilation of academic regulations in clear terms and distributed to all students enrolled in the programme. StuHb should normally contain information on curriculum matter, staffing and physical facilities. Specifically, the students'

handbook informs students on probations, withdrawals, expulsion and graduation, etc. Other information usually provided in StuH include regulations for the conduct of assessments and examination; courses offered, course contents and credit unit system; evaluation modalities which includes continuous assessment and examination weighting and grading; final year project format and guides; as well as all general programme information for students' consumption. The importance of StuH in the possession of students cannot be overemphasized as it provides students with the dos and don'ts of the programme. NUC rates this requirement in terms of availability, content, usability and accessibility of document by students (NUC, 2007).

According to the NUC (2012), the ultimate test of the quality of manpower produced from a programme is in meeting the minimum level of competency expected from their level of training for their chosen professional/discipline. All degree programmes must include acceptable level of final year degree projects' quality (FPQ) in education or in the area of specialization which is a requirement for graduation. FPQ is a strong positive correlate of students' entire learning outcomes as all competences can be measured from a single final year project experience. FPQ is therefore, rated based on quality of work. Students' evaluation of course (SEC) involves the effective evaluation of the teaching/learning process by students through the assessment of: the relevance and adequacy of the courses to their chosen professional/discipline; the delivery of the content in terms of lecture/tutorial/practical; the adequacy of available learning materials e.g. books, journals, equipment, consumables, etc; and the adequacy of physical facilities, e.g. classroom space, lecture theatre, laboratories, etc.

External examination moderation (EEM) is an independent expert measure practiced in programme examination systems. External examiners are necessary to help the University obtain input on how well the University is meeting the National Standards laid down for that level of certification. External examiners should therefore, be qualified persons who can

make judgment on the standard of work with regard to the type and level of manpower to be produced. The issue in this study is whether the undergraduate Business education programme in the universities considered are in compliance with these minimum academic standard stipulated in the BMAS

According to the NUC (2007), the availability of resources is sine-qua-non for effective and efficient implementation of programmes, therefore, adequate resources must be provided as required. Such resources which include staffing and learning environment (physical facilities and others) are adequately benchmarked for programme operators or universities. Ferguson and Ladd (2005) defined staffing as the process of hiring, positioning and overseeing employees in organizations which also corroborates the NUC (2012) definition of recruitment, administration and development of the human capital resource of the programme.

The 32% rating for staffing covers academic staff to student ratio (ASR) 8%, academic staff structure (ASS) 5%, academic staff qualifications (ASQ) 7%, academic staff competence (ASC) 1%, programme administration (ProA) 3%, non-academic staff number (NSN) 3%, and staff development programmes (SDP) 5%. It is an established fact in recent times that an organization that is adequately staffed will outperform its contemporaries (Kim and Ployhart, 2014).

Academic staff to students' ratio (ASR) is benchmarked at 1:30 for undergraduate education programmes (UEP) and universities are expected to maintain or improve upon it as it is the most weighted factor only seconded by qualification in the human resource value chain in this context. Akinsolu (2010) has established a positive correlation between ASR and students' academic performance. For academic staff structure (ASS), NUC benchmarked 20:35:45 in percentage for the professorial grade, senior lecturers grade and other lecturers grades (lecturers I and II, assistant lecturers and graduate assistants) respectively. For academic staff qualification (ASQ), the doctoral degree is the basic qualification for all academic staff;

however, master's degree holders in relevant areas also make the cadre of academic staff profile on the condition that such staff members must be in a relevant doctoral programme. In a new university, good bachelor's degree holders may be among the ranks of academic staff. Staff qualification has been reported to show positive relationship with students' performance (Betts, Zau and Rice, 2008; Brewer and Goldhaber, 2000).

Academic staff competence (ASC) is one very importance staffing variable that is rated low but very crucial. Competence is a product of experience over time. The NUC rates competence by physical observation of the teaching staff for the quality of instruction in the classroom (Omede, 2012). This position is also maintained by Oseni (2012) who holds that experience in a profession requires the possession of skill and knowledge in that profession because of long period of service: This position is also presented by Eleri (2011) who reported that about two hundred studies conducted on factors that improve students' achievement, only a knowledgeable and skillful teacher factor was found to create students' achievement.

The NUC stipulates that a programme must be adequately staffed with non-teaching staff comprises of technical staff and administrative staff such as technologists and secretary respectively, as well as their junior counterparts. Their roles complement those of the academic staff in the running of the programme. Programme administration (ProA) entails effective leadership and its effects on productivity cannot be over-emphasized. A capable staff can be more effective if he performs his function in an atmosphere of good relationship with the administration. Therefore, a competent and qualified academic staff member is recommended by the NUC to provide administrative direction. The NUC recommends a staff member of the cadre of senior lecturer and above to play such role.

Staff development programme (SD?) may be achieved through planned sponsorship and or staff to participate in seminars, industrial

attachments, higher degree are strongly recommended by the NUC as programmes are usually these SDP measures are supported. In the United States of America, a large scale study revealed that every additional dollar spent on raising teacher quality netted to greater student achievement gains than did any other use of school resources (Ferguson and Ladd, 1996). Findings have also shown that whereas all other aspects of staffing equips the programme with human capital resource with the generic or cognitive ability or knowledge, it takes staff development or training component of staffing to upgrade such staff with the specific competences (knowledge, skills and attitude) required for the job (Hatch and Dyer, 2004).

Learning environment encompasses the physical facilities in any designated place of learning such as classrooms, laboratories, libraries, teachers' lounges/offices, gymnasiums and non-formal learning spaces. The United Nations Educational Scientific and Cultural Organization Institute of Statistics (UNESCO/UIS) defines learning environment as the complete physical, social and pedagogical context in which learning is intended to occur (UNESCO/UIS, 2012). Physical learning environment, according to the organization of economic cooperation and development (OECD) is an influential element in the complex and highly contextualized nature of learning, characterized by dynamics and interactions between the learner, teacher, content, equipment and technologies (OECD, 2013). UNESCO (2016) asserts that learners in a supportive environment have high levels of self-efficacy and self-motivation and use learning as a primary transformative force. In the same way, welcoming the learners where they feel safe and nurtured is very important for the development of each individual and the society as a whole.

In line with NUC stipulations, learning environment in this study includes spaces (classrooms, laboratories, reading rooms, office accommodations); equipment (classrooms, laboratories, studio, staff offices, reading materials holdings and currency of holdings); and safety and sanitary conditions of the learning environment. The NUC rating of 27% covers laboratory spaces (Labs) 4%, laboratory

equipment (LabE) 7%, classroom spaces (ClaS) 5%, classroom equipment (ClaE) 3%, office accommodation (OffA) 5% and safety and environment (Safe) 3%. The BMAS recommends a minimum professorial and heads of department space of 24 m², senior technical and administrative staff space of 20 m², senior lecturer's space of 16 m², others lecturers' space of 7 m² and student's space of 0.65 m². BMAS also recommends a 150 students capacity Labs and ClaS. It has also been reported that some explicit relationship do exist between the physical characteristics of school buildings and educational outcomes (Khan and Iqbal, 2012; Werang, Leba and Bataubun, 2014).

Other programme resources include library facilities rated 18% and funding 2% in this regime of NUC evaluation criteria. The former, which is rated significantly high, is a faculty level resource requirement covering physical 10% and e-library 8%. This study will investigate library holdings (LibH) 10% and library holdings currency (LibC) 8% such as currency of textual materials. However, the latter rated 2 % is a university level resource it will be investigated with the indicator of funding of programme supplies (FPS) 2% (NUC, 2012). The importance of library and adequate funding in an educational system cannot be over-emphasized. The library and information system is intellectual property bank of the society. Lastly, the NUC stipulates that some form of feedback measure from the eventual beneficiaries of the products of the programme, the employers. Employer' rating of graduates (ERG) is allotted 3% of the total programme assessment. This is a measure that serves as an indicator and also a medium term impact of an educational programme on the society. According to the Employees' Personality Attributes for the Future (2002) as adopted by the Commonwealth of Austria (2004), there are two attitude factors that contribute to employability, personal attributes and skills.

These are what employers look out for in an employee in addition to specific subject area competences which are both considered to be partly the responsibility of the programme producing the graduates into the labour market

or society. Therefore, this study considers for data collection, a total of 25 NUC weighted variables distributed as shown below: curriculum matters 8, staffing 6, learning environment 5, library 2, funding 1 and employers' rating 1.

2. Statement of Problem

The NUC minimum standard is to ensure quality in the entire university education system on a broad spectrum and specifically the undergraduate Business education programme (UBEP) offered in the universities. Nevertheless, it is regrettable to note that in spite of the efforts being made to maintain quality in the UBEP in South west geo-political zone, the quality and even quantity of graduate Business education teachers seem to be reducing at an alarming rate. The researcher therefore, considers it necessary to evaluate the Undergraduate Business Education Programme in the universities in South West zone and by extension, the Nigerian Universities in order to ascertain ways of improving on the quality of service and products of the undergraduate Business education programme.

3. Objectives of the Study

The main objective of this study is to conduct a process evaluation of the undergraduate Business education programme (UBEP) in the universities in South West geo-political zone. Therefore, this study considered three major objectives. They are (i) the challenges confronting the UBEP, (ii) the facilities and equipment available for the teaching-learning of UBEP and (iii) the contents covered in UBEP compared to UBEP contents objectives.

4. Methodology

Research design: Descriptive research design of survey type was adopted for this study. Among other things, the purpose of a descriptive research design of survey type is to provide an in-depth description of a phenomenon or the relationships between two or more phenomena. Documentation of planned programme works which include the inputs and activities and

intended programme results which are the outputs, outcomes, and impacts without any manipulation(s).

Population: The population of the study was composed of all: (a) academic staff members including head of department of the programme in the south west universities; non-teaching staff members of the programme; all except year one undergraduate students of the programme in the study universities; all 2013-2017 graduates of the programme employed teaching in schools in south west and employers of graduates of the programme in schools south west.

Sample and Sampling Technique: Stratified random sampling technique was used for the selection of sample in this study. Sample comprised of the following: (a) simple random selection of 59 academic staff members (20, 20 and 19 from U1, U2 and U3 respectively) was done; (b) simple random selection of 19 non-teaching staff from each university was also used; and (c) simple random selection of 179 undergraduates (40, 21 and 118 from U1, U2 and U3 respectively) was. From the above, 257 members of universities' community (59 academic, 19 non-teaching and 180 undergraduates) made the sample size. Eighty business education graduates that have gained employment and also 80 employers of the graduates selected were also randomly selected. Sampling technique was informed by the following criteria: (a) areas of highest concentration of employers (public and private schools) of business education graduate teachers in south west zone.

Instrumentation: Three major instruments were used for this study, one was developed by the researcher and the other two were adopted.

Business Education Programmes' Problems Checklist (VRPC): This checklist was adapted from Agomoh (2004) and was subjected to pilot-testing. It was used to collect information on various problems facing Business Education programmes in the universities where business education are being offered in the six states of South-West Nigeria. It has two sections; Section A contains information on the respondent, and section B is in likert scale form, it contains 32 items on various types of problem Business Education programmes may be faced with. This

inventory was answered by the school's administrators and business education lecturers (Cronbach Alpha result of $\alpha = 0.97$ was obtained).

Attainment of Business Education Programmes' Objectives Inventory (ABEPOI): This instrument was adapted from Agomoh (2004) and further pilot-tested. It was used to collect data from the respondents on the attainment of the objectives of Business Education programmes. It has two sections; section A contains information about the bio-data of the respondents. The respondents were Lecturers and head of department used for the study (Cronbach Alpha result of $\alpha = 0.97$ was obtained).

Facilities, Equipment and Resources Inventory (FERI): This instrument was adapted from Eleri (2012) which yielded an alpha value of 0.90 to elicit information from the trainees and lecturers concerning available facilities, equipment and resources for Business Education programmes at the schools of business study. It also covered adequacy and utilisation of the available items. FERI was validated; it was also tested for reliability using Cronbach method which yielded an alpha value of 0.87 was obtained.

Data collection procedure: Procedure for data collection involved three stages training of research assistants, visitation and application for approval from the programme authority and data collection and collation. Six research assistants were trained on the procedures and implications or otherwise in the use of data collection instruments and methods. The training session took two days to cover. Research assistants selected for training were education degree holders that are social sciences (mostly economics teachers. The training involved procedures of administration of instruments, retrieval of instrument and collation of completed instruments and data provided by respondents as well as a question and answer session for further clarifications. The instruments for data collection were administered by the researcher with the assistance of the research assistants in the universities and outside in the selected schools as follows.

Data analysis: The data analysis involved both quantitative and qualitative methods. Quantitative data analysis involved descriptive statistics: frequency counts and percentage, mean and standard deviation as well as inferential statistics which involved pair and independent t-test statistics, one-way analysis of variance (ANOVA) and Pearson correlation coefficient. Qualitative data analysis involved

organization of responses from the key informants' interview by generating records of common views by informant on an issue as well as highlighting catchy phrases by individual informants. The responses were finally organized in tabular format with issues in rows and informant category in columns order to facilitate the collation of the responses.

4. Data Analysis and Results

The findings of this study are as follows:

RQ1: What are the challenges confronting implementation of business education programmes' objectives?

Research Question 1: What are the challenges confronting implementation of Business education programmes' objectives?

Table1: Frequency Counts Showing the Challenges Confronting the Implementation of Business education Programmes

S/N	Statement	SD	D	A	SA	Mean	S.D.
21	Inadequate infrastructural facilities	1 3.8%	8 30.8%	11 42.3%	6 23.1%	2.81	.94
1	Lack of state policy statement on Business education programmes	5 19.2%	2 7.7%	14 53.8%	5 19.2%	2.69	1.09
8	Delay in the release of fund for Business education programmes	1 3.8%	6 23.1%	14 53.8%	5 19.2%	2.88	.77
9	Lack of regular training for Business education facilitators	2 7.7%	3 11.5%	17 65.4%	4 15.4%	2.85	.88
15	Lack of motivation for facilitators	-	3 11.5%	19 73.1%	4 15.4%	3.04	.53.
20	Poor training and learning condition	1 3.8%	7 26.9%	14 53.8%	4 15.4%	2.77	.86
4	Lack of effective implementation of the available policy/law	2 7.7%	4 15.4%	18 69.2%	2 7.7%	2.77	.71
11	Lack of adequate instructors/facilitators	1 3.8%	3 11.5%	20 76.9%	2 7.7%	2.88	.59
13	Lack of facilitators' commitment to duty	7 26.9%	4 15.4%	13 50.0%	2 7.7%	2.35	1.06
23	Inadequate number of universities offering Business education	2 7.7%	1 3.8%	5 19.2%	18 69.2%	3.46	1.03
32	Lack of employment opportunities for persons that read Business education trained in the state	-	2 7.7%	6 23.1%	18 69.2%	3.62	.64
5	Inadequate funding of Business education programmes in the state	2 7.7%	3 11.5%	4 15.4%	17 65.4%	3.35	1.09
3	Lack of awareness on the existing laws and policy by the public	4 15.4%	2 7.7%	4 15.4%	16 61.5%	3.19	1.23
16	Lack of adequate Business education programmes equipment and supporting staff	3 11.5%	1 3.8%	6 23.1%	16 61.5%	3.31	1.12
17	Lack of business education programmes' materials	2 7.7%	2 7.7%	6 23.1%	16 61.5%	3.35	1.06
24	Long distance of Business education universities to interested persons	3 11.5%	3 11.5%	4 15.4%	16 61.5%	3.23	1.18
25	Lack of accurate population data of persons that is interested in Business education program in the sstate	2 7.7%	2 7.7%	6 23.1%	16 61.5%	3.35	1.06

26	Lack of proper planning for persons that is interested in Business education by the government	2 7.7%	3 11.5%	5 19.2%	16 61.5%	3.27	1.19
30	Parental ignorance about Business education programmes	1 3.8%	2 7.7%	7 26.9%	16 61.5%	3.42	.95
18	Lack of relevant Business education programmes	3 11.5%	1 3.8%	7 26.9%	15 57.7%	3.27	1.12
31	Poor attitude of the public toward persons that is interested in Business education	2 7.7%	-	9 34.6%	15 57.7%	3.38	.98
19	Inadequate of relevant Business education programmes' materials	1 3.8%	3 11.5%	8 30.8%	14 53.8%	3.31	.97
28	Ignorance on the part of government officials on the needs of persons that is interested in Business education.	3 11.5%	5 19.2%	4 15.4%	14 53.8%	3.04	1.28
2	Lack of state legislation for the persons that is interested in Business education	4 15.4%	5 19.5%	4 15.4%	13 50.0%	3.00	1.17
6	Mismanagement of available fund for Business education programmes	6 23.1%	5 19.2%	2 7.7%	13 50.0%	2.85	1.29
7	Improper monitoring of utilization of available fund	5 19.2%	5 19.2%	4 15.4%	12 46.2%	2.85	1.29
12	Lack of training for the instructors	3 11.5%	4 15.4%	7 26.9%	12 46.2%	3.04	1.15
29	Lack of adequate supervision	2 7.7%	5 19.2%	7 26.9%	12 46.2%	3.08	1.09
22	Lack of good workshops	1 3.8%	7 26.9%	7 26.9%	11 42.3%	3.04	1.04
14	Instructors' negative attitude to work	3 11.5%	8 30.8%	14 53.8%	1 3.8%	2.46	.86
10	Lack of commitment on the part of business education facilitators	3 11.5%	8 30.8%	15 57.7%	-	2.46	.71
27	Lack of government commitment to Business education	3% 11.5	5% 19.2	6% 23.1	12% 46.2	3.00	1.17
	GRAND MEAN = 3.04						

Table 1 showed the results of the challenges confronting the implementation of Business education programmes' objectives in South-West, Nigeria which included inadequate infrastructural facilities (mean=2.81) ranked highest by the mean score rating and was followed by Lack of state policy statement on Business education programmes (mean=2.69), Delay in the release of fund for Business education programmes (mean=2.88), Lack of regular training for special education facilitators (mean=2.85), Lack of motivation for facilitators (mean=3.04), Poor training and learning condition (mean=2.77), Lack of effective implementation of the available policy/law (mean=2.77), Lack of adequate instructors/facilitators (mean=2.88), Lack of facilitators' commitment to duty (mean=2.35), Inadequate number of vocational universities (mean=3.46), Lack of employment opportunities for persons that is interested in Business education who are business educationally trained in the state (mean=3.62), Inadequate funding of Business education programmes in the state (mean=3.35), Lack of awareness on the existing laws and policy by the public (mean=3.19), Lack of adequate Business education programmes equipment and supporting staff (mean=3.31), Lack of business education programmes' materials (mean=3.35), Long distance of business educational universities to interested persons (mean=3.23), Lack of proper planning for persons that is interested in Business education by the government (mean=3.27), Parental ignorance about Business education programmes (mean=3.42), Lack of relevant Business education programmes (mean=3.27), Poor attitude of the public toward persons that is interested in Business education (mean=3.38), Inadequate of relevant Business education programmes' materials (mean=3.31), Ignorance on the part of government officials on the needs of persons that is interested in Business education (mean=3.04), Lack of state legislation for the welfare of persons that is interested in Business education (mean=3.00), Mismanagement of available fund for Business education programmes (mean=2.85), Improper monitoring of utilization of available fund (mean=2.85), Lack of training for the instructors

(mean=3.04), Lack of adequate supervision (mean=3.08), Lack of good workshops (mean=3.04), Instructors' negative attitude to work (mean=2.46), Lack of commitment on the part of special education facilitators (mean=2.46), Lack of government commitment to Business education (mean=3.00). The overall conclusion for the challenges confronting implementation of Business education programmes' objectives as stated above were agreed upon by the participants.

Research Question 2: How comparable are the contents of the Business education programmes taught with the contents specified in the objectives of the programmes?

Table 2: Frequency Counts Showing the Contents of the Business education Programmes Taught with the Contents Specified in the Objectives of the Programmes

S/N	Statement	NAA	VL	L	H	VH	Mean	S.D.
9	Provision for business education for persons that is interested in Business education	15 5.4%	33 11.9%	87 31.5%	74 26.8%	82 29.7%	3.69	1.127
14	Opportunities for development of potentials for business education competency	20 7.2%	33 11.9%	85 30.8%	80 29.0%	78 28.3%	3.66	1.150
16	Provision of adequate Business education programmes' facilities and equipment for training	18 6.5%	27 9.8%	92 33.3%	91 33.0%	66 23.9%	3.64	1.081
13	Opportunities for development of good communication ability	28 10.1%	79 28.6%	42 15.2%	39 14.1%	116 42.0%	3.59	1.438
1	Provision of business education universities	19 6.9%	75 27.2%	37 13.4%	76 27.5%	88 31.9%	3.57	1.307
10	Provision and implementation of law and policy on Business education programmes for persons that is interested in Business education	26 9.4%	36 13%	94 34.1%	77 27.9%	69 25.0%	3.55	1.179
15	Opportunities for development of potentials for social competency	15 5.4%	70 25.3%	51 18.5%	82 29.7%	73 26.4%	3.52	1.228
5	Provision for equal opportunities for persons that is interested in Business education	38 13.8%	75 27.2%	69 25.0%	39 14.1%	93 33.7%	3.41	1.420
7	Provision for equal opportunities for persons that is interested in Business education	59 21.4%	80 29%	74 26.8%	30 10.9%	92 33.3%	3.27	1.519
8	Provision for equal opportunities for persons with Business skill to compete favourably with other professional.	53 19.2%	70 25.4%	79 28.6%	56 20.3%	71 25.7%	3.27	1.412
12	Provision of appropriate training methods for persons that is interested in Business education	73 26.4%	88 31.8%	87 31.5%	21 7.6%	80 29.0%	3.07	1.533
11	Provision of appropriate training methods for persons that is interested in Business education	52 18.8%	112 40.5%	47 17.0%	58 21.0%	59 21.4%	3.04	1.429
	GRAND MEAN = 3.28							

The results from Table2 showed that provision for business educational training for persons that is interested in Business education (mean=3.69) ranked highest by the mean score rating and was followed by Opportunities for development of potentials for business competency (mean=3.66), Provision of adequate Business education programmes' facilities and equipment for training (mean=3.64), Opportunities for development of good communication ability (mean=3.59), Provision of business educational universities (mean=3.57), Provision and implementation of law and policy on Business education programmes for persons that is interested in Business education (mean=3.55), Opportunities for development of potentials for social competency (mean=3.52) and provision for equal opportunities for persons that is interested in Business education (mean=3.41).

The result of Table 4.1 revealed that the contents of the Business education programmes are in tandem with the objectives of the programmes. This is shown by the value of the grand mean (3.28) which is greater than the criterion value (2.50). This implies that both the contents of the Business education programmes taught and the contents specified in the objectives of the programmes are comparable.

Research Question 3: To what extent is Business Education Program materials and equipments available for Business Education in universities in South-West, Nigeria?

Table 3: Frequency Counts Showing the Level of Availability, Adequacy and Accessibility of the Facilities, Equipments and Resources in the Vocational Universities and Special Schools

S/N	Facilities, Equipments and Resources	Availability	
		No	Yes
1	Textbooks	37 13.4%	239 86.6%
2	Computers	109 39.5%	167 60.5%
3	Electronic typewriters	93 33.7%	183 66.3%
4	Office copiers	36 13.0%	240 87.0%
5	Power supply and Generating set	78 28.3%	198 71.7%
6	Adequate working and storage space	69 25.0%	207 75.0%
7	Word processors	81 29.3%	195 70.7%

The results from Table 3 were as shown below:

(a) Availability of the Facilities, Equipments and Resources

- Textbooks, 37(13.4%) indicated no while 239(86.6%) indicated yes;
- Computer, 109(39.5%) indicated no while 167(60.5%) indicated yes;
- Electronic typewriters, 93(33.7%) indicated no while 183(66.3%) indicated yes;-
- Office copiers, 36(13.0%) indicated no while 240(87.0%) indicated yes;
- Power supply, 78(28.3%) indicated no while 198(71.7%) indicated yes;
- Generating set, 69(25.0%) indicated no while 207(75.0%) indicated yes;
- Adequate working, 81 (29.3%) indicated no while 195(70.7%) indicated yes;
- Resource Unit/Room, 127(46.0%) indicated no while 149(54.0%) indicated yes;
- storage space for training facilities, 47(17.0%) indicated no while 229(83.0%) indicated yes;
- Word processors, 117(42.4%) indicated no while 159(57.6%) indicated yes;
- Workshops, 107(38.8%) indicated no while 169(61.2%) indicated yes;

- Trainees’ accommodation, 132(47.8%) indicated no while 144(52.2%) indicated yes;
- Centre toilet, 91(33.0%) indicated no while 185 (67.0%) indicated yes;
- Staff Room, 125(45.3%) indicated no while 151(54.7%) indicated yes.

5. Discussion of Findings

On challenges confronting the implementation of business education programme’s objectives in universities in the South-West, Nigeria

As indicated in the findings of this study, business education programme’s objectives face various challenges such as inadequate infrastructural facilities and was followed by lack of state policy statement on business education programme, delay in the release of fund for business education programme, lack of regular training for business education facilitators, lack of motivation for facilitators, poor training and learning condition, lack of effective implementation of the available policy/law, lack of adequate facilitators, lack of

facilitators' commitment to duty, inadequate number of universities with business education, lack of employment opportunities for individuals who are vocationally trained in the state, inadequate funding of business education programme in the state, lack of awareness on the existing laws and policy by the public, lack of adequate business education programme equipment and supporting staff, lack of business education rehabilitation programmes' materials, long distance of universities with business education to individuals, parental ignorance about importance of business education programme, poor attitude of the public toward individuals with certificate in business education, ignorance on the part of government officials on the needs of individuals vocationally, mismanagement of available fund for business education programme, lack of seminar/workshops, facilitators' negative attitude towards work and lack of government commitment to business education.

The contents of the business education programme are in line with the objectives of the business education programme in all universities in the South-West, Nigeria.

Findings of the study indicated that the contents of the business education programme are in line with the objectives of the programmes in the universities across South-West of Nigeria. The findings revealed that provision for business education training for individuals ranked highest by the mean score rating and was followed by opportunities for development of potentials for business education competency, provision of adequate business education programme' facilities and equipment for training; opportunities for development of good communication ability; provision and implementation of law and policy on business education programme for individuals; opportunities for development of potentials for social competency; provision for equal opportunities for individuals to compete favourably within and outside their community; provision of appropriate training methods for all the business education students; provision of appropriate training methods for disable and non-disable persons and provision for equal

opportunities for persons with intellectual and non-intellectual disabilities;

This will imply that there are provisions for business education training for individuals and opportunities for development of potentials for business education competency, good communication ability, and social competency. The findings further confirmed that there are provisions of adequate business education programme' facilities, equipment for training, provision and implementation of law and policy on business education programme, provisions of equal opportunities for all categories of individuals and provisions of appropriate training methods.

On availability, adequacy and accessibility of the facilities, equipments and resources in the universities in the South-West, Nigeria

The findings of this study revealed that universities that offer business education programme in the South-West, Nigeria are not adequately equipped with needed facilities, equipments and resources. Training individuals calls for availability, adequacy and accessibility to necessary equipments, facilities and resources. It is not possible to train persons in business education programmes without those materials and equipments because of their specialised nature. Effective training requires the use of various specialised equipments, facilities and resources.

This finding corroborates the findings of Eleri (2011) which stated that facilities, equipments and resources for the implementation of business education curriculum are not available in the Colleges of Education in Nigeria. The finding of Agomoh (2004) supported this study which confirmed that available facilities and their utilisation were ineffective in the states of Eastern Nigeria. Oseni (2012) maintained that to enhance standard in business education in Nigeria, problem of inadequate of equipments, resources and materials must be addressed.

This finding is a total departure from Federal Government stands in National Policy of Education (2004) that all necessary facilities,

equipments, materials, and other assistive devices that would ensure easy access to quality education for individuals shall be provided. To this end, it is almost certain that not much gain is expected from the business education programmes in the affected universities in South-West, Nigeria.

6. Recommendations

Based on the findings of the study, the following recommendations are hereby made:

- Facilities, equipment and resources meant for all categories of skills in business education should be made available in large quantities for effective implementation of business education programmes.
- Efforts should be made by all business education facilitators at ensuring that individuals are exposed to all contents of business education programmes as all are equally important (both able and disable students). In doing this, the facilitators need to adopt innovative strategies/methods.
- Funding should be improved upon towards provision of necessary materials that would help solve most of the problems identified.

7. Conclusion

The researcher concludes based on the results established that there were reasonable numbers of contents being covered by the business education facilitators in the South-West, Nigeria. On the other hand, weaknesses which need to be addressed upon include inadequate training materials and equipments, shortage of the programmes' facilitators at the various universities, inadequate training methods and low level of seriousness on the part of individuals (the trainees) at the universities with business education across the South-West, Nigeria.

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