

# EVALUATION OF BUSINESS EDUCATION CURRICULUM IN COLLEGES OF EDUCATION: A WAY FORWARD FROM THE CROSS ROAD

Owhologo Miller

## Abstract

The study evaluates the factors impeding the implementation of Business Education Curriculum in Colleges of Education. The study involves 80 lecturers of Business education and 90 –students of business of Education randomly drawn from three colleges of education in Edo and Delta States. Results of THE study show that inadequacy of equipment adversely affects the implementation of Business education curriculum. The size of class usually results in poor skill acquisition in Business Education , The criteria used in the placement of ' students in areas of' specialization often contradict the admission requirements. The paper recommends that government should provide special grants to College of Education to procure equipment for the implementation of Business Education Curriculum It also recommends that specialisation should be based on the students' aptitude, ability and interest rather than different criteria and also that student-trainees should be academically equipped to teach all the clusters of Business Studies at the Secondary School Level.

## INTRODUCTION

The NCE Business Education Curriculum as stipulated by the National Commission for Colleges of Education (NCCE, 1990) is aimed at training Business Studies teachers for the Junior Secondary School level. This is in line with the National Policy on Education (1981) which stated that Business Studies should be taught at the Junior Secondary School level as a pre-vocational subject.

The understanding of the Business Studies Curriculum at the Junior Secondary School level is that holders of NCE Business Education should be able to teach the cluster of subjects that make up Business Studies yiz Shorthand, Typewriting, Book-keeping, Commerce and Office Practice. However, the Curriculum of NCE Business education is structured along the policy of specialisation of courses into secretarial education option and accounting education option at 300 level.

It is believed that majority of NCE Business teachers do not teach all the cluster subjects that make up Business Studies as a result of the adoption of specialization policy and the near-absence of equipment. The only subjects often taught are Commerce, Book-Keeping and Office practice. The reason for the practice is that majority of the public secondary schools in Edo and Delta States cannot procure the necessary equipment such as typewriters and model laboratory for the teaching of Shorthand and Typewriting, (Osiinde 1995, and Adigun, 1992).

It is believed too that the choice of subjects to be taught within Business Studies depends on the teacher's knowledge which to a large extent is traceable to a number of variables such as the NCE Business Education Curriculum, the admission requirements, facilities/equipment etc

According to the National Commission for Colleges Of Education (1990), the objectives of NCE Business, education include the following:

- i, to produce well qualified and competent NCE graduates in Business subjects who will be able to teach
- business subjects in our Junior Secondary Schools, ii, To produce NCE Business teachers who will be able to inculcate the vocational aspects of Business Education into the society, iii. To produce NCE Business teacher who will start the so much desired revolution of vocational development right from the Nigerian Primary and Secondary Schools. iv. To produce students in Business Education with necessary competencies so as to qualify them for a two-year post NCE degree programme in Business Education in Nigeria.

In spite of the laudable objectives of Business Education, it has not been given the desired support. Jegede (1989) and Osunde (1992) stated that unavailability of equipment/material for teaching (the subject is an added reason of teachers' neglect of some components of the subject at the JSS level. Supporting the claims expressed above, Oyedeji (1987) and Ehiamefor (1990) stated that the NPE emphasises the practical use of hand, therefore, one cannot learn typewriting without typewriters, office practice without equipment and Shorthand without stopwatch.

While the entry requirements for admission into NCCE Business Education as specified by NCE (1990) stated that a 'pass' in English language is accepted as a pre-requisite, the various Colleges of Education use different criteria for placing students into their areas of specialization at the 300 level. SOJIK Colleges of Education emphasise 'Credit grade' in English language for Secretarial Education option and 'Credit grade' in Mathematics for Accounting options. This provision seems to be at variance with NCE (1990) minimum entry requirements

Observations and views expressed above indicate that the implementation of Business Education Curriculum seems to be faced with lots of problems and the course finding itself at a cross road in the implementation process

Therefore, this paper aims at obtaining empirical evidence on the implementation of Business Education curriculum in Colleges of Education with a view to rationing a way out from the crossroad.

## Methodology

The population of this study consisted of thirty (30) Business Education Lecturers and ninety (90) Students drawn from three College of Education in Edo and Delta States.

A questionnaire was designed and validated by two Business Education experts in a University it was also pilot-tested on ten (10) Business Education lecturers and twenty (20) students in College of

Education Ekandolor However, this group of people did not take part in the study.

Responses collected were analysed through percentage and chi-squared.

**RESULT AMD DISCUSSION**

**TABLE I;** *Relationship between the views of Students and Lecturers on the Adequacy of Selected Business Education equipment in colleges of education*

JS/N,			ADEQUACY		INADEQUACY'		
1.	Typewriters	Lecturers Students	5 10	(13,75) (11,25)	25 (26.25)	80 (78.75)	0.64
2.	Model Office Equipment	Lecturers Students	5 10	(3.75) (11-25)	25 (26.25)	80 (78.75)	0.64
3.	Model Shorthand Laboratory Equipment	Lecturers Students	8 20	(7) (21)	22 (23)	70 (69)	0.56
4.	Word Processors	Lecturers Students	5 20	(6.25) (18,75)	25 (23.75)	70 (71.25)	0.64
5.	Swivel Typing Chairs '	Lecturers Students	5 5	(2.5) (7.5)	25 (27.5)	85 (82.5)	3.15
6.	Drop Desks	Lecturers Students	10 30	(10) (30)	20 (22.5)	60 (67.5)	1.1
7.	Steel Cabinets	Lecturers Students	5 5	(2.5) (7.5)	25 (27.5) 85 (82.5)		3.15
8.	Demonstration Stand	Lecturers Students	10 10	(5) (15)	20 (25) 80 (75)		20.10*

**\*(P>0.05)**

Note: Figures in parenthesis represent expected frequencies.

Table 1 shows results of students and lecturers responses to selected Business Education equipment in Colleges of Education. Results revealed significant relationship (P> 0.05) between the responses of lecturers and students towards adequacy of equipment in the teaching and learning of Business Education,

The trend shows that Business Education equipment are grossly inadequate. The responses of the lecturers and students indicated that for the Business Education Curriculum to be fully implemented, typewriters are essential because the students need much of the practical skills to be able to impart same to the students at the Junior Secondary School level in line with eh 6-3-3-4 educational system.

With calculated Chi-Square value of 0.64 which is less than table value of 3.841 (P > 0.05} for responses of lecturers and students on the adequacy' of mode] office equipment needed for implementation of Business Education curriculum, it is obvious that mode! office equipment like guillotine, photocopying machines, duplicating machines, etc. are fundamental to the teaching of Office Practice, Office Management and Accounting.

Word Processors with calculated Chi-Square value of 0.64 and Swivel typing chairs of 3 - 14 indicated also that the students cannot acquire adequate knowledge in the Computer Appreciation Course as stipulated in the Curriculum of Business Education by NCCE (1990) because of their inadequacy. Thus will no doubt have a negative impact in the nation's educational growth in this era of computer technology where everyone is expected to be Computer literate to meet with the changes in the dynamics of educational demands. Consequently, the importance of Swivel typing chairs cannot be over emphasised either in the computer usage or in the typing pool. They provide maximum comfort to the users thereby sustaining their interest and increasing their output. Their inadequacy will pose a lot of the constraints to effective teaching and learning.

The drop desks with calculated Chi-Square value of 1.1 is equally less than Chi-Square table value of 3.841 which also indicated that they are inadequate. The drop desks are meant to prevent the typewriter and the \\ord processors from constant shifting white writing thereby protecting them against damage's. In these days of rising cost of materials, the use of preventive mechanism like the drop desks cannot be over-emphasised in the implementation of Business Education Curriculum.

However, the calculated Chi-Square value of 20 is greater than- the Chi-Square value of 3,841 in the responses of lecturers and students on the adequacy of demonstration stand. The result may be due to the fact that a blackboard could be ruled with ease by the lecturer while teaching any of the skill subjects like shorthand, and as such agreed 10 the adequacy of demonstration stand,

The findings of this study agreed with those of Osunde 91992), Jegede (1989), Oyedjeji U9S7). Ehiamelaior (1990) and Adigun (1991) who also observed inadequate supply of Business .Education equipment as a major factor affecting the implementation of Business Education Curriculum,

TABLE n Size of Class

	Frequency	%
1		

More than 30	13	43.33
Less than 30	2	6.66
Manageable	2	6.66
Too large	13	43.33

Table I! **shows the results** of the responses of lecturers to the impact of size of class in the implementation on the Business education Curriculum. From the 1;ihlc a figure of 13 responses representing 43.33% agreed that they do teach a size of class more than 30 just as 13 responses representing 43.33% agreed that the size of class were too large. However 2 responses each representing 6.66% respectively agreed that the size of class were less than 30 and manageable.

The various responses are in line with the nature of Business Education Curriculum as a pre-vocational course which has a mixture of subjects classified as skilled and unskilled. The **NCC£(1990)** recommended teacher-student ratio of 1:30 from the list of equipment required for each class of similar nature. The implication of the size of class more than 30 for skilled subjects like shorthand, Typewriting, Basic Mathematics and Principles of Account is that effective teaching and learning will not be achieved. This view is in line with that of Nwadiani (1989).

The figure of 2 responses representing 6.66% repetitively which agreed that their size of class were less than 30 and manageable are due to the specialization of students at the 300 level in either Secretarial education option or Accounting education option (NCCE, 1990). The size of class less than 30 is believed to be more \\iili Secretarial education option than in Accounting education option.

The size of class more than 30 is believed to be for subjects like Commerce, Principles of Management, Elements of Labour Economics, Business Law and Principles of Marketing: The size of class of 40 as specified in the National Policy **on Education (1981)** is believed to be ideal for the teaching of the above subjects.

**TABLE III Placement of Students in Area of specialization**

	Aggregate Responses (%)
1, Satisfied with existing Criteria	30 (33.33) 2.
Not satisfied with existing criteria	90 (66.66)

Table 111 shows aggregate responses of lecturers and students to the criteria for the placement of students in areas of specialization at 300 level. The table indicates that 30 aggregate responses representing 33.33% were satisfied with existing criteria for the placement of student in areas of specialization at the 300 level in Business Education Curriculum.

The high aggregate responds of 90 sample representing 66.66% out of 120 samples not in favour of the existing criteria being used by the various Colleges of Education shows a departure from the NCCE (1990) admission requirements. While the NCCE (1.990) stipulated among other things that the admission requirement of a 'pass' each in English Language and Mathematics for the holders of Senior School Certificate (SSC) or General Certificate of Education (GCE) the various Colleges of Education are believed lobe emphasising a 'Credit Pass' in Mathematics for Accounting Education Option. The implication of this is that students are not likely to be fully determining their choice of specialization because of the contradiction in the implementation of the admission requirements and the criteria used in the placement of students in the areas of specialisation at the 300 level. "This can lead to stress and frustration in an individual and can therefore have a negative impact not only on such an individuals performance but also on the School System, Abraham (1970)". The findings of Rosen (1970) and Hellriegel (1974) agreed *with* (hat of stress and frustration arising from contradictions in the implementation of admission requirements of Business Education Curriculum,

## CONCLUSION

The following conclusion can be drawn from the study:

- a. The inadequacy of Business Education equipment adversely affects the implementation of Business Education Curriculum.
- V The size of class visually results in poor skill acquisition in Easiness Education Curriculum.
- c. The criteria used in me placement of students in areas of specialization often contradict the admission requirements.

## RECOMMENDATION

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

- a. Government should provide special grants to the Colleges of Education to procure equipment for the implementation of the Business Education Curriculum.
- b. The size of class for the teaching of skill acquisition subjects should be le;^ than 40 to ensure effective teaching

**and learning.**

- c. Specialization should be based on the students' aptitude, ability and interest rather than different criteria,
- d. Student-trainees should be academically equipped to teach all the clusters of Business Studies at the Junior Secondary School level.

**REFERENCES**

- Adigun, E. B. (1991) "Problems Associated with the Implementation of Business Curriculum Offering in Secondary Schools in Oyo State ;and its Implementation in Business Education by the Year 2000". *Business Education Journal Vol. II, No. 3.*
- Ehiametalor, E. T. (1990) *Business and Economics of Education: Principles and Methods*, Ibadan, Evan Publishers.
- Federal Republic of Nigeria (1981), *National Commission for Colleges of Education*, Kaduna.
- Hellriegel, D. and Slocum, J. (1974), *Management: A Contingency Approach*, (London: Addison-Wesley Publishing Company), P. 495.
- Korman, A. K. (1970) *Industrial and Organisation Psychology*, Jersey: Prentice-Hall, Eagle Wood Cliffs), Vol. 2. P. 170.
- Nwandiani, M (1995) Effects of Size of Class Enrolment on Success in Junior Secondary School Academic and Pre-vocational Subjects, *Journal of Nigerian Educational Research Association*, Ilupeju Press, Benin, vol. 9/10.
- Osunde, A. (J. (1995): Cognitive Style Creativity ;md Intelligence as Predictors of Students Performance in Business Studies at the Junior Secondary School in Edo State. *Unpublished Ph. D. Thesis, University of Ibadan.*
- Osunde, A U. (1992): "A Illuminative Evaluation of the Place of Vocational Business in Nigeria 1990s Economy." *The Educational Planner*, Vol. III, Nos. I and 2, Pp. 21 - 28%.
- Ojedeji, N. B. (1987), "Effective Public Relation: A Case Study of Business Studies" *Journal Curriculum Organization of Nigeria*, Vol. II No. 1 Pp. 28 - 33.
- Rosen, R. A. 11. (1970) "Fere Man Role Conflict: An Expression of Contradictious in Organizational Role" *Industrial and Relations Review* Vol. 23, Pp. 541- 542.