



WORK-BASED LEARNING FRAMEWORK FOR EFFECTIVE IMPLEMENTATION OF BUSINESS EDUCATION CURRICULUM IN TERTIARY INSTITUTIONS IN DELTA STATE, NIGERIA

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Abstract

The study investigated work-based learning framework for effective implementation of Business Education curriculum in tertiary institutions in Delta State, Nigeria. This study adopted a descriptive survey research design. To achieve the main purpose of the study, four research questions were answered while four null hypotheses were tested at 0.05 level of significance. The population for the study was 331 which comprise of the entire 103 Business Education lecturers and 228 final year Business Education students form Delta State University Abraka, Federal College of Education Asaba, Delta State College of Education Agbor and Delta State College of Education, Warri. The entire population of 331 Business Education lecturers were used; therefore, there was no sampling. The instrument for data collection for the study was a structured questionnaire, face-validated by three experts in Business Education. The reliability of the instrument yielded a Cronbach Alpha coefficient of 0.79. Out of the 331 copies of the questionnaire administered, 265 copies were completely filled and returned representing 84.3% return rate. Data collected were analysed using mean and standard deviation for answering the research questions while t-test statistics was used for testing the hypothesis. Based on the data collected and analysed, the study found that the current practice of work-based learning in Business Education in the state is very poor. The study concluded that, work-based learning is a suitable learning framework for use in Nigeria tertiary institutions for the production of quality craftsmen and technicians with required work skills for work. The study among others recommended policy framework to ensure functional work-based learning in Business Education and other areas of technical and vocational education in Delta State and Nigeria in general.

Keywords: *work-based learning, framework, business education, curriculum, tertiary institution.*



Introduction

Tertiary institutions are established to provide knowledge, skills and training to students who have successfully passed through secondary education and desirous of pursuing a chosen discipline for career. Tertiary institution, according to Okute and Agomuo (2010) is a third tier of learning which provides training in an ever-increasing number of specializations necessary for the modern society. There are various levels of tertiary institutions in Nigeria which includes universities, polytechnics and colleges of education, among others. It is a higher level of education for advanced education following the completion of secondary education. The duration of the study may be from four to seven years or more, depending upon the nature and complexity of the programmes pursued (Brickman, 2009). Education at this level equips individual with specialised knowledge and skills for work on graduation. In Nigerian tertiary education system, Business education is one of the vocational education courses where students enrolled and trained in pedagogy to earn a degree.

Business education, according to Agboh (2015) is a class of education for, and about business, that trains learners to use their head, heart and hand to earn a living either as self of paid employee in business related career. Nwuzoh (2016) defined Business Education as the type of education that gives individual the needed skills and knowledge to succeed in either small, medium or large scale businesses. In the view of Ugwuogo (2013), Business education is an aspect of vocational education that provides instruction and preparation for office occupations such as secretary, shorthand-typist or stenographer, bookkeeper, data processor, word processor, computer analyst and accountant. Business education programme is one of the courses offered in tertiary institutions that provide marketable skills in the five major areas of accounting, office technology and management and marketing/distributive occupations, consumerism and entrepreneurship. Similarly, Osuala in Nwalado and Oru (2016) submitted that Business education is a programme of instruction which consist of (i) Office education; a vocational education programme for office career through initial, refresher and upgrading education leading to employability and advancement in office occupation, and (ii) General business education; a programme to provide students with information and competencies which are needed by all in managing personal business affairs and in using the services of the business world.

The objectives of Business education programme according to Aliyu (2013) include: the need for specialized instruction to prepare students for career in business,



developing in students' fundamental instruction to help them assume their economic roles as consumers, workers and citizens and equipping them with background instruction to assist them in preparing for professional careers interest for advanced study. Binuomote and Okolie (2015) posited that equipping Business Education graduates with needed skills for small scale business has the potency of making them to be productive thereby creating job opportunities. One of the active means of equipping Business Education graduates with needed skills for work is through adoption of functional work-based learning.

Work-based learning according to Becker (2007), is a learning approach that encompasses a working experience in which students go through a learning process both in industry and institution to gain the experience and apply the skills in the related industries according to what is required in an actual working environment. Work-based learning as described by Sodiechowska and Maisch (2006) is a learning plan where *students are full-time employees whose programmes of study are fully embedded in the workplace and is designed to meet the learning needs of the employees and the aims of the organisation*. Amadi (2013) stated that work-based learning arrangement avails learners opportunities to acquire a variety of skills upon exposure to rigorous academic engagements simultaneously with hands-on career development experiences. The report of Virginia Department of Education (2018) showed that work-based learning builds career and college readiness through a continuum of experiences designed to foster improved educational outcomes for students with disabilities. In their opinions, Kamin, Latib, Amin, Saud and Ahmad (2018) shared that, as a workplace learning environment, the application of the work-based learning programme genuinely involves real experiences when it transforms theory into practice in the workplace context. Schrenko (2010) observed that work-based learning programme include work experience opportunities, job training and work experiences coordinated with both academic and occupational learning in school-based programmes that are relevant to students' programme of study for career development. Lemanski, Mewis and Overton (2011) acknowledged that work-based learning strategy is a vital part in the ongoing and future development of the existing workforce, and functional implementation of skill-based curriculum.

Curriculum is a programme of education prepared for definite group of learners within a time frame in order to achieve the intended learning and behavioural outcomes (Alade, 2005). Similarly, Norman in Aliyu (2013) described curriculum as an organized framework that sets out the contents that the learners are to learn; the



process through which learners achieve goals which the curriculum sets for them; what educators do to help learners to achieve these goals and the contexts in which teaching and learning occur. This can only be achieved through effective implementation of the curriculum. Effectiveness, as described by Ohakwe in Nwalado (2017) is the condition where desired outcomes or results are attained with minimal expenditure of resources when an activity is performed. Olaitan, Nwachukwu, Igbo, Onyemachi and Ekong (1999) stated that effectiveness is an impact of a group of activities performed on the achievement of intended learning outcomes.

It is imperative to state that part of the present problems undermining the achievement of the objectives of Business education is ineffective implementation of the curriculum using skilled oriented approaches such as work-based learning to address the gross skill deficiency of students. Business Education graduates roam the street in search of white collar jobs as they lack the needed skills necessary for becoming paid or self-employed. It is based on this foundation that this study was carried out to evolve work-based learning framework for effective implementation of Business Education curriculum in tertiary institutions in Delta State, Nigeria.

Research Questions

Based on the specific purposes, the study answered the following research questions:

1. To what extent are Business education students engaged with work-based learning practices in tertiary institutions in Delta State
2. What are the administrative frameworks for effective implementation of Business education curriculum in tertiary institutions in Delta State, Nigeria?
3. What are industry-institution frameworks for effective implementation of Business education curriculum in tertiary institutions in Delta State, Nigeria?
4. What are resource management frameworks for effective implementation of Business education curriculum in tertiary institutions in Delta State, Nigeria?

Research Hypotheses

H₀: There is no significant difference in the mean ratings of the Business Education Lecturers and students on extent of engaging students with work-based learning practices in tertiary institutions in Delta State.

H₀₂: There is no significant difference in the mean ratings of the Business Education Lecturers and students on administrative frameworks for effective implementation of Business education curriculum in tertiary institutions in Delta State, Nigeria.



H0₃: There is no significant difference in the mean ratings of the Business Education Lecturers and students on industry-institution frameworks for effective implementation of Business education curriculum in tertiary institutions in Delta State, Nigeria.

H0₄: There is no significant difference in the mean ratings of the Business Education Lecturers and students on resource management frameworks for effective implementation of Business education curriculum in tertiary institutions in Delta State, Nigeria.

Method

Descriptive survey research design was adopted to carry out the study. Check and Schutt (2012) viewed descriptive survey research design as the collection of information from a sample of individuals through their responses to questions. A *survey design* is a process of conducting a research while a *questionnaire* is the instrument to gather the required data from sample of respondents.

The population for the study was 331 subjects, made up of all the 103 Business education lecturers and 228 final year students of Business Education from four tertiary institution offering Business Education programmes in Delta State. The tertiary institutions from which the samples were selected include: Delta State Univeristy, Abraka, Federal College of Education Asaba, Delta State College of Education, Agbor and Delta State College of Education, Warri. Due to the manageable size, the entire populations of 331 subjects were used as respondents for the study; therefore, there was no sampling. The instrument for data collection for the study was a structured close-ended questionnaire. The questionnaire was structured into four sections in line with the four specific purposes of the study. The response options for section one were: Very High Extent (VHE); High Extent (HE); Low Extent (LE) and Very Low Extent (VLE) with corresponding values of 4, 3, 2, and 1 respectively. On the other hand, the response options for sections 2, 3 and 4 were: Strongly Agree (SA); Agree (A); Disagree (D); and Strongly Disagree (SD) with corresponding values of 4, 3, 2, and 1 respectively.

The instrument was face-validated by three Business Education lecturers. Cronbach Alpha reliability method was used to ascertain the reliability of the instrument which yielded a coefficient of 0.79. Data for the study were collected with the help of four research assistants with one from each of the four schools. Out of the 331 copies of



the questionnaire administered, 265 copies were completely filled and returned representing 84.3% return rate. The data collected were analysed using frequency, percentage and mean for answering the research questions while t-test statistics was used for testing the null hypotheses at 0.05 level of significance.

To answer research questions mean and standard deviation were employed using 4-point rating scale technique which was categorized into four response options as follows:

Response Options		Ordinal values
Very High Extent (VHE) / Strongly Agree (SA)	=	4
High Extent (HE) / Agree (A)	=	3
Low Extent (LE) / Disagree (D)	=	2
Very Low Extent (VLE) / Strongly Disagree (SD)	=	1

The cut-off point for the response option was obtained thus:

$$\frac{4+3+2+1}{44} = \frac{10}{44} = 2.50 \text{ (cut-off point)}$$

Based on the obtained cut-off point value, any item with mean value of 2.50 and above was interpreted as “High Extent or Agree” as the case may be while items with mean values less than 2.50 were interpreted as “Low Extent” or “Disagree” as the case may be. On the null hypotheses tested, the hypothesis of no significant difference was accepted for items whose p-values were greater than 0.05 level of significance while hypothesis of no significant difference was rejected for items whose p-values were less than 0.05 level of significance.

Results

Research Question One

To what extent are Business education students engaged with work-based learning practices in tertiary institutions in Delta State?

H₀₁: There is no significant difference in the mean ratings of the Business Education Lecturers and students on extent of engaging students with work-based learning practices in tertiary institutions in Delta State.

The data for answering research question one and testing hypothesis one are presented in Table 1 below.

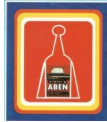


Table 1: Mean Ratings of the Responses of Business Education Lecturers and Students on Extent to which Business Education Students are Engaged with Work-based Learning Practices in Tertiary Institutions in Delta State (N = 265)

SN	Extent of Engaging Students with the Following Work-based Learning Practices	\bar{X}_L	\bar{X}_S	\bar{X}_G	SD	p-value	Rmks	
							RQ	H0
1.	Field trips	2.71	2.60	2.66	0.66	0.17	HE	NS
2.	Workplace tours	2.35	2.31	2.34	0.65	0.30	LE	NS
3.	Paid employment	2.40	2.36	2.38	0.70	0.51	LE	NS
4.	Apprenticeships	2.74	2.71	2.72	0.65	0.89	HE	NS
5.	Work-study programmes	2.41	2.45	2.43	0.61	0.32	LE	NS
6.	School-based enterprise	2.33	2.10	2.22	0.75	0.04	LE	S*
7.	Paid and unpaid internships	2.61	2.57	2.59	0.68	0.77	HE	NS
8.	Cooperative work experience programme	2.15	2.10	2.13	0.65	0.23	LE	NS
9.	Job training	2.34	3.30	2.82	0.68	0.22	HE	NS
10.	Volunteering	1.98	1.87	1.92	0.76	0.32	LE	NS
11.	Career fairs	2.29	1.98	2.13	0.67	0.03	LE	S*
12.	Business mentorships	2.59	2.52	2.56	0.94	0.19	HE	NS
13.	Job shadowing	1.83	1.77	1.80	0.97	0.29	LE	NS

Note: \bar{X}_L = Mean of Lecturers; \bar{X}_S = Mean of Students; \bar{X}_G = Grand Mean; **HE** = High Extent; **LE** = Low Extent; **N** = No of Respondents; **S*** = Significant; **NS** = Not Significant; Sig. at 0.05.

The grand mean ratings of items 1, 4, 7, 9 and 12 are 2.66, 2.72, 2.59, 2.82 and 2.56 respectively which are in each case greater than the cut-off point value of 2.50 on 4-point rating scale. This indicated that the five identified work-based learning practices are too high extent used for teaching Business education students in tertiary institution in Delta State. The grand mean ratings of the remaining 8 items in the table ranged from 1.80 to 2.43 which are all less than the cut-off point value of 2.50 on 4-point rating scale. This indicated that the eight work-based learning practices are to low extent used for teaching Business education students in tertiary institution in Delta State. The standard deviation values of the 13 items in the table ranged from 0.61 to 0.97 which signified that the responses of the respondents are close to one another and the mean.

The data presented in Table 1 on hypothesis one revealed that the p-values of 11 out of the 13 items in the Table ranged between 0.17 to 0.89 which are in each case greater than 0.05 level of significance. This indicated that there were no significant differences in the mean ratings of the responses of Business Education Lecturers and students on extent of engaging students with the 11 work-based learning practices in tertiary institutions in Delta State. Therefore, the null hypothesis of no significant difference is accepted on the 11 items. The p-values of the remaining two items, specifically, items 6 and 11 were 0.04 and 0.03 respectively which were less than



0.05 level of significance. This signified that there were significant differences in the mean ratings of the responses of Business Education Lecturers and students on extent of engaging students with the 2 work-based learning practices in tertiary institutions in Delta State. Hence, the null hypothesis of no significant difference is rejected on the 2 items in the table.

Research Question Two

What are administrative frameworks for effective implementation of Business education curriculum in tertiary institutions in Delta State, Nigeria?

H0₂: There is no significant difference in the mean ratings of the Business Education Lecturers and students on administrative frameworks for effective implementation of Business education curriculum in tertiary institutions in Delta State, Nigeria.

The data for answering research question two and testing hypothesis two are presented in Table 2 below.

Table 2: Mean Ratings of the Responses of Business Education Lecturers and Students on Administrative Frameworks for Effective Implementation of Business Education Curriculum in Tertiary Institutions in Delta State, Nigeria (N = 265)

SN	Administrative Framework for Implementing Business Education Curriculum include:	\bar{X}_L	\bar{X}_S	\bar{X}_G	SD	p-value	Rmks RQ	H0
1.	Industrialconsultative committee for implementation of work-based learning.	3.31	3.38	3.35	0.72	0.15	A	NS
2.	Formulating law to compel TVET firms for cooperation with training institution.	3.38	3.41	3.39	0.66	0.54	A	NS
3.	Mandating ITF to regulate students posting to industries of relevance for IT or SIWES	3.46	3.44	3.45	0.69	0.58	A	NS
4.	Retooling Business Education Laboratory to replicate modern offices.	3.59	3.34	3.46	0.69	0.02	A	S*
5.	Excluding firms hosting students in work-based learning from tax through tax rebate.	3.32	3.35	3.34	0.84	0.63	A	NS
6.	Adopt central industrial training exams for students on work-based learning	3.53	3.48	3.50	0.65	0.22	A	NS
7.	Supporting students on work-based learning with monthly stipend by the government.	3.45	3.47	3.46	0.71	0.76	A	NS
8.	Allowing students on training guided access to require occupation information.	3.23	3.20	3.21	0.96	0.74	A	NS
9.	Improve the administrative methods of industrial liaison offices of TVET institution	3.58	3.26	3.43	0.75	0.02	A	S*
10.	Ensure work-based learners' adequate access to industrial facilities and machines.	3.43	3.44	3.44	0.60	0.90	A	NS

Note: \bar{X}_L = Mean of Lecturers; \bar{X}_S = Mean of Students; \bar{X}_G = Grand Mean; A = Agreed; N= No of Respondents; S* = Significant; NS = Not Significant; Sig. at 0.05.



The grand mean ratings on the 10 items in table 2 ranged from 3.21 to 3.50 which are all greater than the cut-off point value of 2.50 on 4-point rating scale. This indicated that the 10 identified items in the table are administrative frameworks for effective implementation of Business education curriculum in tertiary institutions in Delta State, Nigeria. The standard deviation values of the 10 items in the table ranged from 0.60 to 0.96 which signified that the responses of the respondents are close to one another and the mean.

The data presented in Table 2 on hypothesis two further showed that the p-values of 8 out of the 10 items in the Table ranged between 0.15 to 0.90 which are in each case greater than 0.05 level of significance. This indicated that there were no significant differences in the mean ratings of the responses of Business Education Lecturers and students on the 8 administrative frameworks for effective implementation of Business education curriculum in tertiary institutions in Delta State, Nigeria. Therefore, the null hypothesis of no significant difference is accepted on the 8 items. The p-values of the remaining two items, specifically, items 4 and 9 were 0.02 and 0.02 respectively which were less than 0.05 level of significance. This indicated that there were significant differences in the mean ratings of the responses of Business Education Lecturers and students on the 2 administrative frameworks for effective implementation of Business education curriculum in tertiary institutions in Delta State, Nigeria. Therefore, the null hypothesis of no significant difference is rejected on the 2 items.

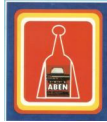
Research Question Three

What are industry-institution frameworks for effective implementation of Business education curriculum in tertiary institutions in Delta State, Nigeria?

H₀₃: There is no significant difference in the mean ratings of the Business Education Lecturers and students on industry-institution frameworks for effective implementation of Business education curriculum in tertiary institutions in Delta State, Nigeria.

The data for answering research question three and testing hypothesis three are presented in Table 3 below.

Table 3: Mean Ratings of the Responses of Business Education Lecturers and Students Industry-Institution Frameworks for Effective Implementation of Business Education Curriculum in Tertiary Institutions in Delta State, Nigeria (N = 265)

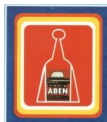


SN	Industry-institution framework to implement Business education curriculum include:	\bar{X}_L	\bar{X}_S	\bar{X}_G	SD	p-Value	Rmks RQ	H0
1.	Make students' research solve identified problem for good school-industry relations.	3.53	3.50	3.52	0.72	0.46	A	NS
2.	Carry out periodic visit of work-based learners on training for assessment.	3.26	3.58	3.43	0.70	0.03	A	S*
3.	Institute school-industry relations workshop and conferences in Business education.	3.38	3.41	3.40	0.72	0.54	A	NS
4.	Organize training pattern which involve experts from industries, firms & institution.	3.57	3.56	3.56	0.63	0.53	A	NS
5.	Organize work study programme for students in vocational technical education.	3.60	3.55	3.58	0.65	0.79	A	NS
6.	Agreement of joint sharing of training facilities between industry and institution.	3.54	3.59	3.57	0.60	0.23	A	NS
7..	Engage experts in industry and firms with part-time teaching in Business education.	3.50	3.52	3.51	0.63	0.78	A	NS
8.	Engage lecturers to deliver lecture to students in firms during work-based learning.	3.35	3.40	3.38	0.69	0.35	A	NS
9.	Providing financial support by industry to technical & vocational training institutions.	3.31	3.39	3.35	0.85	0.71	A	NS
10.	Providing modern facilities, equipment and machines to training institutions by firms.	3.36	3.43	3.40	0.73	0.17	A	NS

Note: \bar{X}_L = Mean of Lecturers; \bar{X}_S = Mean of Students; \bar{X}_G = Grand Mean; A = Agreed; N= No of Respondents; S* = Significant; NS = Not Significant; Sig. at 0.05.

The grand mean ratings on the 10 items in table 3 ranged from 3.35 to 3.57 which are all greater than the cut-off point value of 2.50 on 4-point rating scale. This indicated that the 10 identified items in the table are industry-institution frameworks for effective implementation of Business education curriculum in tertiary institutions in Delta State, Nigeria. The standard deviation values of the 10 items in the table ranged from 0.60 to 0.85 which indicated that the responses of the respondents are close to one another and the mean.

The data presented in Table 3 on hypothesis three further revealed that the p-values of 9 out of the 10 items in the Table ranged between 0.17 to 0.79 which are in each case greater than 0.05 level of significance. This indicated that there were no significant differences in the mean ratings of the responses of Business Education Lecturers and students on the 9 industry-institution frameworks for effective implementation of Business education curriculum in tertiary institutions in Delta State, Nigeria. Hence, the null hypothesis of no significant difference is accepted on the 9 items. The p-value of item 2 was 0.03 which was less than 0.05 level of significance. This indicated that there was significant difference in the mean ratings of the responses of Business Education Lecturers and students on item 2. Therefore, the null hypothesis of no significant difference is rejected on item 2 in the table.



Research Question Four

What are resource management frameworks for effective implementation of Business education curriculum in tertiary institutions in Delta State, Nigeria?

H0₄: There is no significant difference in the mean ratings of the Business Education Lecturers and students on resource management frameworks for effective implementation of Business education curriculum in tertiary institutions in Delta State, Nigeria.

The data for answering research question four and testing hypothesis four are presented in Table 4 below.

Table 4: Mean Ratings of the Responses of Business Education Lecturers and Students Resource Management Frameworks for Effective Implementation of Business Education Curriculum in Tertiary Institutions in Delta State, Nigeria (N = 265)

SN	Resource Management Framework to Implement Business Education Curriculum Include:	\bar{X}_L	\bar{X}_S	\bar{X}_G	SD	p-value	RQ	Rmks H0
1.	Adequate funding of work-based learning programme in schools by the government.	3.68	3.46	3.57	0.67	0.02	A	S*
2.	Adequate supply of necessary facilities and equipment.	3.57	3.54	3.56	0.68	0.57	A	NS
3.	Provision of well equipped Business education laboratories in training institutions.	3.47	3.39	3.43	0.70	0.11	A	NS
4.	Effective repair and maintenance of facilities and machines for work-based learning.	3.55	3.50	3.53	0.64	0.16	A	NS
5.	Updating the technologies for effective work-based learning in Business education.	3.43	3.49	3.46	0.68	0.21	A	NS
6.	Recruitment of very competent lecturers and instructors for effective work-based learning.	3.60	3.44	3.52	0.59	0.04	A	S*
7.	ICT training of Business education lecturers and instructors for work-based learning.	3.42	3.46	3.44	0.58	0.33	A	NS
8.	Creating opportunity for foreign training of Business education lecturers and instructors.	3.42	3.42	3.42	0.66	0.86	A	NS
9.	Periodic workshop and conferences for instructors and lecturers for skill update.	3.64	3.34	3.53	0.61	0.02	A	S*
10.	Good working condition for Business education lecturers and instructors.	3.43	3.47	3.45	0.74	0.47	A	NS

Note: \bar{X}_L = Mean of Lecturers; \bar{X}_S = Mean of Students; \bar{X}_G = Grand Mean; A = Agreed; N= No of Respondents; S* = Significant; NS = Not Significant; Sig. at 0.05.

From the data presented in table 4 above, the grand mean ratings on the 10 items in the table ranged from 3.42 to 3.57 which are all greater than the cut-off point value of 2.50 on 4-point rating scale. This indicated that the 10 identified items in the table are



resource management frameworks for effective implementation of Business education curriculum in tertiary institutions in Delta State, Nigeria. The standard deviation values of the 10 items in the table ranged from 0.58 to 0.74 which implied that the responses of the respondents are close to one another and the mean.

The data presented in Table 4 on hypothesis four further revealed that the p-values of 7 out of the 10 items in the Table ranged between 0.11 to 0.86 which are in each case greater than 0.05 level of significance. This indicated that there were no significant differences in the mean ratings of the responses of Business Education Lecturers and students on the 7 resource management frameworks for effective implementation of Business education curriculum in tertiary institutions in Delta State, Nigeria. Hence, the null hypothesis of no significant difference is accepted on the 7 items. The p-values of the remaining three items, specifically, items 2, 6 and 9 were 0.02, 0.04 and 0.02 respectively which were less than 0.05 level of significance. This indicated that there were significant differences in the mean ratings of the responses of Business Education Lecturers and students on the 3 resource management frameworks for effective implementation of Business education curriculum in tertiary institutions in Delta State, Nigeria. As a result, the null hypothesis of no significant difference is rejected on the 3 items in the table.

Discussion of Results

The study found that the current level of using work-based learning practices in Business education programme in Delta State is very low. Out of the 13 work-based learning practices assessed, only five which include: field trips, apprenticeships, paid and unpaid internships, job training and business mentorships were to a reasonable extent utilized. Mark (2016) reported that the rate of adoption of work based learning in Nigerian vocational and technical education is still relatively low as most teaching are theoretical in classroom setting. Ismail, Mohamad, Omar, Heong and Kiong (2015) identified the common components of work-based learning mostly practice to include: cooperative work experience programme, field trips, apprenticeship and pay employment. Amaechi and Thomas (2016) recognized field-trip as part of the method of work-based learning in technical and vocational education.

Administrative framework for effective work-based learning in Business education programme in tertiary institutions include: industrial consultative committee for implementation of work-based learning, formulating law to compel TVET firms for



cooperation with training institution, mandating ITF to regulate students posting to industries of relevance for IT or SIWES, retooling Business Education Laboratory to replicate modern offices, excluding firms hosting students in work-based learning from tax through tax rebate, adopting central industrial training exams for students on work-based learning and supporting students on work-based learning with monthly stipend by the government. The findings of the study conformed with that of Jimoh, Maigida and Adebayo (2012) who identified administrative strategies for creating linkage between technical and vocational training institutions and the industry to include creation of industrial advisory committee, technical committee, developing administrative practice of industrial liaison offices in technical institutions and formulation of law by the Federal Government to compel cooperation between industries and training institutions. Kamar (2015) found the relevance of administrative approach to include establishment of industrial liaison and collaboration in the technical institutions.

Industry-institution framework for effective work-based learning in business education programme in tertiary institution in Delta State are: making students' research solve identified problem for good school-industry relations, carrying out periodic visit of work-based learners on training for assessment, instituting school-industry relations workshop and conferences in business education, organizing work study programme for students in vocational technical education, engaging experts in industry and firms with part-time teaching in business education and engaging lecturers to deliver lecture to students in firms during work-based learning. The findings corroborated that of Adeyewa (2015) who found that cooperation between industry and training institution in placement of students could be automated from the robust database in the enrolment system. The result also supported that of UNESCO (1996) who reported that school-industry cooperation in host of many countries had been used as an instrument to enhance effectiveness of technical and vocation education and training.

Resource management frameworks to ensure functional work-based learning are: adequate funding of work-based learning programme in schools by the government, adequate supply of necessary facilities and equipment, provision of well equipped business education laboratories in training institutions, recruitment of very competent lecturers and instructors for effective work-based learning, creating opportunity for foreign training of business education lecturers and instructors and periodic workshop and conferences for instructors and lecturers for skill update. In



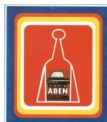
conformity with the findings, Industrial Training Fund (2013) reported that adequate financial resources should be made available to technical and vocational education through sufficient provision of essentials materials, facilities and machines to equip laboratories and workshops with relevant textbooks and training manuals. In addition, Okoye and Arimonu (2016) equally noted that vocational and technical education requires skilled and proficient teachers; this can be achieved through effective management of human resources.

Conclusion

Work-based learning is a suitable learning framework for use in Nigerian technical and vocational education and training for production of quality craftsmen and technicians with required work skills for work. Unfortunately, the current level of work-based learning in Nigerian technical and vocational education programmes is very low. Hence, this study investigated work-based learning framework for effective implementation of business education curriculum in tertiary institutions in Delta State, Nigeria. Opinion of business education lecturers and students were sought through the use of structured questionnaire. Based on the data collected and analysed, the study empirically established that the current practice of work-based learning in business education in Delta State is very poor.

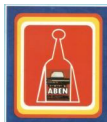
Recommendations

1. Stake-holders in business education should incorporate administrative, industry-institution, and resource management framework into the curriculum for effective implementation of business education programme in tertiary institutions in Delta State.
2. Government should make functional work-based policy framework compulsory to ensure effective learning in business education and other areas of technical and vocational education.
3. Work-based learning framework should be carefully constituted and coordinated by industrial training unit for functional synergy between training institutions and industry for sustainable achievement of industrial revolution in Nigeria.



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