



## STRATEGIES AND CHALLENGES FOR ENHANCING THE SUCCESSFUL IMPLEMENTATION OF BUSINESS EDUCATION CURRICULUM IN NIGERIAN UNIVERSITIES

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### **Abstract**

*The study assessed Strategies and Challenges for Enhancing the Successful Implementation of Business Education Curriculum in Nigerian Universities as perceived by lecturers. The survey research design was adopted. Two research questions and four hypotheses guided the study. The population which serves as sample comprises 138 business education lecturers in south-south universities of Nigeria. A 40 item questionnaire was used for data collection. Part A contains three items of demographic variables such as name of institution, sex, teaching experience of lecturers while Part B contains 37 items based on the research questions. The questionnaire had a 4 scale structure: Strongly Agree, Agree, Disagree and Strongly Disagree. The questionnaire was validated by experts. The reliability coefficient of the instrument through cronbach alpha are research question one 0.86 while research question two 0.89. Data were analyzed using mean and standard deviations. The findings are that inadequate supply of modern equipment for business education programme, inadequate instructional materials, public poor perception towards business education programme are some of the challenges facing business education programmes amongst others. Students' exposure to industrial practice, adequate funding of business education programmes, review of business education curriculum by school authorities, amongst others, are some of the innovative strategies for enhancing the successful implementation of business education programmes. It was recommended that there should be adequate provision of textbooks in business education programme, adequate funding of business education programmes, review of business education course structure and provision of modern equipment in business education.*

**Keywords:** *Business Education Curriculum; Challenges, Innovative Strategies, Implementation South-South Universities.*

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### **Introduction**

Business education as a branch of Vocational Education provides students with requisite skills, abilities and competencies both mental and physical, that equip the learner with knowledge and makes him effective to teach, work in office or be self-



reliant, Njoku (2006) defines business education as a discipline that provides students with adequate skills, information and competencies needed to function well in teaching and office occupation, and stresses that business education is an important aspect of vocational education that prepares students for work in teaching and office procedures in an organization. Hamza and Yusuf (2019) note that business education also provides students with operational skills of office equipment in the changing world of technology. Nwosu (2009) notes that business education is a study that lays more emphasis on learning by doing which can lead to the acquisition of practical skills and applied skills. Amoor (2009) in Hamza & Yusuf (2019) note that business education is a vocational programme that is offered in colleges of education and universities to provide students with appropriate skills, attitude and knowledge to take up career in teaching, business and office occupations.

Business education is a core area in vocational education. It is offered in the universities and colleges of education. Business education programmes offered in the universities have important components that give the graduates opportunity to be self-employed because they have acquired the pre-requisite skills to function in the world of works. Graduates from universities can also function as administrative officers in the public and private sectors of the economy. In business education in universities, courses offered include accounting, marketing, business law, management, office technology and management secretarial education (also known as office technology and management education), Hamza (2019).

The philosophy behind business education is to provide its graduates with appropriate knowledge, skills, abilities and competencies to become self employed people who utilize both human and material resources for optimal productivity and also with the skills to be self-reliant. Business education promotes self-employment through the skill acquisition development and also it is a tool in the hand of governments to combat unemployment and reduce poverty in the society (Amoor, 2010).

Despite the high demand for competent graduate business education secretaries in the world of work, the business education programme in Nigerian Universities seems to be faced with numerous problems in preparing the students for job opportunities.

Business education graduates are unable to meet up with the vast employment opportunities in both private and public sectors of the economy due to the following



reasons Ugbah (2019): Inadequate Funding, Lack of Maintenance of Equipment and Inadequate Security, Inadequate Supply of Modern Equipment and Instructional Materials, Wrong Societal Perception, Inadequate Textbooks and Journals, No uniformity in curriculum in most universities and colleges of education, Inadequate Qualified Lecturers, Poor Implementation of Education Policies, Poor Supervision, Poor Financial Status of Parents and Inadequate classrooms to take care of the increase in student enrolment.

Ugbah (2019) identified the following innovative strategies for successful implementation of business education curriculum in universities and colleges of education: Adequate Funding of Business Education Programmes at all Levels, Review of Business Education Course Curriculum, Collaboration Between Employers of Labour and National Universities Commission/Association of Business Educators, Provision of Modern Equipment and Facilities for Effective Teaching and learning, Public Enlightenment Programmes, Award of Honorary Certificates/Merit Award to Eminent Members, and Financial Support of Business Educators.

The study of Emesoba (2018) revealed some findings on innovative strategies for enhancing quality business education programme in tertiary institutions through school industry collaboration for economic development. These are; Formulation of government policies that will encourage school-industry collaboration in business education programme, involving business people in planning school curriculum for business education programme, research and training on how to establish school-industry collaboration in business education programme, government establishing special grant scheme for school-industry collaboration in business education programme, strong institutional capacity, schools creating enabling environment for school-industry collaboration for business education programme and identification of significant and relevant problems in school- industry collaboration for solution.

### **Statement of the Problem**

Business education programme as a course in Nigerian Universities seems to be faced with a myriad of problems which have hindered the successful implementation of the aims and goals of providing qualified graduates who will be self employed as a result of required skills, attitudes and competence. Unfortunately, universities are faced with inadequate funding, insufficient qualified lecturers, inadequate classrooms, poor instructional facilities, poor teaching methodologies and students



negative attitude to the programme. The problem of the study, is to identify the challenges and innovative strategies for successful implementation of Business education curriculum in Nigerian Universities?

### **Research Questions**

The following research questions guided the study.

What are the challenges facing the successful implementation of business education curriculum in the universities?

What are the innovative strategies for enhancing the successful implementation of business education curriculum in the universities?

### **Hypotheses**

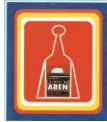
The following hypotheses are formulated to guide the study.

There is no significant difference in mean ratings between male and female lecturers on challenges facing the successful implementation of business education curriculum in the universities.

There is no significant difference in the mean ratings between male and female lecturers on innovative strategies for enhancing the successful implementation of business curriculum in the universities.

### **Method**

This study adopted the descriptive survey research design which assessed the challenges and innovative strategies for enhancing the successful implementation of business education curriculum in Nigerian universities, as perceived by lecturers. The population of the study comprises 138 Business education lecturers in south-south universities of Nigeria. A total of 138 lecturers who teach Business education programmes in south-south universities of Nigeria were used for the study. There was no need for sampling since the population was manageable. A questionnaire containing 40 items was used for data collection. It was divided into two parts A contains three items of demographic variables such as name of institution, sex, teaching experience of lecturers while Part B contains 37 items based on the research questions. The questionnaire was structured on a 4-point scale ranging from Strongly Agree, Agree, Disagree to Strongly Disagree. The face and content validity of the questionnaire was done by 4 experts in Delta State University, Abraka: 2 experts in Measurement and Evaluation and 2 experts in Business Education. Their suggestions were effected before the final questionnaire was written for the study. In establishing the internal consistency of the instrument, 12 copies of the questionnaire



were administered to 12 lecturers of Business Education at Olabisi Onabanjo University, Ago-Iwoye. The data collected were analyzed using Cronbach Alpha which yielded reliability coefficient of 0.86 for research question one, while 0.89 for research question two. Mean and standard deviations were used for data analysis. The questionnaire items have four options: Strongly agree - 4 points, Agree -3 points, Disagree - 2 points and Strongly disagree - 1 point. In decision rule any item which has a mean of 2.5 and above was regarded as Agree. On the other hand, any item that has a mean of less than 2.5 was regarded as Disagree. If the t-calculated is greater than table value, the null hypothesis is rejected while, if the t-calculated is less than table value, the hypothesis is retained.

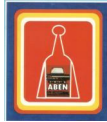
## Results

The results of the study are:

What are the challenges facing the successful implementation of business education curriculum in the universities?

**Table 1:** Mean rating of lecturers on challenges facing the successful implementation of business education curriculum in the universities. *N=138*

S/N	Items on challenges facing the successful implementation of business education curriculum	$\bar{O}$	SD	Decision
1.	Inadequate funding of business education programme	3.25	0.96	Agree
2.	Inadequate security of business education equipment	3.12	0.87	Agree
3.	Poor maintenance culture of business education equipment	3.06	0.70	Agree
4.	Inadequate supply of modern equipment for business education programme	3.00	0.86	Agree
5.	Inadequate instructional materials	2.78	0.94	Agree
6.	Public poor perception towards business education programme	2.86	0.82	Agree
7.	Inadequate textbooks in business education programme	2.90	0.91	Agree
8.	Inadequate local journals	2.85	0.81	Agree
9.	Inadequate foreign journals	3.22	0.87	Agree
10.	Unstructured curriculum in business education	3.25	0.89	Agree
11.	Inadequate qualified lecturers	3.26	0.91	Agree
12.	Poor implementation of education polices	2.87	0.84	Agree
13.	Poor supervision in business education programme	2.78	0.82	Agree
14.	Poor financial status of parents	2.73	0.83	Agree
15.	Increase in students enrolment	2.52	0.97	Agree
16.	Inadequate class-rooms	2.96	0.95	Agree
17.	Over loaded curriculum content	2.75	0.86	Agree
<b>Grand Mean</b>		<b>2.84</b>	<b>0.87</b>	<b>Agree</b>

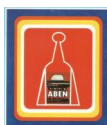


Item 1 to item 17 are challenges facing the successful implementation of Business education programme. The mean ranges from 2.52 to 3.26 which is agree. The mean response is 2.84 which is also agree

What are the innovative strategies for enhancing the successful implementation of business education curriculum in the universities?

**Table 2:** Mean ratings of lecturers on innovative strategies for enhancing the successful implementation of business education curriculum in the universities  $N = 138$ .

S/N	Items on innovative strategies for enhancing the successful implementation of business education curriculum	$\bar{O}$	SD	Decision
18.	Employing qualified lecturers to teach in business education programme.	2.74	0.79	Agree
19.	Employing adequate qualified teachers to teach in business education programme.	2.88	0.71	Agree
20.	Lecturers should emphasize on narrowing gap between theory and practical.	2.68	0.90	Agree
21.	The curriculum should be updated based on the market needs.	2.79	0.77	Agree
22.	Students should be exposed to industrial practice.	3.10	0.87	Agree
23.	Adequate funding of business education programmes	3.35	0.92	Agree
24.	Review of business education curriculum by school authorities	2.95	0.80	Agree
25.	Collaboration with employers of labour to employ business education graduates	2.96	0.79	Agree
26.	Collaboration with National Universities Commission for accreditation of courses	2.89	0.72	Agree
27.	Collaboration with association of business educators for their input in curriculum design	2.85	0.86	Agree
28.	Provision of Modern Equipment in business education programme	3.00	0.85	Agree
29.	Public enlightenment programmes on business education programme	2.89	0.81	Agree
30.	Award of Honorary Certificates to Eminent Members of the Society to promote business education programme	2.78	0.91	Agree
31.	Provision of adequate class rooms for effective learning	3.20	0.93	Agree
32.	Provision of adequate class rooms for effective teaching	3.02	0.87	Agree
33.	Formulation of government policies that will encourage school-industry collaboration in business education programme	2.78	0.81	Agree



34.	Involving business people in planning school curriculum.	2.94	0.96	Agree
35.	Research on how to establish school-industry collaboration in business education.	2.56	0.94	Agree
36.	Training on how to establish school-industry collaboration in business education.	3.16	0.73	Agree
37.	Government should establish special grant scheme for school-industry collaboration in business education	3.06	0.84	Agree
<b>Grand mean</b>		<b>2.89</b>	<b>0.83</b>	<b>Agree</b>

Item 18 to item 37 are innovative strategies for enhancing the successful implementation of business education curriculum as perceived by lecturers. The mean ranges from 2.56 to 3.35 which is agree. The grand mean is 2.89 which is also agree.

### Testing of Hypotheses

There is no significant difference in mean ratings between male and female lecturers on challenges facing the successful implementation of business education curriculum in the universities.

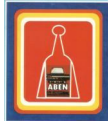
**Table 3:** Analysis of the respondents on the mean ratings between male and female lecturers on challenges facing the successful implementation of business education curriculum in the universities.

Variables	N	X	SD	DF	t-cal	t-val	Dec
Male lecturers	78	2.94	0.93	136	1.63	1.96	NS
Female Lecturers	60	2.82	0.97				

The t calculated 1.63 is less than table value 1.96 at 0.05 level of significance. Degree of freedom is 136. The hypothesis which states that there is no significant difference in mean ratings between male and female lecturers on challenges facing the successful implementation of business education curriculum in the universities is therefore retained.

There is no significant difference in the mean ratings between male and female lecturers on innovative strategies for enhancing the successful implementation of business education curriculum in the universities.

**Table 4:** Analysis of the respondents on the mean ratings between male and female lecturers on innovative strategies for enhancing the successful implementation of business education curriculum in the universities.



<b>Variables</b>	<b>N</b>	<b>X</b>	<b>SD</b>	<b>DF</b>	<b>t-cal</b>	<b>t-val</b>	<b>Dec</b>
Male lecturers	78	2.89	0.76	136	1.54	1.96	NS
Female Lecturers	60	2.80	0.94				

In table 4, the t calculated 1.54 is less than table value 1.96 at 0.05 level of significance. Degree of freedom is 136. The hypothesis which states that there is no significant difference in mean ratings between male and female lecturers on innovative strategies for enhancing the successful implementation of business education curriculum is therefore retained.

### **Discussion of Major Findings**

Findings on the challenges are inadequate funding of business education programme, inadequate Security of business education equipment, poor maintenance of business education equipment, inadequate instructional materials, public poor perception towards business education programme, inadequate textbooks in business education programme, inadequate local journals, inadequate foreign journals, unstructured curriculum in business education, inadequate qualified lecturers, poor implementation of education polices, poor supervision in business education programme, poor financial status of parents, increase in students enrolment, inadequate class rooms and over loaded curriculum content.

This study is consistent with earlier studies of Ugbah (2019) who identified some of the innovative strategies as employing qualified lecturers to teach in business education programme, employing adequate qualified teachers to teach in business education programme, lecturers emphasizing on narrowing gap between theory and practical, the curriculum should be updated based on the market needs, students being exposed to industrial practice, adequate funding of business education programmes, review of business education curriculum by school authorities, collaboration with employers of labour to employ business education graduates, collaboration with National Universities Commission for accreditation of courses, collaboration with association of business educators for their input in curriculum design, provision of Modern Equipment in business education programme, public enlightenment programmes on business education programme, award of honorary certificates to eminent members of the society to promote business education programme, provision of adequate class rooms for effective learning, provision of adequate class rooms for effective teaching, formulation of government policies that will encourage school-industry collaboration in business education programme, involving business people in planning school curriculum, research on how to establish school-industry collaboration in business education, training on how to



establish school-industry collaboration in business education and government establishing special grant scheme for school-industry collaboration in business education. This study is consistent with earlier studies of Emeasoba and Mmuo (2018) and Ugbah (2019), who have identified similar innovative strategies for enhancing the successful implementation of Business education programme.

Results of the hypotheses are: there is no significant difference in mean ratings between male and female lecturers on challenges facing the successful implementation of business education curriculum in the universities as perceived by lecturers, there is no significant difference in mean ratings between male and female lecturers on innovative strategies for enhancing the successful implementation of business education curriculum.

### **Conclusion**

Business education, being one of the aspects of vocational education has contributed to economic development in Nigeria. This study shows that one of the ways to fast track development of any nation is to give adequate funding to business education. The study concludes that one of the ways to sustain our economic mainstay is to promote the acquisition of skills and knowledge so that through Business education, Business educators can meaningfully contribute to the growth of the nation.

### **Recommendations**

The following recommendations are made for the study:

The university authorities should adequately fund Business education Programmes to enable them have a required facilities for effective teaching and learning.

Business Education Course Structure should be regularly reviewed by the university management to meet up to the current economic trends.

Modern equipment should be provided by the university authorities in Business education to facilitate effective teaching and learning.

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