



THE IMPACTS OF EVALUATION IN BUSINESS EDUCATION ON ECONOMIC AND SUSTAINABLE DEVELOPMENT IN KANO STATE, NIGERIA

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Abstract

This study investigates the impact of evaluation in business education on economic and sustainable development in Kano State. Two research questions were answered and two null hypotheses were tested at 0.05 level of significance. This study used survey design. The population of the study comprised of four hundred and forty-eight (448) business education graduates in Kano State. One hundred and ninety-six (196) was sampled using Research Advisors Sample Size Table 2016 revised for good representation of the population. Purposive sampling technique was also used for the study to select the sample which recommended that only business education graduates who graduated were regarded as respondents of the study. The instrument used for data collection was structured questionnaire. The research questions were answered using mean and standard deviation, while null hypotheses were tested using regression analysis in order to determine the impact of evaluation in business education on economic and sustainable development of Kano State. The findings were stated among which is, there was significant impact of evaluation of business programme on economic development in Kano State, Nigeria. Based on the findings, conclusion was made such as proper and regular evaluation in business education programme need to be put in place so as to check the programme thoroughly in order to realise its objectives on the economic and sustainable development of Kano State, Nigeria at large. Recommendations were also made among which is adequate evaluation in business education should be made properly and regularly for the programme at any point in time so as to assist the system for producing competent graduates who can use their skills in development the economics of the Kano State in particular and Nigeria as a whole

Keywords: *Evaluation, Business Education, Economics & Sustainable Development*



Introduction

The Nigerian educational system in totality as well as Kano State on the other hand and the business education programme in particular require constant and regular evaluation, so as to justify the achievement of their objectives for the benefit of competent graduates, using functional equipment, as well as providing qualified lecturers to the society using proper, regular and constant evaluation. Evaluation refers to the process of diagnosing, investigating, and ascertaining of any programme for the purpose to realise that whether the objectives, targets, or goals of the programme have been achieved or were defeated by some problems such as technical knowhow, ingredients, labours, capital as well as management of the programme. Evaluation can be referred to as a systematic ways that the professional, competencies especially in business education programme undergoing and followed in order to identify the strength and the weakness of the programme using evaluation techniques such as formative and summative evaluation so as to come up with concrete solutions that would booster the nature and capacity of the programme.

This is in line with the position of Charity (2018) who stated that educational evaluation is a method to prove whether the expectations and aims of educational process reflect reality. It is used to obtain information which is used to draw conclusions which assist in decision making. It is an on-going process which includes researching and collecting information from different sources about the learning process, about the content of a programme, about the method, the context, and the outcomes of an educational activity (Charity, 2018). Charity (2018) stated that based on the evaluation one can draw conclusion and recommendations. Evaluation is the process of making value judgments on the basis of pertinent information that can be gathered about any significant aspect of the educational programme. Evaluation is designed to equip graduates with the necessary skills and competencies required to learn in the learning environment. Evaluation is a systematic and continuous process of assessing the contents, learning experiences and instructional objectives in relation to the business education programme (Dabbari and Ibe, 2012).

Business education refers to the discipline or programme of study that equips the graduates with two functional skills. The functional skills are as follows: office work and teaching skills in order to learn and solve his or her societal problems (Mahmoud, 2017). Business education is a programme of study that trained the



participant to acquire skills, which will lead its graduates to fit into the field of work. This is in line with Adeshina (2017) that business education defined as a training system that encourages the beneficiary to acquire skills that fit into the world of work. He further goes ahead that business education encompasses with attitude, knowledge and skills needed by all citizens in order to effectively manage their personal business and economic system. It is also an embodiment of vocational knowledge and skills needed for entry-level of employment and advancement in a broad range of business careers. Based on the above definitions that put more emphasis on the knowledge and skills needed which are required for the individual to acquire skills, for the purpose to be self-reliance member(s) of the society by entering into business sector even if they are government workers, company workers as well as personal workers or graduates which would lead them to engage in the field of business.

Otamiri (2013) maintained that Business education involves the study of technologies and related sciences and acquisition of practical skills (including teaching skills), attitudes, understanding and knowledge related to the occupation of the various sectors of the economy and social life. Udoh (2015) asserted that business education covers a wide range of the spectrum of economic activities. Ohiwerei and Azih, (2010) opined that business education as a subset of the general education that can be seen as the development of a person`s head, heart and hands for his self-fulfilment and optimum services to humanity. And business education is a field of training in business practices and in specific skills such as accounting, information processing keyboarding/typewriting and shorthand, (Onu, 2011).

Aliyu (2013) saw business education as education for the development of skills/competencies, attitude and attributes which are necessary for the efficiency of the economic system. Utoware and Edionwe (2012) maintained that business education equips the youths with certain economic and business concept as a vehicle for understanding and analysing of the world in which they life. This also is in line with Udoh (2013), said that business education is a programme of study that prepares its recipient to be knowledgeable and to be employable in various fields of human endeavour (white- collar jobs), as well as visionary, required skills to explore, establish and run their business successfully if so desired. Enwemasor (2016) opened that business education refers to the study that provides one with business



enterprises. The business education makes one a job creator rather than the job seeker. Based on this business education equips one to be job creator rather than a job seeker for the improvement of economic development through proper evaluation (Enwemasor, 2016). The mentioned activities such as job creator could be achieved using evaluation in business education programme.

Evaluation in business education is paramount importance so as to diagnose the actual nature of the business education programme throughout from the foundation of the programme to the level of the competent graduates who were graduated from the programme in which to identify that the skills of the graduates displayed or processes in the labour markets satisfied in relation to the development of the nation as well as Kano State in particular. Evaluation in business education refers to the systematic process that professional business educators followed in order to ascertain that whether the individuals' graduates of business education achieved several skills such as accounting skills, economics skills, marketing skills, office technological skills, vocational and technical skills entrepreneurship skills as well as teaching and managerial skills for the purpose to assists, helps and guides the graduates in order to improve the level of economics and sustainable development as far as to enhance the society in order to promote its sustainability.

Evaluation in business education is designed to realize that graduates achieve the necessary skills and competencies required to learn in the learning environment. Evaluation in business education is a systematic and continuous process of assessing the contents, learning experiences and instructional objectives (Dabbari and Ibe, 2012). Evaluation in business education is to make value judgment on the adequacy or otherwise of a business education programme. Mustafa, Bonaci, Neamtu and Hintes (2013) highlight the importance of sustainability issues in business curriculum by thorough evaluation so as to produce competent graduates for the development committee such as Kano State Oluwodun (2010) described evaluation as a process or cluster of processes enacted to provide data so that decision can be made as to whether something should be accepted or changed, modified or eliminated. Evaluation is designed to equip graduates with the necessary skills and competencies required to learn in the learning environment. Evaluation in business education is a systematic and continuous process of assessing the contents, learning experiences and instructional objectives of programme such as business education as



well as its problem being solved (Dabbari and Ibe, 2012). Conlin, and Stirrat (2008) who are the opinion that too much evaluation is difficult for the programme to produce competent graduates neat and firmly demarcated form of evaluation based on the model derived from project logical frameworks are no longer appropriate to the fluid and complex forms development of community. Based on the important of evaluating the programme of study such as business education programme, is to provide the programme with the qualified lecturers, competent graduates, effective method of teaching, functional equipment mentioned but few, for the improvement on economics and sustainable development of Kano State in particular and the Nigeria at large.

Statement of the Problem

The increase of incompetent graduates in business education nowadays need to call for the evaluation of business education programme of study so as to teaches, trains and equips business education graduates with necessary skills, knowledge and attitudes used to govern the activities of works in order to improve the economic and sustainable development of the society. Through, regular and constant evaluation of the business education programme needs to be done for the future benefits of graduates, colleges and Kano State in particular. But researcher observed that business education programme lacks proper, regular and constant evaluation which faces with serious problems in the areas of providing incompetent graduates, disqualified lecturers, shortages of availability and utilization of physical facilities essentially in classrooms space, books among others. This is in line with the position of Oladeji and Ojewale (2011) who noted that some of the colleges of education are not evaluating their business education programme thoroughly that lead them to producing incompetent graduates, using inadequate of functional equipment as a result of inadequate evaluation resulted to poor preparation and delivery of lessons by lecturers to the graduates. Even though, in general terms there have been serious effort made in order to meet the criteria for effective business education programme development particularly in colleges of education in Kano State, Nigeria but it could not produce competent graduates, qualified lecturers functional equipment on economics and sustainable development due to lacks of proper and constant evaluation. The same cannot be said of many colleges of education in Northwest Geopolitical Zone, Nigeria but are not enough for the survival of the business education programme. Lacks of regular and constant evaluation in business



education programme will not provide competent graduates with the proper skills, knowledge, and attitudes in performing their duties or activities professionally such as accounting skills, marketing skills, and office automation skills, these skills for providing economic and sustainable development. Many study concentrated on evaluation of business education programme on challenges and changes, by Shuaibu, Ameh, and Barinem (2016) while the present study is differ from the previous studies in the process of considering constant and regular evaluation of producing competent graduates, emphasising for providing business education programme with functional equipment while teaching using effective teaching method that benefit the business education programme with proper assessment of reading materials given to graduates by the lecturers through mentoring relationship between seniors' lecturers and assistant lecturers for the enhancement of business education programme. The problems mentioned earlier that this study seeks to address.

Research Questions

1. What is the impact of evaluation in business education on economic development in Kano State, Nigeria?
2. What is the impact of evaluation in business education on sustainable development in Kano State, Nigeria?

Research Hypothesis

1. Evaluation in business education has no impact on economic development in Kano State Nigeria.
2. Evaluation in business education has no impact on sustainable development in Kano State, Nigeria.

Methods

The study used survey design, in order to source data from the opinion of the respondents using structured questionnaire among the population of the study. This is in line with the position of Anikweze, (2015) that survey design are applicable in sourcing data due to the assessment of attitudes, achievement, feelings, opinions and perception of a large number of people at a particular time using questionnaire among the population of the study. The population of the study made up of four hundred and forty-eight (448) graduates in business education programme in Kano



State, Nigeria. The breakdown of the population is as follows: three hundred and sixty (360) of the respondents consisted of NCE business education graduates, eighty-eight (88) were B.Ed. Business Educators' graduates across the metropolitan local governments' area of the state. Purposive sampling technique was used in selecting the respondents of the population those who are business educators' graduates. Sample sizes of the study were selected using Research Advisor Table 2016 of one hundred and ninety-six (196) served as a sample size of the population for the study. The questionnaire had fourteen items which were designed as an instrument for data collection. The respondents responses were rated in form of their opinions such as strongly agree (4) agree (3) disagree (2) and strongly disagree (1). The instrument was validated via experts' judgement before carrying out pilot study. The pilot study was conducted using (16) respondents such as ten (10) NCE business Education graduates and six B.Ed. business Educators (06) at Federal College of Education Kano State who are nearest to the population of the study and they have the same features of the population for the study. The result of the pilot study splits into two using split half test and tested the reliability using Pearson Product Moment Correlation Coefficient and derived the reliability of 0.86.

The researcher administered the questionnaire with the help of eight research assistants who are business educators' graduates one from each local government who were briefed on how to fill the questionnaire by the respondents, in order to assist the researcher in the process of collecting data within 1 week of administration. 113 copies of questionnaire were collected back that consists of thirty (30) B.ED business educators and (83) NCE business Education graduates and analysed using both descriptive and inferential statistics. The decision rules for research question was 2.5 and above as agree and below that is considered as disagree. The hypotheses were tested at 0.05 level of significance, if P-calculated value is equal or greater than the Alpha value ($0.05 >$), then the null hypothesis is retained and concluded there is no significant impact between the groups. The null hypothesis is rejected when P-calculated value is below the Alpha value ($0.05 >$) can concluded that there is significant impact between the groups.

Research Question 1

What is the impact of evaluation in business education on economic development in Kano State Nigeria?

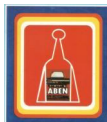


Table 1 Means Responses on the impact of evaluation in business education on economic development in Kano State Nigeria.

S/N	Positive Contributions of Ecommerce to Business Organizations	Mean	SD	Remarks
1.	Proper evaluation in business education will bring competent graduates who can use their skills to increase the level of economic development in their day to day activities in Kano State.	2.5	1.55	Agree
2.	Thorough evaluation in business education will assists in minimising economic problem by removing obsolesces areas and lead to the economic development in Kano State	2.7	1.63	Agree
3.	Good evaluation in business education promotes level of marking strategies so as to improve the economic development of Kano State.	2.8	1.44	Disagree
4.	Proper evaluation in business education will provides graduates with the accounting skills for the utilisation of economic development.	3.0	1.68	Agree
5.	Thorough evaluation in business education could lead to protect the problem of financial implication such as over or under budgeting so as to reduce emblems of money by the workers of their day to day business transaction while buying of functional equipment for the improvement on economic development.	2.8	1.90	Agree
6.	Proper evaluation in business education may influence the economic development of Kano State by providing it with qualified lecturers, buying functional equipment only when they are needed as well as producing competent graduates who may use their talent in developing the state.	2.9	1.80	Agree
7.	Constant evaluation in business education programme is needed in order to produce competent graduates who can use their talent on economic development for the improvement of standard of leaving of the Kano state.	3.3	1.70	Agree
Grand Mean		2.86	1.67	Agree

Source: Field survey, 2019

What is the Impact of Evaluation in Business Education on Economic Development in Kano State, Nigeria? The results of the data analysis shown in Table 1 indicate that constant and regular evaluation does not have much differential impact on the NCE and B.ED graduates. NCE and B.ED graduates had a mean of 2.86 and a standard deviation of 1.67. Both graduates agree with the impact of constant and regular evaluation in business education on economic development in Kano State Nigeria. The inference that can be drawn is that the seven (7) items had fundamental impact



on evaluation in business education on economic development in Kano State, Nigeria in order to improve the business education programme at the Kano State, Nigeria.

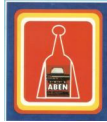
Research Question 2:

What are the impacts of evaluation in business education for sustainable development in Kano State, Nigeria?

Table 2 Means Responses on the impact of evaluation in business education on sustainable development in Kano State Kano State.

S/N	Positive Contributions of Ecommerce to Business Organizations	Mean	SD	Remarks
8.	Proper evaluation in business education will bring competent graduates who can increase the sustainable development in their day to day activities in Kano State and Nigeria at large	2.5	1.55	Agree
9.	Adequate evaluation in business education will assist in minimising economic problem and lead to the sustainable development in Kano State, Nigeria.	2.5	1.64	Agree
10.	Good evaluation in business education promotes level of marketing strategies so as to improve the sustainable development of Kano State, Nigeria.	2.7	1.44	Disagree
11.	Proper evaluation in business education will provide office technology and management graduates with office administration and management skills that can be used to work in an organisation on sustainable development of Kano state, Nigeria.	2.6	1.61	Agree
12.	Thorough evaluation in business education programme could lead to reduce the problem of redundancies among the business education graduates before and after graduation and provide them with entrepreneurial skills that help, assist, and guide them to create their works to do in order to earn their living thereby improving sustainable development in Kano State.	3.0	1.69	Agree
13.	Proper evaluation in business education programme could influence the business education graduates 'on sustainable development in Kano State Nigeria by providing them with adequate skills for handling their works before or after graduation.	3.1	1.45	Agree
14.	Regular evaluation in business education programme is needed in Kano State on sustainable development for the improvement of standard of living of the state.	2.9	1.46	Agree
Grand Mean		2.76	1.55	Agree

Source: Field survey, 2019



What are the impacts of evaluation in business education for sustainable development in Kano State, Nigeria? The results of the data analysis shown in Table 2 indicate that constant and regular evaluation does not have much differential impact on the NCE and B.ED graduates. NCE and B.ED graduates had a mean of 2.76 and a standard deviation of 1.55. Both graduates agree with the impact of constant and regular evaluation in business education on sustainable development in Kano State Nigeria. The inference that can be drawn is that the seven (7) items had fundamental impact on evaluation in business education on sustainable development in Kano State, Nigeria so as to improve the business education programme at the Kano State, Nigeria.

Null Hypothesis 1

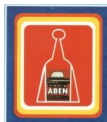
Evaluation in business education has no impact on economic development in Kano State Nigeria.

Table 3 Summary of regression analysis on the impact of evaluation in business education programme on economic development in Kano State, Nigeria

Summary Model	β	Standard Error	t	r-cal	R ²	Adjusted R	Sign
NCE	2.640	.4945	.341				
				0.476	0.227	0.170	0.000
B. ED	3.494	.8184	.272				

Source: Field survey 2019 $P > 0.05$

The regression analysis on table 3 was to determine the impact of evaluation in business education programme on economic development of business education graduates in Kano State. The result revealed a constant Beta value of 2.640 (NCE) with the t-value of 5.341 against the coefficient value of 3.494 (B.Ed.) and t-value of 4.272. The R-value was 0.476 with R²-value of 0.227 and Adjusted-R of 0.170 with a p-value of 0.000. The result indicated that evaluation had a variance of 23% ($r^2 \times 100$) impact in business education programme on economic development of business education graduates in Kano State. This means that for each single increase in Evaluation practice, there was an increase of competent graduates on economics development of 25%. The observed=0.000 was less than the α value (0.05) indicating a significant impact of evaluation in business education programme on economics development in Kano State. This implies that Evaluation had



significant impact on economics development in Kano, Nigeria. Hence, the null hypothesis was rejected.

Null Hypothesis 2

Evaluation in business education has no impact on sustainable development in Kano State Nigeria.

Table 4: Summary of regression analysis on the impact of evaluation in business education programme on sustainable development in Kano State, Nigeria

Summary Model	β	Standard Error	t	r-cal	R ²	Adjusted R	Sign
NCE	2.257	.2379	.524				
				0.336	0.113	0.47	0.000
B. ED	3.267	5066	.454				

Source: Field survey 2019 $P > 0.05$

The regression analysis on table 4 was to determine the impact of evaluation in business education programme on sustainable development of business education graduates in Kano. The result revealed a constant Beta value of 2.257 (NCE) with the t-value of 9.524 against the coefficient value of 3.267 (B.ED) and t-value of 6.4544. The R-value was 0.336 with R²-value of 0.113 and Adjusted-r of 0.47 with a p-value of 0.000. The result indicated that Evaluation had a variance of 11.3% (r^2 0.113 x 100) impact in business education programme on sustainable development of business education graduates in Kano State. This means that for each single increase in Evaluation practice, there was an increase of graduates on sustainable development of 11.3%. The observed=0.000 was less than the α value (0.05) indicating a significant impact of evaluation in business education programme on sustainable development in Kano State. This implies that Evaluation had significant impact on sustainable development in Kano, Nigeria. Hence, the null hypothesis was rejected.

Discussion of Findings

The followings below are considered as the discussion of the findings.

The finding of hypothesis one in Table 3 shown that evaluation had significant impact in business education programme on economic development in Kano state Nigeria with R²-value of 0.227 and (P=0.000). This means that constant and regular



evaluation in business education programme increase the economic development in Kano State by producing it with competent graduates who could use their skills received and develop the economic development, because from the respondents' opinion shown that they agreed with impact of evaluation in business education. The finding is differs with the finding of Conlin, and Stirrat (2008) who are in the opinion that too much evaluation is difficult for the programme to produce competent graduates neat and firmly demarcated form of evaluation based on the model derived from project logical frameworks are no longer appropriate to the fluid and complex forms development of community. They are in the opinion that regular evaluation leads participants to be bored with works and produce bad results.

The finding of the study agrees with the finding of Dabbari and Ibe, (2012) who seen that evaluation as a systematic process of assessing the contents, learning experiences and instructional objectives so as to produce competent graduates who could use their skills received from proper evaluation in business education programme on economic development of the state such as Kano State in particular. The findings of the study is in line with the view of Charity (2018) who stated that evaluation is an on-going process which includes researching and collecting information from different sources about the learning process, about the content of a programme, about the method, the context, and the outcomes of an educational activity for providing goods and services (Charity, 2018). Charity (2018) stated that based on the evaluation one can draw conclusion and recommendations so as to enhance the business education programme at any level in time.

The finding of hypothesis two in Table 3 shown that evaluation had significant impact in business education programme on sustainable development in Kano state Nigeria with R^2 -value of 0.113 and ($P=0.000$). This implies that constant and regular evaluation in business education programme increase on sustainable development in Kano State by producing it with competent graduates who could use their skills received and develop on sustainable development of the state such as Kano State because from the respondents' opinion shown that they agreed with impact of evaluation in business education. The finding of the study is in consent with the finding of Mustafa, Bonaci, Neamtu and Hintes (2013) highlight the importance of



sustainability issues in business curriculum by thorough assessment so as to produce competent graduates for the development community such as Kano State. This is in line with view of Storey, Killian, and Regan, (2018) that defined sustainable proper evaluation of business education for sustainable development is a dynamic one, with the position of improvement of the programme constantly changing with regard to sustainable development

Conclusion

Based on the findings the researcher concluded that: Proper, regular and constant evaluation in business education is to be done thereby producing competent graduates who could use their skills, knowledge and attitudes received in improvement of standard of living in order to enhance the economic and sustainable development of the state such as Kano State. Lacks of evaluation in business education programme will lead the programme to produce incompetent graduates who cannot use their skills on enhancing the economic and sustainable development. The implication for not providing proper evaluation of programme may loss its value in the societal images. This in turn, the graduates may lose their work to do in the labour market in Kano State and Nigeria in totality.

Recommendations

Based on the findings the followings were regarded as the recommendations of this study.

1. Adequate evaluation in business education should be made properly and regularly for the programme at any point in time so as to assist the system for producing competent graduates who can use their skills in development the economics of the Kano State in particular and Nigeria as a whole.
2. Thorough evaluation in business education should be made among the business education programme so as to produce competent graduates who can use their skills in producing goods or services which would sustain the development of the state in particular and the Nigeria in totality for business buying and selling of goods and services at the markets. This in turn, will booster the sustainability and the development of the state and the Nigeria at large.



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