



PREPARING BUSINESS EDUCATION STUDENTS IN A CHANGING WORLD IN SOUTH-WEST COLLEGES OF EDUCATION: CHALLENGES AND PROSPECTS.

¹**OLUWADARE, AYODEJI ABRAHAM**
alleluyah2010@yahoo.com

²**AJISAFE, OLATUNBOSUN EMMANUEL**

³**ADEBAYO, SUNDAY FATOBA**
sunnydebayo@yahoo.com
Department of Business Education
Adeyemi Federal University of Education,
Ondo, Ondo State, Nigeria.

⁴**EBINIYI, OLUFUNMILAYO. O. (Mrs).**
febiniyi@gmail.com
Department of Business Administration and Management
Rufus Giwa Polytechnic, Owo, Ondo State, Nigeria.

Abstract

The study was aimed to investigate the challenges and prospects of preparing business education students for work in a changing world in south-west colleges of education. Two research questions guided the study and two null hypotheses were tested at 0.05 level of significance. The theory of learning by Dekeyser was used. A descriptive survey research design was adopted. A total of 219 business educators in 12 Colleges of Education in South-West, Nigeria made up the population of the study. No sample was taken, as the population size was manageable. A structured 15-item validated questionnaire was used for data collection. The reliability of the instrument was ensured using pilot test that was analyzed using Cronbach Alpha which yielded reliability co-efficient of 0.78. A total of 219 copies of the questionnaire were distributed to the respondents, 211 copies were returned by the respondents, and were used for data analysis. Data related to the research questions were answered using mean and standard deviation while Z-test was used to test the null hypotheses. The findings of the study revealed that respondents agreed with all the mentioned challenges of preparing business education students for work and the possibilities of overcoming the challenges in a changing world in south-west colleges of education as it will help in promoting national economic development. The study revealed that business educators in federal colleges of education did not differ significantly from business educators in state colleges of education on the challenges and possibilities of overcoming the challenges for preparing students for work in a changing world in colleges of education in South-West. It was recommended, among others, that government and other major stakeholders should focus their attention and invest their resources on business education so as to help address the challenges of business education for preparing students for work most especially at the teacher education tertiary institutions.

Keywords: Business education, Challenges, Changing world, Prospects, Tertiary institutions



Introduction

The world has become a global village just as the global economy has become the center of every nation's marketing interest and activities. The United Nations Educational, Scientific and Cultural Organization (UNESCO) in Umoru (2015) aims at ensuring that all countries, both developed and developing, have access to the best educational facilities necessary to prepare young people to play full roles in modern society and to contribute to a knowledge nation. As a result, nations are positioning their educational system to be part of the global economy and compete very favourably. Global economy has become so sophisticated and as a result undergoing unprecedented transformation and no nation would want to be left behind. In realization of this fact, the federal government of Nigeria has put in place a robust transformation agenda in education intended to put Nigeria in a better position to be a competitive player and in the process transform all sectors of its economy through tertiary education particularly colleges of education.

Colleges of Education in Nigeria recognize the fact that mastering the basic skills and concepts of new technologies as the core of education must be the major plank through which transformation agenda in education could be realized. This is because education is a catalyst for any meaningful change in the society. Education, according to Adesina in Umoru (2015) is the tool for integration of individual effectively into a competitive society so that the individual can achieve self-realization, develop national consciousness, promote unity, and strive for social, economic, political, scientific, cultural and technological process. In the opinion of Alufahal and Ezeani (2012), education is a vital instrument that liberates the people from ignorance and stimulates development. From the forgoing, this can be achieved through business education programme.

Business education is one vital programme in Nigeria tertiary institutions that has the capacity to bring about the required liberation and stimulation of the citizens for global competition and national development. It is believed that for any nation to help in promoting sustainable economic growth or development, efforts shall be made to invest sufficient amount of financial resources on education particularly business education programme.

Sadly, business education is faced with the challenges of improving the capacity of their workforce to respond to the national development needs and the demands of a rapidly changing and globally competitive world. Suffice to mention that the future success of nations, individuals, enterprises and communities increasingly depends on existence and possession of transferrable and renewable skills and knowledge. Interestingly, both developed and developing countries across the world have come to recognize the importance of education particularly, business education towards equipping individuals with relevant skills and knowledge, hence enabling people to effectively participate in socio-economic and technological innovation processes. The globalization process, knowledge economy, advances in technology and increased competition due to liberalization are major forces driving change in the world of work. These have important implication for the demand of skills, human resource development and training (UNESCO, 2016).

Generally, inadequate provision of financial resources has been identified as greatest challenge facing education in Nigeria (Edokpolor & Owenvbiugie, 2017), especially technical and vocational education sector because of its capital-intensive nature (Adeyanju, Adekunle & Osifila in Edokpolor & Owenvbiugie, 2017) of which business education programme is a major component. By virtue of this nature, every item within the business education instructional environment is subjected to adequate optimization of financial resources. However, in view of the contending demands for financial resources by various sectors of the Nigerian economy, business education have been finding it difficult



to employ manpower in terms of quality and quantity, develop or renew curriculum, and offer a wide-range of modern infrastructure and facilities, such as the state-of-the-art lecture halls, workshops, studios, libraries, entrepreneurial research centres and Information Technology (IT) services.

Another challenges facing the effective delivery of business education is inadequate supply of qualified manpower or shortage of qualified manpower in business education at completely all levels of education. This situation is more pronounced at the tertiary level. This is to be expected since there are no enough funds to employ qualified manpower. Ilusanya in Idris and Mbudai (2016) had observed that the state of vocational education generally in Nigeria is becoming embarrassing. Idris and Mbudai further lamented on the inadequacy of personnel as well as their lackadaisical attitude towards the teaching of the subject.

In a nutshell, business education is an academic programme intended to inculcate into the students understanding, values, knowledge, business skills, and technical skills required in the world of work and for teaching other business students. The skills to be learned by business education students are technical, manipulative and thinking habits applied to global competition, machines, tasks, procedures and operations. These skills are necessary to operate new technologies that global competition platforms depend in the real world of work and are required globally by businesses, employees, and individuals.

Salome in Ikpesu (2016), agreed with this position that business education inculcates in its recipients attitudes, knowledge, skills, values that are required in the world of work. Amoor and Udoh (2018) further emphasized that business education improves personal qualities and builds the attitude of the individual that are necessary for adjustment to personal and employment situations and also provides knowledge, skills and competence for individuals to function well in office occupations and also create jobs for themselves and others. One can therefore, conclude that a well-trained business educator upon graduation would be able to produce healthy, literate, skilled and self-reliant citizens, as well as teachers or effective and efficient producers of goods and services, which businesses require as workers for businesses and employees or employers of labor as self-employed or entrepreneurs.

The influencing factor on the challenges of business education for preparing business education students for work in a changing world in Nigeria tertiary institutions could be type of institutions. Type of institutions in this research study refers to tertiary institutions that offer business education programmes such as colleges of education and universities. Okoye (2011) pointed out that the types of institutions do not differ significantly in their mean ratings on the challenges facing business education for effective teaching of entrepreneurship education in tertiary institutions.

Considering that the success or failure of business education programme in producing graduates who would become self-reliant upon graduation and be able to compete effectively in the global market is dependent on the ability of relevant stakeholders to be able to identify and tackle some of the challenges of the programme in recent times. It is essential to focused to determine the challenges of business education for preparing students for global competition in Nigeria tertiary institutions with business and technical skills so as to proffer objective remedial actions.

Statement of the Problem

Business Education is a programme of instruction that equips recipients with the requisite attributes for job creation and further education. Despite these dual missions, available evidence has shown that Nigeria is handling this sector with levity (Obunadike, 2015; Oladunjoye, 2016). This situation has consequently deprived business education of proper funding, qualified staff, modern facilities, quality curriculum and proper attention. This has devalued the image and reputation of



business education both in the education sectors and labour market and has also contributed to the high rate of unemployment and poverty among business education graduates.

For business education to provide the individual with the knowledge, skills and attitude needed to take up readily available jobs or openings in this changing world, it becomes imperative that all hands must be on deck, stakeholders and particularly government and teachers must be up to the task at all times. An in-depth or adequate instruction must be assured such that will provide the requisite knowledge, skills and attitude needed for work in a changing world. Available evidences reveal that institutions offering business education turn out large numbers of graduates annually. Yet, unemployment is on the increase in Nigeria while the issue of unemployment has resulted in involvement of idle youths in terrorist attacks, kidnappings, banditry, suicide bombing, high crime rate, vandalism, turgery and break down of law and order thereby contributing to the under-development of Nigerian economy. Those who are employed are found unable to carry out their assigned duties without further training. A question therefore arises as to the adequacy of preparedness of business education students in colleges of education in south-western, Nigeria. It is in an attempt to provide answers to this question that the authors embarked on this research.

Purpose of the Study

The objective of this study was to investigate the challenges confronting business education in preparing business education students for work in a changing world. Specifically, the study sought to:

1. Examine the challenges confronting business education in preparing students for work in a changing world in south-west, Nigeria Colleges of Education?
2. Determine possible means of overcoming the challenges confronting business education in preparing students for work in a changing world in south-west, Nigeria Colleges of Education?

Research Questions

The following research questions were raised to guide the study:

1. What are the challenges confronting business education in preparing students for work in a changing world in south-west Colleges of Education?
2. What are the possible means of overcoming the challenges confronting business education in preparing students for work in a changing world in south-west Colleges of Education?

Hypotheses

The following research hypotheses were formulated and tested at 0.05 level of significance:

1. The mean ratings of Business educators in federal and state colleges of education in South-West do not differ significantly on the challenges confronting business education for preparing students for work in a changing world.
2. The mean ratings of male and female Business educators in colleges of education in South-West do not differ significantly on the possible means of overcoming the challenges confronting business education in preparing students for work in a changing world.

Method

Descriptive survey research design was adopted for the study. The researchers considered this design appropriate for this study since it is intended to collect data from practicing business educators regarding the challenges in preparing students for work in a changing world in Nigerian colleges of education. The population for the study consisted of 219 business educators from twelve government-owned colleges of education that offer business education in South-West, Nigeria. No



sample was taken for the study because the population size was manageable. The instrument for data collection was a structured questionnaire titled Challenges in Preparing Business education Students for Work in a Changing World in south-west colleges of education (CPBSWCW). The instrument was validated by three experts, two from the Department of Business Education in Adeyemi College of Education, Ondo and one from college of education, Ikere-Ekiti. To ascertain the internal consistency of the instruments, the researcher conducted a pilot test whereby copies of the instrument were administered to 20 business educators from Kwara State College of Education, who were not part of the population of the study. The internal consistency of the questionnaire was established through a pilot testing and the data generated thereof was subjected to Cronbach Alpha analysis. The results yielded a coefficient of 0.78 which is deemed reliable for the study. The administration of the instrument was carried out personally by the researcher with the aid of three research assistants who are business educators. A total of 219 copies of the questionnaire were distributed to the respondents, 211 copies were returned by the respondents and found useable. This represented 95% return rate. Data collected regarding the research questions were analyzed using descriptive statistics. The decision rule regarding the research questions were based on the real limit of numbers. For decision, items with a mean range of 3.01-4.00 were regarded as “strongly agree”, 2.01-3.00 as “agree”, mean range from 1.01-2.00 as “disagree”, while mean range between 0.01-1.00 were regarded as “strongly disagree”. The Z-test was used to test the null hypotheses at 0.05 level of significance. Where the calculated p-value was less than the 0.05, it means that there was significant difference and the hypothesis was rejected.

Results

Research Question 1:

What are the challenges confronting business education in preparing students for work in a changing world in south- west colleges of education?

Table 1: Business educators' mean ratings on the challenges confronting business education in preparing students for work in a changing world in south-west Colleges of Education? N =219

S/N	Challenges Confronting Business Education	X	SD	Remarks
1.	Inadequate optimization of qualified manpower	3.15	0.22	SA
2.	Inconsistent development of staff skills and resources	2.71	0.89	A
3.	Inadequate provision of befitting infrastructures	3.57	0.31	SA
4.	Inadequate supply of modern facilities and equipment	3.61	0.25	SA
5.	Utilization of outdated curriculum	3.11	0.20	SA
6.	Successive government and other major stakeholders have been handling business education with levity	3.73	0.16	SA
7.	Inadequate provision of resources has not devalued the image of business education	2.21	0.21	SA
8.	Inadequate annual budgetary provision or allocation	3.25	0.36	SA
9.	Inadequate utilization of budgetary allocation	3.09	0.67	SA
	Cluster Mean/Standard Deviation	3.16	0.36	Agree



Source: Field survey, 2021

Table 1 shows the mean responses of business educators' in both federal and state colleges of education on challenges in preparing students for work in a changing world in South-west colleges of education. Item by item analysis revealed that out of nine items, only eight items had the mean scores that ranged from 2.71 to 3.73. The mean scores are indications that these are challenges facing business education programme. Item 7 inadequate provision of resources has not devalued the image of business education had the mean score of 2.21.

Research Question 2:

What are the possible means of overcoming the challenges confronting business education in preparing students for work in a changing world in south-west colleges of education?

Table 2: Business educators' mean ratings on the possible means of overcoming the challenges confronting business education in preparing students for work in a changing world in south-west colleges of education. N=219.

S/ N	Possible Means of Overcoming the Challenges in Business Education	X	SD	Remarks
10.	Adequate optimization of resources would help to equip students with requisite skills for gainful employment and decent work	3.87	0.24	SA
11.	Adequate optimization of resources would help to equip students with requisite skills to generate income and eradicate poverty	3.74	0.16	SA
12.	Adequate provision of resources would help to equip students with requisite skills of redeeming the youths from a bleak future	3.53	0.31	SA
13.	Adequate optimization of resources would help to equip students with skills to improve the standard of living among graduates	3.48	0.21	SA
14.	Adequate optimization of resources would help to equip students with the requisite attributes for personal dignity and self-esteem	3.60	0.33	SA
15.	Adequate optimization of resources would help to equip students with the requisite skills that free them from serving others	3.64	0.15	SA
Cluster Mean/Standard Deviation		3.64	0.23	Agree

Source: Field survey, 2021



Table 2 shows the mean responses of business educators in colleges of education on possible means of overcoming the challenges confronting business education *in* preparing students for work in a changing world in south-west colleges of education. The results revealed that all the items had the mean scores that ranged from 3.48 to 3.87. The mean scores are indications that possible means of overcoming challenges confronting business education in preparing students for work in a changing world in south-west colleges of education. The study specifically revealed that adequate optimization of resources, development of employability skills, alleviation of poverty, improvement of standard of living among graduates, development of self-esteem and personal dignity will contribute effectively to business education programme delivery.

Hypotheses Testing

Hypothesis 1:

HO1: The mean ratings of Business educators in federal and state colleges of education in South-West do not differ significantly on the challenges confronting business education for preparing students for work in a changing world.

Table 3: Summary of z-test result analysis of business educators in federal and state colleges of education in south-west on challenges confronting business education *in* preparing students for work in a changing world.

Nature of Institution	N	X	SDDF	Z-cal	Z-crit	Remarks	
Federal	104	3.42	0.63	209	1.29	1.96	Not Rejected
State	107	3.63	0.68				

Source: Field Study, 2021.

From table 3, the calculated Z-value of 1.29 is less than the Z-critical value of 1.96 at 209 degree of freedom and at 0.05 level of significance. This indicates that the null hypothesis will not be rejected. It therefore shows that the null hypothesis which states that the mean ratings of Business educators in federal and state colleges of education in South-West Nigeria do not differ significantly on the challenges confronting business education for preparing students for work in a changing world will be upheld.

Hypothesis 2:

HO2: The mean ratings of male and female Business educators in colleges of education in South-West do not differ significantly on the possible means of overcoming the challenges confronting business education in preparing students for work in a changing world.



Table 4: Summary of t-test result analysis of male and female business educators in colleges of education in south-west on the possible means of overcoming challenges in preparing students for work in a changing world.

Variables	N	X	SDDF	Z.cal	Z.crit	Remarks		
Male		89	4.23	0.78	209	1.60	1.96	Not Rejected
Female	122	3.99	0.64					

Source: Field Study, 2021.

From table 4, the calculated Z-value of 1.60 at degree of freedom of 209 and at 0.05 level of significance is lower than the critical value of 1.96. This indicates that the null hypothesis will not be rejected. It therefore shows that the null hypothesis which states that the mean ratings of male and female Business educators in colleges of education in South-West, Nigeria do not differ significantly on the possible means of overcoming the challenges confronting business education in preparing students for work in a changing world will be upheld.

Discussion of Findings

Findings of the study in the first research question agreed that there are challenges confronting business education for preparing students for work in a changing world in the colleges of education in south western part of Nigeria with mean ratings ranged from 2.71 to 3.73 will help in promoting national development. This agreed with the views of Obunadike (2015); Edokpolor and Owenvbiugie (2017) and Okoye and Udegbumam (2018) that inadequate provision of funds, qualified manpower, modern facilities, and quality curriculum, coupled with low public interest, are some of the possible challenges confronting the delivery of business education in colleges of education in south west, Nigeria. Similarly, Ikpesu (2016) also argued that this situation would consequently affect the production of competent graduates that are useful for unemployment eradication and national development.

The result in Table 3 revealed that business educators in federal colleges of education did not differ significantly from business educators in state colleges of education on the challenges in preparing students for work in a changing world. This means that the institution type does not affect the challenges for preparing business education students for work in a changing world in South-West, Nigeria.

The findings of the study on the second research question also agreed that there are need for the possibilities of overcoming the challenges confronting business education in preparing students for work in a changing world in the colleges of education in south western part of Nigeria with mostly mean scores ranged from 3.48 to 3.87 would help in promoting national development. This is in line with the findings of Idris and Mbudai (2016): who asserted that the optimization of resources (both financially and otherwise) for the effective delivery of business education would help in promoting national development.

Results in Table 4, revealed that male and female business educators in both federal and state colleges of education did not differ significantly on the possible means of overcoming the challenges confronting business education in preparing students for work in a changing world in the colleges of education in south west. This invariably implies that business education skills can grant students the opportunities to access basic life-sustaining essentials, such as food, education, protection, healthcare, clothing and shelter, as well as access quality living, self-esteem, and freedom from servitude.

Conclusion

Based on the findings of the study, it was concluded that business education are faced with a lot of challenges in preparing students work in a changing world in the colleges of education in south west and the



possible means of overcoming these challenges was treated which would help in preparing students for work in a changing world and promoting national development. The outcome of the study also revealed that type of institutions did not affect the challenges and possibilities of overcoming the challenges in preparing students for work in a changing world in the colleges of education in south west.

Recommendations

Based on the findings of this study, the following recommendations were made:

1. The federal government should declare a state of emergency in the education sector, approve intervention fund. They should as a matter of necessity approach the international donor agencies and World Bank for financial assistance.
2. Adequate budgetary provision should be prioritized by governments at all levels. This will help ameliorate equipments deficit, provide basic infrastructural facilities and technical training of teachers that will in turn teach the students. This will in no small measure equip the students and adequately prepare them for various task in the world of work.
3. Government and other major stakeholders should focus their attention and invest their resources on business education programme so as to help address the challenges confronting it particularly at the tertiary level. This is to enable bussiness education programme produce competent graduates who can compete favourably with their contemporaries globally in the world of work.
4. Governments and other major stakeholders should endeavour to invest their resources in order to help equip recipients with the requisite employability skills which will boost their fortunes at securing gainful employment. This will enhance their standard of living, entrepreneurial development and poverty alleviation towards national development.
5. Business Education curriculum should be periodically reviewed and harmonized for all tertiary institutions in order to be 21st century compliant.

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