



USING BUSINESS EDUCATION: AS AN INSTRUMENT FOR ENTREPRENEURSHIP AND SUSTAINABLE ECONOMIC DEVELOPMENT IN KWARA STATE

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Abstract

The study examined the business education as an instrument for entrepreneurship and sustainable economic development in Kwara State. Two research questions were raised for the study. Descriptive survey research design was used for the study. The population for the study comprised seventy one business educators in the nine colleges of education offering business education in Kwara state. The entire population was used for the study because of its manageable size, hence, there was no need for sampling. The data for the study were collected using a structured questionnaire which was duly validated with a Cronbach alpha reliability, coefficient of 0.85 for the study. Seven one copies of the questionnaire administered were retrieved and used for the study. The data collected to answer the research questions were analyzed using mean and standard deviation. Two hypotheses were formulated. The hypotheses were tested using independent samples t-test. The study found among others that business education is very relevant in achieving sustainable development in Kwara state because business educates individuals for and about business and also it provides the needed manpower in industry. Based on the findings, the following were recommended among others; that curriculum planners should ensure that the school curriculum content is relevant to the skill required of industry because of the relevance of the programme in providing the needed manpower in industries for sustainable economic development. The study also recommended that Business education curriculum should be widened to accommodate more maximum practical skills and knowledge than theories to enable the learners contribute to nation's building.

Keyword: Business Education, Entrepreneurship, Sustainable, Economic Development, Business Educators

Introduction

Education is an important input for the growth of a person. It plays a major role in capital formation which connects the productive part of the country. It is in recognition of the pivotal role of education that the Federal Government of Nigeria, in her National Policy on Education (2014), declared that education is an instrument per-excellence for effective national development (Ajash &



Kummer, 2018). In Nigeria, government at the three tiers of governance, corporate bodies, philanthropists, donor agencies and even religious organizations have and are continuing to make enormous contributions towards the growth of education in the country. Owing to growing interest and the demand for education by children, youths, parents, communities, industries and commercial houses, the number of educational institutions has increased tremendously in Nigeria in recent years, one of which are colleges of education.

Colleges of Education are established in Nigeria by law to provide knowledge, skills and training to students who shall be enterprising and self-reliant on graduation. Federal Government of Nigeria (2014) described College of Education as one of the tertiary institutions that provide knowledge, skills and training to students for the production of teachers and skilled personnel who shall be enterprising and self-reliant. Hence, the goals of Colleges of Education as highlighted by Federal Government of Nigeria (2014) include to: encourage further the spirit of enquiry and creativity in teachers; provide teachers with the intellectual and professional background adequate for their assignment and make them adaptable to changing situations; provide the technical knowledge and skills necessary for agricultural, industrial, commercial, economic, and educational development of Nigeria; and give training and impart necessary skills for the production of technicians, technologists and other skilled personnel who shall be self-reliant and enterprising.

One of the vocational courses in Nigerian colleges of education where students can enroll and be equipped with saleable skills for self-reliant and paid job on graduation is Business Education. Mamman (2020) submitted that the demand for technological competence in the educational system and reduction in the unemployment rate gave birth to the idea of vocational and technical education programme in Nigeria, of which Business Education is a part. He went further to add that business education is an integral part of Vocational and Technical Education which prepares students for careers in business.

Business education is a programme of study that exposes individuals to different spectrum of economic activities that are necessary for sustainability. Business education is a programme of instruction which offers specialized instruction for office occupations and general business orientation (Mamman, 2020). It is education for office occupation, accounting, distributive and marketing occupation, purchasing, teaching, business administration and entrepreneurship development. In view of this, Maumako (2017) affirmed that business education covers a wide range of spectrum of economic activities in any society, as well as the desirable business competencies appropriate for self-employment which is particularly pertinent in the present global economic situation, by equipping individuals with lifelong skills for self-reliance. Business education is, in fact, education for and about business and is geared towards economic sustainability. It is education for sustainability in that it supports long term economic growth without negatively imparting social, environmental and cultural prospects of the community.

Therefore, in order to ensure sustainability with a view to catering for the present economic needs of the general public without compromising the ability of the future generation to provide for their own needs, a sustainable business education should infuse into its curriculum innovations that equip individuals with critical knowledge and skills needed in the contemporary business world. That is why the United Nations General Assembly cited in Nwabufo and Ezeani (2020), contended that sustainability is the process of people maintaining change in a balanced environment, in which the exploitation of resources, the direction of investments, the orientation of technological development and institutional change are all in harmony and enhance both current and future potentials to meet human needs and aspirations. In other words, it is the process of living within the limits of available physical, natural and social resources in ways that allow the living system in which humans are embedded to thrive in perpetuity.



Development is a gradual change that brings about advancement in a society. According to Meier in Mbaegbu (2016), development is the process of enhancing the economic, socio-cultural, political, legal and technological living standards of a people through the exploitation of natural resources. Development is also seen as a purposeful change in a society that contributes to social and economic wellbeing and advancement of its people without creating any disharmony (UNESCO cited in Emeasoba & Igwe, 2016). Development empowers individuals, increases their purchasing power, enhances the quality of the life of people and improves the wellbeing of the society and, hence, economic development. As a concept, economic development is the general and sustainable improvement, growth, advancement or increase in economic standard of a nation. It was on this reality that the UN, at different times come up with the millennium development goals which later was advanced to the 7 points agenda for sustainable development goals (Ademiluyi, 2014).

According to Amoor (2010), business education plays a significant role in economic development by providing knowledge and skills to the learners, thereby enabling them to adequately impart knowledge into others, and handle sophisticated office technologies and information systems. In view of this, Mamman (2020) stated the goals of business education include: to produce business education lecturers who will handle business and related courses in colleges of education; prepare people for self-employment in situations where there is no available paid employment; develop in the student's requisite skills and expertise in management of both private and public enterprise and arm them with the analytical ability needed to meet the growing challenges of present and future Nigerian and international environment; produce efficient and effective management, accounting, secretarial and marketing managers; expose the students via the available courses to the limitless horizon of the business world and prepare them for roles as qualified administrators and managers in business organization, among others.

Furthermore, the main aim of sustainable economic development is to balance our economic, social and environmental needs (Ademiluyi, 2014). In support of this, Ukairo (2017) noted that for sustainable economic development to be achieved in any nation, there must be a balance between environmental, societal and economic considerations needed to maintain and improve the quality of generations to come. Appreciating the role business education play in economic and social development of the nation, Federal Republic of Nigeria (2013) identified that one of the objectives of business education is to help the recipient to appreciate the world around him and contribute maximally to the social and economic development of the nation. In order to fully achieve the sustainable economic development goals of ending extreme poverty including hunger and also promoting economic growth in Kwara State, integrating some of the sustainable economic development issues into the curriculum should be one of the top priorities of educational planners. Also, Government shall take necessary measures to ensure that quality of instruction at all levels of education shall be oriented towards acquisition of functional skills and competencies necessary for self-employment which will eventually lead to sustainable economic development in Kwara State.

Williams (2011) asserts that entrepreneurship is a learnable process that can be taught, nurtured, supported and enhanced through various types of education and training. Drucker (1985) adds that entrepreneurial process involves a systematic search for and analysis of opportunities which have the potential to generate innovation. These opportunities can be transformed into a 'new-value' within the dynamic bundle of broad public enterprise and, inevitably, educational objectives.

In all of these, strategy, a broad basic plan of action by which individuals or organizations intend to reach their goals, is important. These, according to Okoye and Ashibogwu (2018), are techniques or mechanisms put in place to maintain degree of quality of excellence of a product or service. These are same as methods and procedures of attaining a goal. According to Ghemawat and Pankjet in Ikelegbe (2020), strategy is viewed as the direction and scope of an organization over the long-term, which achieves advantage for the organization through its configuration of resources within



a changing environment and fulfils stakeholders' expectations. That is, it is a set of goals and objectives of an organization including major programmes of action chosen to reach those goals and objectives.

Besides, one basic concept in education today is the issue of gender. Gender denotes differences in sex, that is, male and female and how this differences influence this study. According to Mukoro (2014), gender is a term that describes social contrition of female and male individually, and can be viewed as more than biological classification between male and female. It depicts the manner in which those variations whether actual or imagined are cherished, used and dependent upon in grouping male and female to assigned roles and responsibilities. In the context of this study, therefore, strategies are mechanisms or techniques set aside to maintain degree of excellence in business education programme.

Statement of the Problem

In Nigeria, the educational activity should be centered on the students in order for them to acquire maximum skills acquisition for self-development and fulfillment in the labour market (FRN, 2013). According to Yusof et al in Mamman (2020) the new market demands caused many graduates with various certificates to be unemployed, due to poor quality of education, business education inclusive, as the level of practical skills acquired by students is nothing to compare with demands of labour market and technological advancement.

Recent reports revealed that presently there are 152 Colleges of Education in the country. Federal government owns 21, states own 49 and there are 82 privately owned out of this Kwara state has nine private colleges of education (Myschoolgist, 2020). The above account is to confirm the fact that on the whole, our education system is on a steady rise quantitatively. The challenge however lies on whether the same thing could be said about the quality. The quality of education is measured in terms of its utility, that is, the extent to which the knowledge, skills, attitudes, habits and beliefs acquired from education can improve the wellbeing of its recipient in particular and as well advance the wellbeing of society. For any education system to achieve this, its programme should be designed to meet the current needs, aspirations and values of the society it is meant to serve.

Today, most countries of the world are facing economic problems due to the COVID-19 pandemic. At a critical time like this, what the nation needs is a theoretical and skill oriented programme that can equip the products with skills relevant for sustainable economic development. This will help to end extreme poverty, hunger, create jobs and promote economic growth and finally achieve sustainable development. Without a functional education programme like business education, achieving the sustainable development goal of ending extreme poverty including hunger and promoting economic growth and decent jobs within the planetary boundaries will be a mirage.

Purpose of the Study

The general purpose of the study is to examine business education as an instrument tool for entrepreneurship and sustainable economic development in Kwara State. Specifically, the study intended to:

1. Examine the relevance of business education for entrepreneurship and sustainable economic development in Kwara State.
2. Determine the quality of curriculum strategy for entrepreneurship and sustainable business education in Kwara state.

Research Questions

The following research questions guided the study.



1. What is the relevance of business education for entrepreneurship and sustainable economic development in Kwara state?
2. What are the quality curriculum strategies for entrepreneurship and sustainable economic development in Kwara state?

Hypotheses

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

Ho1: There is no significant difference between the mean responses of male and female business educators on the relevance of business education programme for entrepreneurship and sustainable economic development in Kwara State.

Ho2: There is no significant difference in the mean ratings of male and female business educators on the quality curriculum strategies for entrepreneurship and sustainable economic development in Kwara state.

Methodology

The study adopted descriptive survey research design. A survey method is relevant when the researcher is interested in studying the opinions, feelings, and thoughts of the respondents about a particular situation (Creswell, 2012). This design, therefore, was considered appropriate for the study as it collected data on the opinions of business educators in Kwara state. The study was carried out in public and private colleges of education in Kwara state. The population for the study comprised seventy one (71) business educators in the nine colleges of education offering business education in Kwara state. The entire population was used for the study because of its manageable size, hence, there was no need for sampling. The data for the study were collected using a structured questionnaire. The instrument scale for assessment consist of four-points response mode of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) with a corresponding numerical value of 4, 3, 2, and 1, will be assigned to the response scales for the items. The questionnaire was validated by three experts in Department of business education in Kwara state university, Malete. The questionnaire has a reliability index of 0.85 which was established through a pilot test on 10 business education lecturers in Niger state college of education, Minna. The internal consistency was determined using Cronbach Alpha procedure. Copies of questionnaire were administered and collected by the researcher with the help of two research assistants after proper briefing on the purpose of the study. A total of 71 copies of questionnaire were distributed to the respondents. However, a total of 68 (93%) were retrieved and found usable. Data collected were analyzed using mean and standard deviation for the research questions, while the independent t-test was used to test the hypotheses. The mean rating of 2.50 was used for decision rule regarding the research questions. This was calculated based on the 4 point rating interval used in the study. Items with mean values of 2.50 and above were considered as agreed while items with mean values below 2.50 were considered as disagreed. For the null hypotheses (Ho), if the observed p-value is less than the fixed p-value, the null hypotheses was rejected, if otherwise, the null hypotheses was not rejected.

Result

Research Question one: What is the relevance of business education for entrepreneurship and sustainable economic development in Kwara state?



Table 1: Mean Rating and Standard deviation of Business Educators on the relevance of business education for entrepreneurship and sustainable economic development in Kwara state.

S/N	Items on Relevance of Business Education	Mean	SD	Remarks
1.	Provides the recipients' with necessary skill for transition into labour market	3.04	0.68	Agree
2.	Produce graduates that are job creators	3.04	0.69	Agree
3.	Increase the overall productivity of the labour force	3.28	0.66	Agree
4.	Provides the needed manpower in industries	3.06	0.70	Agree
5.	Help the recipients to make judicious socio-economic decisions as citizens	3.31	0.71	Agree
6.	Meet the labour market needs of business and industries	3.42	0.67	Agree
7.	Promote economic growth and entrepreneurship	3.13	0.72	Agree
8.	Help the recipients to contribute maximally to the social and economic development of his/her nation	3.19	0.73	Agree
Total	Weighted Mean	3.18	0.70	Agree

From table 1, it was revealed that all the respondents agreed in their responses to all constructs in the Table. This agreement was very evident as all the mean scores are well above the fixed decision value of 2.50. The standard deviation ranged from 0.66 to 0.73 which indicated low variability in the respondents' responses. This implied that the relevance of business education listed can lead to entrepreneurship and sustainable economic development in Kwara state.

Research Question Two: What are the quality curriculum strategies for entrepreneurship and sustainable economic development in Kwara state?

Table 2: Mean Rating and Standard Deviation of Business Educators on Quality Curriculum Strategies for Entrepreneurship and Sustainable Economic Development in Colleges of Education in Kwara state.

S/N	Items on Quality Curriculum Strategies	Mean	SD	Remarks
1.	Ensure that key competencies are integrated into business education curriculum and develop appropriate means of assessment	3.14	0.76	Agree
2.	Business education curriculum should adhere to accreditation requirement	3.25	0.73	Agree
3.	Business education curriculum should be result-oriented and more responsible to labour market needs	3.08	0.68	Agree
4.	Business education curriculum should give learners access to appropriate up-to-date technical equipment, teaching materials and infrastructure.	3.07	0.78	Agree
5.	Appropriate business education curriculum design.	3.22	0.70	Agree
6.	Review of existing business education curriculum to accommodate maximum practical skills.	3.21	0.65	Agree
7.	Business education curriculum should encourage Practical activities and provision of high quality work-based learning enterprise.	3.20	0.71	Agree
8.	Appropriate implementation of business education curriculum content	3.44	0.65	Agree
Total	Weighted Mean	3.20	0.71	Agree



Table 2 above showed that all the items agreed to by business educators. This implies that, the quality curriculum strategies stated can promote entrepreneurship and sustainable economic development in Kwara state.

Hypotheses One

Ho1: There is no significant difference between male and female business educators on the relevance of business education for entrepreneurship and sustainable economic development in Kwara state.

Table 3: t-test analysis of Male and Female Business Educators on the relevance of the business education for entrepreneurship and sustainable development in Kwara state.

Gender	N	Mean	SD	Df	t-Cal	P-value	Decision
Male	53	3.21	0.26	69	0.62	0.49	Not significant
Female	18	3.22	0.28				

Sources: Field Survey 2021

P>0.05

The data presented in Table 3 revealed that there are 53 male lecturers and 18 female lecturers as respondents for the study. Male business educators had mean score of 3.21 and standard deviation of 0.26 ($x = 3.21$; $SD = 0.26$) and Female ($X = 3.22$; $SD = 0.28$). The calculated t-value is 0.62 ($t_{69} = 0.62$). The observed p-value is 0.49 which is greater than the fixed p-value of 0.05 ($p > 0.05$). Since the observed p-value is greater than the p-value ($t_{69} = 0.62$; $p = 0.49$), the null hypothesis that stated that there is no significant difference between male and female business educators on the relevance of business education for entrepreneurship and sustainable economic development was therefore not rejected. This implied that male and female business educators did not differ significantly in their response on the relevance of business education for entrepreneurship and sustainable economic development in Kwara state.

Hypotheses Two

Ho2: There is no significant difference in the mean ratings of male and female business educators on the quality curriculum strategies for entrepreneurship and sustainable economic development in Kwara state.

Table 4: t-test analysis of Male and Female Business Educators on the quality curriculum strategies for entrepreneurship and sustainable development in Kwara state.

Gender	N	Mean	SD	t-Cal	Df	P-value	Decision
Male	53	3.17	0.34	1.059	69	0.293	Not significant
Female	18	3.27	0.34				

Sources: Field Survey 2021

P>0.05

The data in Table 4 revealed that there are 53 male business educators and 18 female business educators as respondents for the study. Male business educators and female business educators had mean score of 3.17 and standard deviation of 0.34 ($x = 3.17$; $SD = 0.34$) and Female ($X = 3.27$; $SD = 0.34$).



= 3.27; SD = 0.34). The calculated t-value is 1.059 ($t_{69} = 1.059$). The observed p-value is 0.293 which is greater than the fixed p-value of 0.05 ($p > 0.05$). Since the observed p-value is greater than the p-value ($t_{69} = 1.059$; $p = 0.293$), the null hypothesis that stated that there is no significant difference between male and female business educators on the quality curriculum strategies for entrepreneurship and sustainable economic development was therefore not rejected. This implied that male and female business educators did not differ statistically in their response on the quality curriculum strategies for entrepreneurship and sustainable economic development in Kwara state in colleges of education.

Discussion of Findings

The result of the findings in table 1 revealed that business education is very relevant for entrepreneurship and sustainable development in Kwara state because business educates individuals for and about business and also it provides the needed manpower in industry. According to Osuola (2004), education for business is for technology and vocational education students. It helps them to develop personal skills such as recording retrieving, coordinating, analyzing, organizing and reporting data used for business decisions. It also help business education student s to develop personal use skills related to business occupation. The skills acquired in business education can help the recipients to establish small scale business and run it successfully. By doing this, it may likely end poverty and hunger leading to good health and sustainable economic development in Kwara state.

Nwokike (2015) Citing Azih& Nwosu (2012) noted that business education at all levels is aimed at providing training that will equip the recipients with business skills that will enable them function optimally in their working environment. Equally, Federal Republic of Nigeria (2013) affirmed that one of the objectives of TVET is to produce manpower required in industry, commerce and agriculture. From the findings of the study, it is therefore worthy to note that business education programme is an effective tool for economic development.

The findings in table 2 that both male and female business educators agreed that some of the quality curriculum strategies for achieving sustainable economic development through business education programme include among others, to ensure that the school curriculum is relevant to the skills required of industry and also improving the programme through upgrading of facilities or equipment. The findings is in uniformity with the findings made by Nwokike and Okoli (2015) that one of the ways of improving the quality and relevance of business education programme in colleges of education is by institutions laying more emphasis on the manpower need of the industry. Nwokike and Okoli (2015) affirmed that quality mechanisms should be put in place so that students are not taught with outdated equipment. The researcher is with the opinion that if the recipients are taught with modern technological equipment, the graduates of the programme will acquire the relevant skills required of industry and for self-employment.

Conclusion

From the findings of the study, it could be concluded that business education is an effective tool in achieving sustainable economic development because of its relevance in providing the needed manpower in industries. The skill acquired by the recipient could prepares learners for self-employment, career aspiration and general knowledge either for production or consumption to enable the learners function effectively in the world of work and to contribute to sustainable economic development. By doing so, the sustainable development goals of ending poverty and promoting the well-being of individuals could be achieved through business education programme which will eventually lead to sustainable economic development in Kwara state.

Recommendations

Based on the findings the following recommendations were made for the study:



1. The curriculum planners should ensure that the school curriculum content is relevant to the skill required of industry because of the relevance of the programme in providing the needed manpower in industries for sustainable economic development.
2. Business education curriculum should be widened to accommodate more maximum practical skills and knowledge than theories to enable the learners contribute to nation's building.
3. The three tiers of government, education stakeholders and employers should give massive support to Business Education programmes, by investing in the programme in order to achieve the aims and objectives of business education towards sustainable economic development.

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