



ASSESSMENT OF BUSINESS EDUCATION CURRICULUM CONTENTS FOR STUDENTS' REQUISITE JOB SKILLS ACQUISITION IN COLLEGES OF EDUCATION IN NORTH CENTRAL, NIGERIA

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Abstract

The study assessed business education curriculum contents for students' requisite job skills acquisition in North-Central, Nigeria (BECCSRJSAQ) colleges. Two research questions were used to guide the study, while two null hypotheses were formulated and tested at a 0.05 level of significance. The population for this study was made up of 89 Lecturers 823 male students 967 Female students the Total is 1879 which comprises final year students and lecturers from six institutions offering business education as of the 2017/2018 academic session formed the population of the study. Mean and standard deviations were used to answer the stated research questions, using a benchmark of 2.5 as a criterion for agreement. Meanwhile, a t-test was used to test the null hypotheses of the study. The findings of the study revealed, among others that business education curriculum contents in colleges of education in North Central, Nigeria do not provide students with essential skills required for their employability after graduation. Given the findings, one of the recommendations made among others was that the business education curriculum needs an in-depth review that would enable the graduates to respond to challenges in the labour market and field of work. This should be done by selecting content consistent with emergent and anticipated needs, namely ICT competency, conflict resolution, economic survival, and entrepreneurship. Etc. Based on the findings and conclusion of the study, it was recommended among others that the National Commission for Colleges of Education (NCCE) and other agencies of education should develop a benchmark for the curriculum of business education that will emphasize relevant skills and competencies. This will help colleges of education take vital initiatives to review the attributes needed by business education graduates as well as to support generic skills development.

Keywords: Business Education, Curriculum and Requisite Job Skills

Introduction

The curriculum is a connective link between the teacher and student, organized in such a way as to achieve goals previously set by the teacher, the learning organization or the curriculum specialists. According to Coles (2015), Curriculum is the prescribed course of studies which students must learn to reach a certain level of education. The curriculum includes the formal and informal education contents it recognizes and overlooks the intentional and the unintentional actions that take place in school. Adeniyi, (2013), defined curriculum as planned activities of learning opportunities for a specific time frame, guided towards changing learners' behaviour. A plan of activities in any programme of learning is essential, especially for skills programmes like Business Education.

The Business Education curriculum is part of a continuous process of planning and development, that involves the selection of learning experiences calculated to help in the attainment of goals and objectives of the Business Education programme. Andi, (2015), also opined that the Business Education curriculum is designed to promote in students' skills, processes, understandings and responsibilities necessary for success in the world of business. In the same vein, Dike (2014), viewed the Business Education curriculum as an educational process of action about opportunities for the engagement of students in business and educational related discipline. Business Education curriculum in this context is responsible for equipping students with skills, attributes, knowledge, attitudes, and behaviour required for teaching, entrepreneurship, administrative and clerical work. This indicates that the Business Education curriculum is designed with different requisite job skills for its recipients.

Requisite job skills are skills that are essential and indispensable to a programme. Requisite job skill refers to skills that are needed to get jobs done, help employees stay on the job and facilitate their growth on the job. The skills are flexibly adapted, applied, and transferred under different contexts necessary for gainful



employment. According to Ahmed (2014), requisite job skills include a breadth and depth of specialized knowledge that are needed in the labour market profile. Senior (2015) indicated that a good curriculum should provide students with skills in: - effective communication, supervision, coordinating, planning, and thinking strategically, clear vision, Information and Communication Technology, creativity and self-confidence, good self-management, and time management, which are considered requisite skills for a job opportunity in the area of Business education. Business Education curriculum content should therefore offer the requisite job skills.

Business Education, one of the vocational programmes in Nigeria, was designed to empower students with skills for the world of work and create for them employment opportunities. As attested by the Federal Republic of Nigeria (2004), Business Education is among other programmes that impart skills, knowledge, and abilities necessary for gainful employment or self-reliance.

The curriculum has various definitions among scholars; however, the term is used here to refer to the knowledge society selects from the total available reservoir of knowledge and deems valued and essential for students to learn in schools. In this context, it can be defined as all the learning activities which are planned and guided by the school, whether it is carried on in groups or individually, inside or outside the school, it comprises the totality of the experiences of children for which schools are responsible. Grundy (2013) defined curriculum as a programme of activities (by teachers and pupils) designed so that pupils will attain certain educational and other schooling ends or objectives. The definition sees curriculum from the angle of what is done in schools under the guardians of teachers. The Commonwealth of Learning (2015) viewed curriculum as a composite whole including the learner, the teacher, teaching and learning methodologies, anticipated and unanticipated experiences, outputs and outcomes possible within a learning institution. This definition considers curriculum from the angle of what is happening during teaching and learning exercises.

In another related definition, Anwukah (2014) viewed curriculum as an intention about opportunities for engagement of persons to be educated with other persons and things (all bearers of information, processes, techniques and values) in certain arrangements of times and space. Buttressing this definition, Hass (2015) maintained that curriculum is all experiences that individual learners have in a programmed of education whose purpose is to achieve broad goals and related specific objectives, which is planned in terms of a framework of theory and research in past and present professional practice. The definition considered curriculum as the aspect of deliberate actions or intentions made teaching and learning. Hass emphasised on educational experiences of the learners during their schooling period. In another related definition, Emmanuel (2016) defined curriculum as a plan that consists of learning opportunities for a specific time frame and place, a tool that aims to bring about behaviour changes in students as a result of planned activities, these include all learning experiences received by students with the guidance of the school. The definition unlike others stressed on time frame, place and materials used to bring desirable change to the learners.

Business education means many things to many people. Agwumezie (2016) sees business education as a programme in education that prepares students for entry into and advancement of jobs within the business. Aliyu (2015) has it as a programme one needs to be proud of if properly designed, adequately prepared and religiously harmonized. Aliyu further affirms that business education is an educational programme which involves the acquisition of skills, knowledge and competencies which make the recipient/beneficiary proficient. It is an umbrella under which all business programs take the shield, such as marketing, business administration, secretarial studies and accounting. Igboke (2014), business education is a dynamic field of study geared towards preparing youths and adults for and about business. It is a preparation for a business career when instruction is designed to prepare youths and adults for actual practice in the world of business. On the other hand, education about business involves the preparation of youths and adults for intelligent and effective consumption of economic goods and services offered to society in our free enterprise economy. However, business education will produce responsible, productive and self-reliant citizens. This highlights the importance of Business Education in inculcating in the recipient's knowledge, values, attitudes and skills needed in the business world. The objectives of business education cannot be over-emphasized; hence, business education generally is borne out of the needs of industry, commerce and society. In addition, it is career oriented that aims at preparing people for gainful employment. Business education is, however, broadly divided into three areas. Thus Marketing/Distributive, Secretarial and Accounting education. Business education is a course that prepares students for entry into and advancement in jobs within business and it is equally important because it prepares students to handle their business affairs and to function intelligently as consumers and citizens in a business economy.



Nolan, Hayden, and Malsbary (2013) defined business education as those business programmes and courses taught ordinarily at the secondary school level. Osuala(2014) defined Business education as an essential part of the preparation of youth for life and living. Osuala,(2014) gave another definition: Business education is a programme of instruction which consists of two parts (1) Office education, a vocational programme of office careers through initial, refresher and upgrading education and (2) General business education a programme to provide students with information and competences which are needed by all in managing personal business affairs and in using the services of the business. Still, on the definition of business education, Njoku(2016)defines business education as that facet of educational training that helps the individual acquire relevant skills needed for living.

Research Questions

The research work is expected to provide answers to the following specific research questions:

1. To what extent does Business Education curriculum content for students' requisite teaching skills acquisition in Colleges of Education in North Central, Nigeria?
2. What is the extent to which Business Education curriculum contents for students' requisite administrative skills acquisition in Colleges of Education in North Central, Nigeria?

Hypotheses

In line with each of the research questions raised for the study, two null hypotheses were formulated to guide the study and tested at 0.05 level of significance

1. There is no significant difference between the mean ratings of lecturers and students on the extent to which Business Education curriculum contents provide for students' requisite teaching skills acquisition in Colleges of Education in North Central, Nigeria.
2. There is no significant difference between the mean ratings of lecturers and students on the extent to which Business Education curriculum contents provide for students' requisite administrative skills acquisition in Colleges of Education in North Central, Nigeria

Method

Descriptive survey design was used in conducting the study. The design involved collecting and analyzing data gathered. The choice of the design was based on the opinion of Douglass, (2006) who highlighted that descriptive survey research design is the most dominant technique for educational research. Kerlinger, (2005) emphasized that this design should be employed when research work involves the use of a questionnaire to seek the opinions of respondents. The design was considered suitable because it enabled the researcher to understand the social phenomenon from the participants' perspective. It constitutes the most convenient way to obtain real facts and figures needed, for the assessment of Business Education curriculum contents for students' requisite job skills acquisition in Colleges of Education in North Central, Nigeria. This design enabled the researcher to obtain relevant information in a systematic manner upon which sound judgments and valid conclusions were made. The population for this study was made up of 89 Lecturers 823 male students 967 Female students the Total is 1879. The population of the study consisted of Business Education lecturers and final-year students of accredited federal and state Colleges of Education in the six states of North Central, Nigeria. The sample size of 330 in the study was obtained using the Taro Yamane formula. According to Yamane, (1973) in Cochran, (2007) using the formula to calculate a sample of a population has the great advantage of achieving a 95% confidence level of the calculated sample. A total sample of 330 had arrived. To further derive the sample of respondents from each under study, an exact percentage of 330 out of 1879 was computed and 17.6% was arrived at. The researcher used a random sampling procedure to draw 17.6% of the respondents from each College of Education under study and a total sample size of 330 was the figure at each stratum.

Research Question 1: To what extent does Business Education curriculum content for students' requisite teaching skills acquisition in Colleges of Education in North Central, Nigeria?



Table 1: Mean and standard deviation of responses on the extent of Business Education curriculum contents provide for students' requisite teaching skills acquisition in Colleges of Education.

S/N	Item Statements	\bar{X}	SD	Remark
1.	The curriculum of business education of your institution equips students with the skills required in classroom management techniques.	3.49	0.58	Moderate Extent
2.	The curriculum of business education of your institution provides students with skills required for effective use of instructional materials in teaching.	2.63	0.75	Moderate Extent
3.	The curriculum of business education of your institution provides students with the knowledge to determine the appropriate method to adopt while in the classroom	3.48	0.64	Moderate Extent
4.	The training provided in business education in the colleges of education of your institution provides students with strategies to manage their classes effectively	2.90	0.75	Moderate Extent
5.	The business education curriculum of your institution encourages the development of work-related foundation skills for teaching all business subjects	3.53	0.55	High Extent
6.	The curriculum content of business education of your institution expands the use of customized training of students that enables them to meet the challenges of computer technology in the teaching profession	2.75	0.94	Moderate Extent
7.	Teaching approaches used in business education in tertiary institutions are geared towards improving creativity and learning modes that will support the development of professional competencies in school administrative work.	2.90	0.53	Moderate Extent
8.	The curriculum contents in teaching business education in your institution equip students with skills of setting standard questions.	3.36	0.85	Moderate Extent
9.	The curriculum contents used in business education in your institution have limited skills transfer capacity that will enable graduates to meet the challenges of a career in teaching	3.47	0.60	Moderate Extent
Weighted average		3.17	0.69	Moderate Extent

Source: Field Survey, 2018

Table 1 reveals the extent Business Education curriculum contents provide for students' requisite teaching skills acquisition in Colleges of Education in North Central, Nigeria. The Table showed that the respondents indicated that the curriculum of business education of their institution equips students with skills required in classroom management techniques to a moderate extent (mean = 3.49). In the same way, the respondents stated that the curriculum of business education of their institution provides students with skills required for the effective use of instructional materials in teaching to a high extent (mean = 2.63). In addition, the respondents stated that the curriculum of business education of their institution provides students with the knowledge to determine the appropriate method to adopt while in the classroom to a moderate extent (mean = 3.48) and provides students with strategies to manage their classes effectively to moderate extent based on the responses of the respondents (mean = 2.90). The respondents indicated that the curriculum content of business education of their institution expands the use of customized training of students that enables them to meet challenges of computer technology in the teaching profession to a moderate extent (mean = 2.75). Same way the respondents indicated that teaching approaches used in business education in tertiary institutions are geared towards improving creativity and learning modes that will support the development of professional competencies of school administrative work to a moderate extent (mean = 2.90).

Research Question 2: What is the extent to which Business Education curriculum contents provide for students' requisite administrative skills acquisition in Colleges of Education in North Central, Nigeria?



Table 2: Mean and standard deviation of responses on the extent of Business Education curriculum contents provide for students' requisite administrative skills acquisition in Colleges of Education

S/N	Item Statements	\bar{X}	SD	Remark
1.	SIWES in Business Education Programme provides students with an opportunity to apply their knowledge in real work and actual practice.	3.40	0.59	Moderate Extent
2.	Skills and knowledge acquired in the business education programme in your institution are related to the current reality of clerical and administrative work in offices.	3.07	0.47	Moderate Extent
3.	The curriculum of business education in your institution provides students with the skills and competencies required for preparing records.	3.08	0.52	Moderate Extent
4.	Skills and knowledge acquired in the business education programme in your institution are related to the current reality of clerical work in offices.	3.11	0.64	Moderate Extent
5.	Skills in the curriculum of business in your institution are in line with the requirements of office work in the era of technology.	3.05	0.55	Moderate Extent
6.	SIWES makes students effective in handling files and taking minutes in the office.	3.14	0.71	Moderate Extent
7.	Exposing students to SIWES as part of the curriculum of business education of your institution provides them with the skills, to use modern office machines, and equipment effectively.	3.59	0.68	High Extent
8.	Six months of industrial attachment in the curriculum of business education is sufficient to equip students' needs and expectations required for clerical work in the office.	3.25	0.71	Moderate Extent
9.	Experience of SIWES expands the students' use to provide training that enables students to work with colleagues in the fieldwork	3.33	0.62	Moderate Extent
10.	SIWES in the curriculum of business education helps in developing students' skills and understanding that will make the graduates understand how to work with others in the office.	3.29	0.71	Moderate Extent
11.	Practical experiences gained from SIWES, expose students to practical skills required for a smooth transition from school to working place, as specified by the Industrial Training Fund.	2.70	0.79	Moderate Extent
12.	SIWES in the curriculum of business education prepares students' transition from school to the world of work easier and enhances their contacts for later job placement	3.33	0.46	Moderate Extent
13.	SIWES experience provides business students with skills, to write reports and take minutes of meetings.	3.47	0.52	Moderate Extent
14.	Students Industrial training provides business students with skills, required for office administrative work	3.72	0.45	High Extent
	Weighted average	3.25	0.60	Moderate Extent

Source: Field Survey, 2018

Table 2 indicates the extent Business Education curriculum contents provide for students' requisite administrative skills acquisition in Colleges of Education. The table showed that the respondents indicated that SIWES provides students with an opportunity to apply their knowledge in real work and actual practice to a moderate extent (mean = 3.40). In the same way, the respondents stated that skills and knowledge acquired in the business education programme in their institution are related to the current reality of clerical and administrative work in offices to a moderate extent (mean = 3.07). In addition, the respondents stated



that the curriculum of business education in their institution provides students with the skills and competencies required for preparing records to a moderate extent (mean = 3.08), and it related to the current reality of clerical work in offices to moderate extent based on the responses of the respondents (mean = 3.11). The respondents indicated that the skills in the curriculum of business in their institution are in line with the requirements of office work in the era of technology to a moderate extent (mean = 3.05). Same way the respondents indicated that SIWES makes students effective in handling files and taking minutes in the office to a moderate extent (mean = 3.14).

Results

Null Hypothesis:

H₀₁: There is no significant difference between the mean ratings of lecturers and students on the extent to which Business Education curriculum contents provide for students' requisite teaching skills acquisition in Colleges of Education in North Central, Nigeria

Table 3: Summary of t-test of the difference between the mean responses of lecturers and students, on the extent to which Business Education curriculum contents provide for students' requisite teaching skills acquisition in Colleges of Education

Group	N	Mean	SD	t-cal	Df	p-value	Decision
Lecturers	15	3.20	0.12	0.501	328	0.617	Not Rejected
Students	315	3.17	0.27				

Source: Field survey, 2018

P>0.05

Table 3 reveals that there are 15 lecturers and 315 students. The lecturers' and students responses showed that Business Education curriculum contents provide for students' requisite teaching skills acquisition to a moderate extent ($\bar{X} = 3.20$; SD = 0.12) and ($\bar{X} = 3.17$; SD = 0.27). Their responses are close to the mean as the standard deviations are very low. The Table revealed that there was no significant difference between the mean ratings of lecturers and students on the extent to which Business Education curriculum contents provide for students' requisite teaching skills acquisition ($t_{328} = 0.501$, P>0.05).

H₀₂: There is no significant difference between the mean ratings of lecturers and students on the extent to which Business Education curriculum contents provide for students' requisite administrative skills acquisition in Colleges of Education in North Central, Nigeria.

Table 4: Summary of t-test of the difference between the mean responses of lecturers and students on the extent to which Business Education curriculum contents provide for students' requisite administrative skills acquisition

Group	N	Mean	SD	t-cal	Df	p-value	Decision
Lecturers	15	3.33	0.19	0.934	328	0.351	Not Rejected
Students	315	3.25	0.33				

Source: Field survey, 2018

P>0.05

Table 4 reveals that there are 15 lecturers and 315 students. The lecturers' and students' responses showed that Business Education curriculum contents provide for students' requisite administrative skills acquisition to a moderate extent ($\bar{X} = 3.33$; SD = 0.19) and ($\bar{X} = 3.25$; SD = 0.33). Their responses are close to the mean as the standard deviations are very low. The Table revealed that there was no significant difference between the mean ratings of lecturers and students on the extent to which Business Education curriculum contents provide for students' requisite administrative skills acquisition ($t_{328} = 0.934$, P>0.05).

Discussion

The study in Table 1 revealed that Business Education curriculum contents for students' requisite teaching skills acquisition, provide students with skills required for effective use of instructional materials in teaching, provide students with the knowledge to determine the appropriate method to adopt while in the classroom, equips students with skills required in classroom management techniques, expands the use of



customized training of students that enables them to meet challenges of computer technology in teaching profession were moderately extent.

The study in Table 2 revealed that Business Education curriculum contents for students' requisite administrative skills are related to the current reality of clerical and administrative work in offices, Providing them with the skills, to use modern office machines, and equipment effectively, is sufficient to equip students' needs and expectations required for clerical work in the office, is sufficient to equip students' needs and expectations required for clerical work in the office were revealed to be moderately extent.

The research work was carried out to assess Business Education Curriculum Contents for Students' Requisite Job Skills Acquisition in Colleges of Education in North Central, Nigeria. To achieve this purpose, four research questions and four research hypotheses were raised. Based on the result of the data analysis and test of hypotheses, the following findings were made:

Research Question One sought to determine Business Education curriculum contents for students' requisite teaching skills acquisition in Colleges of Education in North Central, Nigeria.

The null hypothesis one (H_01) stated that there is no significant difference between the mean ratings of lecturers and students on the extent to which Business Education curriculum contents provide for students' requisite teaching skills acquisition in Colleges of Education in North Central, Nigeria. The findings revealed that Business Education curriculum contents for students' requisite teaching skills acquisition, provide students with skills required for effective use of instructional materials in teaching, provide students with the knowledge to determine the appropriate method to adopt while in the classroom, equip students with skills required in classroom management techniques, expands the use of customized training of students that enables them to meet challenges of computer technology in the teaching profession were moderately extent. The findings further revealed that there was no significant difference between the mean ratings of lecturers and students on the extent to which Business Education curriculum contents provide for students' requisite teaching acquisition in Colleges of Education in North Central, Nigeria ($t_{328} = 0.501$, $P > 0.05$).²

The null hypothesis two (H_02) stated that there is no significant difference between the mean ratings of lecturers and students, on the extent to which Business Education curriculum contents for students' requisite administrative skills acquisition in Colleges of Education in North Central, Nigeria. The result showed that the Business Education curriculum contents for students' requisite administrative skills are related to the current reality of clerical and administrative work in offices, provide them with the skills, to use modern office machines, and equipment effectively, is sufficient to equip students' needs and expectations required for clerical work in the office, is sufficient to equip students' needs and expectations required for clerical work in the office was revealed to be moderately extent. The findings further revealed that there was no significant difference between the mean ratings of lecturers and students, on the extent to which Business Education curriculum contents provide for students' requisite administrative skills acquisition in Colleges of Education in North Central, Nigeria ($t_{328} = 0.934$, $P > 0.05$).

Conclusion

Based on the findings of the study, it was concluded that curriculum contents of business education equip students with the skills required for them to join the labour market as teachers, compete with their mates, secure a job and perform effectively in the fieldwork. In addition, the Curriculum of Business Education provides students with the necessary requisite skills required in the 21st century. The skills therefore will help the graduates with the ability to absorb new ideas, new information, and new data for resolving constantly changing issues of life. It was also concluded that, based on the Curriculum of Business Education, graduates of the programme are efficient with entrepreneurial and vocational skills for self-reliance. This study implies that the skills provided in the curriculum will help graduates to join the labour market as entrepreneurs, compete with their mates, secure a job and perform effectively outside the wall of the school

Recommendations

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

1. The National Commission for Colleges of Education (NCCE) and other agencies of education should develop a benchmark for a curriculum of business education that will emphasize relevant skills and competencies. This will help colleges of education take vital initiatives to review the attributes needed by business education graduates as well as to support generic skills development.
2. Government and non-governmental organizations (NGOs) should give room for the students to learn administrative skills during their SIWES in the crucial sector as being demanded by industry, as a remedy to the mismatch between organizational output and requirements of the labour market to enhance the employability of students passing out of school.



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